

Course syllabus «Gender and Development»

Approved by
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Number of credits	5
Contact hours	40
Self-study hours	150
Kypc	1
Educational format	Without use of online course

I. Aim, Results of Mastering the Discipline and Prerequisites

The objective of the discipline "Gender and Development" is the appropriation of basic principles of gender research and getting knowledge of its main areas.

As a results, students should:

Know:

- seminal texts in gender studies
- basic concepts and principles of gender studies and main areas of research on which this discipline focuses

Be able to:

- construct productive research questions using approaches of gender studies
- apply the concept of gender mainstreaming to their research designs in comparative social research
- to distinguish, collect and apply various social data to gender issues
- to criticize gender and development studies

Have:

- the skill to criticize and evaluate the quality of outcome of different forms of gender and development research
- the skill to meaningfully construct gender and development research questions
- the skill to model research in the field of gender and development

Basic knowledge of concepts and theories of social sciences are required for this course.

The basics of this discipline should be used in the following courses and activities:

- Master thesis writing
- Applied social and demographic research
- all other programs related courses

The course is strongly related and complementary to other courses provided in the first year of two programs (Comparative Social Research and Population and Development) (e.g. Research

Seminar) and sets a useful prerequisite for later courses and research projects as well as for the master thesis. The course gives students an important foundation to develop and conduct their own research as well as to evaluate research of others.

II. Content of the Course

SESSION ONE: Introduction

Three waves of feminism and the concepts of women and development. We will discuss main concepts of the discipline as well as its historical associations with feminism and different approaches to the role of women in development: Women in development (WID), Women and Development (WAD), Gender and Development (GAD).

SESSION TWO: Division of Domestic (Reproductive) Labor

The session discusses gender division of labor, gender as power relation, role of institutions in that, as well as gender roles and social relations analysis. Importance of access to resources for both women and men, and policies as intended to redefine customary gender role expectations.

SESSION THREE: Reproductive Options

The session is intended to discuss the fertility issues in their relation to development and modern life: large families; voluntary childlessness; one parent families and overall problem of low birth rate in relation to both development and gender.

SESSION FOUR: Gender and Power, Women and Men in the Organization

This sessions introduces the social dimensions of hierarchical power relations in institutions and status of men and women in society. Gender in relation to neoliberalism and global financial crisis is analysed, as well as the position of women in state service, in education, in acquiring different professions.

SESSION FIVE: Gender and Reproductive Health

This session discusses the issues of reproductive health and its importance for development and gender issues. Maternal and infant health and mortality, right for adequate medical care, lowering levels and differences in access in various parts of the world/

SESSION SIX: Reproductive Rights and Reproductive Technologies

This session introduces the notion of reproductive rights as both right to have and not to have a child or children. Accordingly, abortion, contraception and reproductive technologies will be discussed in many aspects and details.

SESSION SEVEN: Gender Violence and Sexual Harassment

This session discusses the issue of gender violence and sexual harassment, the scope of violence in different countries, related cultural attitudes and values, problems of measurement and strict definition of these issues.

SESSION EIGHT: Masculinity and Femininity

The session discusses the concepts of masculinity and femininity in gender studies, the ideas on different masculinities, problem of hegemonic masculinity, and the various views on femininity as culturally different, but always associated with subjugation.

SESSION NINE: Sexuality and Beauty

The session introduces two main ideas of women sexuality, discusses men “right to have sex”, and the concept of beauty - as the recourse in power struggle, appearance standards as imposed on women and taking their time of them, introduces the concept of body positive movement.

SESSION TEN: Gender Indexes

This session brings along and exposes gender indexes as an attempt to calculate overall picture of juxtaposition of men and women in different countries (Gender Inequality index, gender gap index, gender equality index).

III. Grading

Four position papers make up 30% of the final grade – 7.5 percentage point per paper.

Class presentation makes up 10% of the final grade and is optional.

Activity and participation in class work constitutes 20% of the grade.

The oral exam makes up 40%.

If the final grade is non-integer, it is rounded according to algebraic rules. If has a half (.5) at the end, we are rounding upward.

IV. Grading Tools

The course attendees are expected to complete the weekly readings ahead of the class sessions. The position papers are based on such readings.

The presentations in the class can be done on various gender and development topics (agreed with the lecturer).

Each paper relates to the readings of the given week and should be between one and two pages long (single-spaced, font size 12). It can be submitted in writing or via email at the end of the class. It will be assessed according to the quality of the summary of the text(s), the depth of the ideas it develops, the comprehension of the readings, and the clarity of the exposition.

Belated “position papers” will not be excepted (save for truