

Федеральное государственное автономное образовательное учреждение высшего
профессионального образования
"Национальный исследовательский университет
"Высшая школа экономики"

Факультет социальных наук

Программа дисциплины «Гендер и развитие (Gender and Development)»

для направления 38.04.04 «Государственное и муниципальное управление»

подготовки магистра

для магистерской программы «Население и развитие»

Авторы программы: Исупова О. Г., PhD в социологии, доцент кафедры Демография,
oisupova@hse.ru

Одобрена на заседании кафедры [Ведите название кафедры] «___» 2015 г.

Зав. кафедрой [Ведите И.О. Фамилия]

Рекомендована профессиональной коллегией УМС [Ведите название] «___» 20 г.

Председатель [Ведите И.О. Фамилия]

Утверждена УС факультета1 [Ведите название факультета] «___» 20 г.

Москва, 2016

¹ Вставьте название органа/лица, утверждающего программу (например, Руководитель образовательной программы, Совет образовательной программы и т.п.)

Аннотация программы учебной дисциплины

«Гендер и развитие»

1. Гендер и развитие (5 ESTC)

Целью курса является обучение студентов основным идеям, концепциям и подходам к взаимосвязи между социально-экономическим развитием и гендерными вопросами. Кроме овладения теоретическими навыками, студенты получат навыки в проведении исследований в области гендера и практические возможности в области реализации проектов в сфере гендерного равенства и гендерных вопросов и развития.

2. План курса. Курс продолжается 2 модуля и состоит из 10 (20) лекций, 10 (20) семинаров (всего 40 академических часов), одной промежуточной контрольной работы и экзамена. Основные темы курса включают:

- Гендер и развитие в антропологическом контексте
- Гендер, рождаемость и развитие
- Альтернативные подходы к гендерным теориям
- Гендер, неолиберализм и глобальный финансовый кризис
- Неолиберальный подход к гендеру
- Гендер и развитие
- Женщины и развитие

3. Требования к уровню знаний студентов (пререквизиты). Желательно иметь базовые знания по публичной политике и социологии (гендерной социологии).

4. Преподаватель – PhD in Sociology, доцент О.Г. Исупова; ст. преп. Уткина В.В.

5. Тип экзамена – письменная работа (вопросы по всему курсу).

Gender and Development

Syllabus

1. Course Description

Title of a Course: Gender and Development (5 ESTC)

Pre-requisites: Desirable: basic course in public policy and in sociology of gender.

Course Type: elective

Authors: Associated professor O. Isupova, senior lecturer V. Utkina

Abstract:

The course aim is to raise students' awareness to the various ideas, concepts and practices concerning interconnection between (economic) development and gender.

2. Learning Objectives

At first, women came into focus in the development studies as objects of welfare policies, such as birth control, nutrition, safe pregnancy, etc. In 1962 the Commission on Women's status prepared a report on the role of women in development upon the UN General Assembly request. Studies concerning women role in development started to appear since the early 1970s. Since then, liberal paradigm of women in development started to be mainstream in this area. Welfarist approach remains dominant in development practices (concerning women) until nowadays. But the aim of this course consists not only to provide students with deep understanding of this, but also to make them well informed about the other approaches in gender and development. The concepts of Women in Development, Women and Development and Gender and development will be considered in detail, so will be neoliberal framework. In addition to obtaining theoretical understanding, the students

will be introduced to practical skills of research with the aim of enabling them to conduct projects in the sphere of gender and development.

3. Learning Outcomes

- The students will have learned the basic and advanced fundaments of gender and development key theoretical concepts.
- The students will master understanding, from the point of view of different concepts, of various specific fields within the studied area, such as status of women in various cultures, their role in family and family economy, problems their interfere with.
- The students will be able to frame a theoretical problem within the field of gender and development studies into an inquiry with the aim to conduct their own independent research.
- The students will become familiar with policy practices in different fields concerning women, such as education, birth control, women work and salary, safer motherhood, women health etc.
- The students will be aware of historical context of formation of the concepts of WID, WAD and GAD, be familiar with contemporary criticism of liberal and neoliberal paradigm in the field, be able to form their own informed critical position in the area on the basis of various studied approaches to the role of women in economic development.
- The students will master methodology of studying gender and development, becoming familiar with main classical works in the field and the results of research which characterize specific traits of role of women in different developing cultures.
- The students will know how to analyze problems of interconnections between gender and development within contexts of economics, sociology, demography, and public policy.

4. Course Plan: the course lasts 2 modules and consists of 10 (20 academic hours) lectures, 10 (20 academic hours) seminars (40 academic hours all

together), 1 intermediate test, and final exam. Main topics of the course include:

- Gender and development in anthropological context
- Gender, fertility, and development
- Alternative approaches
- Gender, neoliberalism and global financial crisis
- Neoliberal approaches
- Gender and development (GAD)
- Women and development (WAD)

5. Reading List:

- Nalini Visvanathan et al., 2011, second edition, The women, gender and development reader (2nd ed. ed.). London: Zed Books. p. 29.
- Barriteau, Eudine; Connelly, Patricia; Parpart, Jane L (2000). *Theoretical perspectives on gender and development*. Ottawa: International Development Research Centre (IDRC).
- Rathgeber, Eva M. 1990. "WID, WAD, GAD: Trends in Research and Practice." *The Journal of Developing Areas*. 24(4) 289-502
- Bryceson, D., Vuorela, U., *The Transnational Family: New European Frontiers and Global Networks* Berg Publishers Ltd, 2002, 288 c.
- Janet Henshall Momsen (2009). *Gender and Development*. Taylor & Francis.

6. Grading System:

- Participation (15%)
- Oral presentation based on the reading material with a written hand out (20%)
- Essay (25%)
- Exam (40%)

7. Guidelines for Knowledge Assessment: Exam type: in each theme - oral answers to the questions, written exam for the whole course

8. Methods of Instruction: The course consists of lectures and seminars. During the lectures the main concepts and ideas related to the topic will be introduced. As a follow-up for the lectures seminars will be carried out to let students engage with the material through individual and group exercises. Students are expected to prepare for the seminars by reading recommended materials and completing group tasks handed out by the lecturer.

9. Special Equipment and Software Support (if required):

Course outline.

Theme 1. Women in development (WID)

This was initially introduced Washington-based female development professionals in the beginning of 1970s/ They questioned the idea that modernization had identical impact on men and women. At the same time when various feminist movements rose in northern countries, Women and Development movement became influential in the “Global South”. Liberal feminists were struggling for equal rights and labor opportunities in developed as well as developing countries. Liberals postulated that women's position in society can be improved if stereotypical traditional expectations of women will be broken, and this could be obtained through better education of women and equal opportunity programs, Within this approach, little attention was given to men and to power relations between genders. Particular attention was given to the productive labor of women and not to their reproductive rights and attitudes, as well as not to social welfare. In this, the WID opposed “welfare approach” which considered women in developing countries almost exclusively as wives and mothers. Danish economist Ester Boserup underlined precisely the role of women in the agricultural production and economy. WID stressed necessity to intentionally integrate women in the development agenda. Criticism of the approach.

1. Elizabeth Wilson. Women and the Welfare State. Routledge.
2. Koczberski, Sarah (1998). "Women In Development: A Critical Analysis". Third World Quarterly (Taylor & Francis, Ltd.) 19 (3): 395-410.

Theme 2. Women and development (WAD)

Women and development (WAD) is another theoretical and practical approach to development, introduced into gender studies in the second half of the 1970s. Its origins can be traced to the First World Conference on Women in Mexico City in 1975. It has many distinct characteristics, first of all concerns about the explanatory limitations of modernization theory. Not development to advance women, but development being only possible due to involvement of women. Not recipients of development aid, but active agents of development projects. And have always been. Women-only development projects, aimed to remove women from the patriarchal hegemony. WAD is different WID in terms of theoretical framework. Focus not on women's relationship to development, but on the interactions between patriarchy and capitalism. Neo-Marxism and dependency theory. Practice rather than theory. Women work and relationships between women. Women knowledge, goals, responsibilities. Distinctiveness. Women seen as a class, while they are different. Marginalization of women. No attention to reproduction. Too much focus on income generation.

1. Frank, Andre Gunder (1969). Capitalism and underdevelopment in Latin America: historical studies of Chile and Brazil (Rev. and enl. ed. ed.). New York: Monthly Review.
2. Fraser, Nancy (2012). "Feminism, Capitalism, and the Cunning of History". Working paper. Fondation Maison des sciences de l'homme.
3. Irene Tinker (1990). Persistent Inequalities: Women and World Development. Oxford University Press.

Theme 3. Gender and development (GAD)

Focus on the socially constructed basis of differences between men and women, necessity to change and challenge "traditional" gender roles and attitudes. Oakley (1972) and Rubin (1975), emphasis on the social. Not biological as in WID. Practitioners starting to question the idea of working with women only. Need to understand how women and men are socially constructed. Gender division of labor, gender as power relation, role of institutions. Gender roles and social relations analysis. Masculinity and femininity and access to resources. Social dimensions of hierarchical power relations in institutions and status of men and women in society. Not only women, but both women and men. GAD policies are intended to redefine customary gender role expectations. Work of care as extended mothering. Men as unavoidable breadwinners. Pay gap. Beijing Platform for Action and gender mainstreaming (1995). Caroline Moser and the Moser

Gender Planning Framework. Neglecting the bonds between men and women, possible role interchange. Insufficient depth of analysis. Too theoretical.

1. Bertrand, Tietcheu (2006). *Being Women and Men in Africa Today: Approaching Gender Roles in Changing African Societies*.
2. Jackson, Cecile; Pearson, Ruth (2002). *Feminist visions of development: gender analysis and policy* (1. publ. ed.). London: Routledge.
3. Kabeer, Naila (2003). *Gender mainstreaming in poverty eradication and the Millennium development goals a handbook for policy-makers and other stakeholders*. London: Commonwealth secretariat.
4. Moser, Caroline O.N. (1995). *Gender planning and development: theory, practice and training*(Reprint. ed.). London [u.a.]: Routledge.
5. Razavi, Shahrashoub; Miller, Carol (1995). "From WID to GAD: Conceptual shifts in the Women and Development discourse". United Nations Research Institute Occasional Paper series (United Nations Research Institute for Social Development)
6. Reeves, Hazel (2000). *Gender and Development: Concepts and Definitions*. Brighton.
7. Robert Connell (1987). *Gender and power: society, the person, and sexual politics*. Stanford University Press.
8. True, J (2012). *Feminist Strategies in Global Governance: Gender Mainstreaming*. New York: Routledge.

Theme 4. Neoliberal approaches

The World Bank, focus on gender since 1977. Policy addressing institutional constraints maintaining differences in access and resources between the genders, limiting the effectiveness of development programs. Gender Action Plan and Smart Economics. World Development Report in 2012. Women as a key to successful development. Women's Development Business (WDB) in South Africa, to give poor rural women financial resources. “Rational economic woman” expectations might not match reality and can put new responsibilities on women.

1. Chant, S. (16 August 2012). "The disappearing of 'smart economics'? The World Development Report 2012 on Gender Equality: Some concerns about the preparatory process and the prospects for paradigm change". *Global Social Policy* 12 (2): 198–218.
2. Chant, Sylvia; Sweetman, Caroline (November 2012). "Fixing women or fixing the world? 'Smart economics', efficiency approaches, and gender equality in development". *Gender & Development* 20 (3): 517–529.

3. Rankin, Katharine N. (2001). "Governing Development: Neoliberalism, Microcredit, and Rational Economic Woman". *Economy and Society* (Fondation Maison des sciences de l'homme).
4. Razavi, S. 'World Development Report 2012: Gender Equality and Development: An Opportunity Both Welcome and Missed (An Extended Commentary)'.
5. Roberts, Adrienne; Soederberg, Susanne (June 2012). "Gender Equality as Smart Economics? A critique of the 2012 World Development Report". *Third World Quarterly* 33(5): 949–968.

Theme 5. Gender, neoliberalism and global financial crisis

Politics of austerity. Impact of the crisis on women. Necessity of attention to reproductive work and needs. Crisis affected male dominated sectors first, but later female dominated as well. Elizabeth Wilson, state capitalism and the welfare state as a tool to oppress women, neoliberal economic policies with more individual freedom could improve conditions for women. Neoliberalism creating new forms of inequality and exploitation. 'Free market feminism', 'smart economics' as attempt to spur development through investing in women and girls. Efficiency approach as well as WID. Narrowing gender gap. Gender equality as higher return investment. Significant social returns, improving child survival and reducing fertility through women education and participation in the economy. Greater female-control of household income, better outcomes for children's welfare. "Girl Effect initiative", Nike Foundation. Subordination of Intrinsic Value. Ignorance for the need of systemic transformation. Feminization of responsibility. Overemphasized efficiency. Opportunistic pragmatism.

1. Bradshaw, Sarah (May 2013). "Women's role in economic development: Overcoming the constraints".
2. Eisenstein, Hester (2009). *Feminism Seduced: How Global Elites Use Women's Labor and Ideas to Exploit the World*. Boulder: Paradigm Publishers.
3. Prügl, Elizabeth (2014). "If Lehman Brothers Had Been Lehman Sisters...: Gender and Myth in the Aftermath of the Financial Crisis". *International Political Sociology* 6 (1): 25.

Theme 6. Alternative approaches]

Post-structuralism, development paradigm as a narrative of progress and not an achievable enterprise. The Basic Needs (BN) approach, not to focus on growth and income, just participation. Sen and Nussbaum's capability approach, focus on expanding human freedom.

Human development and human security. Sustainable development, ecofeminism - direct link between colonialism and environmental degradation, degradation of women's lives.

1. McRobbie, Angela (2009). The Aftermath of Feminism: Gender, Culture and Social Change. London: Sage.
2. Merchant, Carolyn (1980). The death of nature: women, ecology, and the scientific revolution: a feminist reappraisal of the scientific revolution (First edition. ed.). San Francisco: Harper & Row.
3. Mies, Maria; Bennholdt-Thomsen, Veronika; Werlhof, Claudia von (1988). Women: the last colony (1. publ. ed.). London: Zed Books.
4. Pearce, Samir Amin. Transl. by Brian (1976). Unequal development: an essay on the social formations of peripheral capitalism (al-Tab‘ah 4. ed.). Hassocks: Harvester Pr.
5. Sen, Amartya (2001). Development as freedom (1. publ. as an Oxford Univ. Press). Oxford: Oxford Univ. Press.
6. Singh, Shweta. (2007). Deconstructing Gender and development for Identities of Women, International Journal of Social Welfare, Issue 16, pages. 100-109.

Theme 7. Gender, fertility, and development

Approaches to gender and development within sociology and demography. Population explosion. Fertility and Second Demographic Transition. Other explanations of lowering fertility. Ageing societies and women issues. Social Policy and possibility to influence fertility. “Reproductive rights and wrongs”. Family planning, abortion and contraception from development perspective. Infertility and reproductive technologies viewed globally. Voluntary childlessness and economic efficiency.

1. Young, Kate; Wolkowitz, Carol; McCullagh, Roslyn (1984). Of marriage and the market: women's subordination internationally and its lessons (2nd ed.). London: Routledge & Kegan Paul.
2. Касымова, С., Расширяя границы: межэтнические и межконфессиональные браки в постсоветском Таджикистане (на примере браков таджикских женщин с иностранцами) Laboratorium. Журнал социальных исследований. 2010. № 3. С. 126-149.
3. Ренн, Ж., Отношения между полами в узле расовых, возрастных и классовых отношений: гендерные исследования и дебаты во Франции в первом

декадах XXI века Laboratorium. Журнал социальных исследований. 2011. № 3. С. 143-162.

4. Rivkin-Fish, M., 2005, *Women's Health in Post-Soviet Russia: The Politics of Intervention* (Indiana University Press).
5. Rivkin-Fish, M., 2003, Anthropology, Demography, and the Search for a Critical Analysis of Fertility: Insights from Russia, *American Anthropologist*, 105(2):289-301.
6. Oded Galor, 2005, The Demographic Transition and the Emergence of Sustained Economic Growth, *Journal of the European Economic Association*, 3, 494–504.
7. Sreter, Simon (1993), The Idea of Demographic Transition and the Study of Fertility: A Critical Intellectual History, *Population and Development Review* 19 (4), pp. 659–701,
8. Nye, Robert A; van Poppel, Frans (2003), Fertility and Contraception During the Demographic Transition: Qualitative and Quantitative Approaches, *Journal of Interdisciplinary History* 34 (2)
9. Plotnick Robert D., Childlessness and the Economic Well-being of Older Americans Journal of Gerontology and Behavioral Psychology in Social Science. 2009 64B(6): 767–776

Theme 8. Gender and development in anthropological context

Anthropological approaches to gender and development, culture and religion; cultural, social and historical aspects of family planning and population control, women's health, maternal mortality, and abortion. Roles of Western NGOs, governments, and religious organizations in shaping population policies and practices.

1. Rivkin-Fish, M., 2010, Pronatalism, Gender Politics, and the Renewal of Family Support in Russia: Towards a Feminist Anthropology of 'Maternity Capital' *Slavic Review* 69(3).
2. Rivkin-Fish, M., 2004, 'Change Yourself and the Whole World Will Become Kinder': Russian Activists for Reproductive Health and the Limits of Claims Making for Women, *Medical Anthropology Quarterly* 18(3): 281-304.
3. Barriteau, Eudine; Connelly, Patricia; Parpart, Jane L (2000). *Theoretical perspectives on gender and development*. Ottawa: International Development Research Centre (IDRC).

Main readings:

1. Nalini Visvanathan et al., 2011, second edition, The women, gender and development reader (2nd ed. ed.). London: Zed Books. p. 29.
2. Barriteau, Eudine; Connelly, Patricia; Parpart, Jane L (2000). *Theoretical perspectives on gender and development*. Ottawa: International Development Research Centre (IDRC).
3. Rathgeber, Eva M. 1990. "WID, WAD, GAD: Trends in Research and Practice." *The Journal of Developing Areas*. 24(4) 289-502
4. Bryceson, D., Vuorela, U., *The Transnational Family: New European Frontiers and Global Networks* Berg Publishers Ltd, 2002, 288 c.
5. Janet Henshall Momsen (2009). *Gender and Development*. Taylor & Francis.
6. Женщины и развитие: реальность и перспективы. Вариант, 2006. - 128 с.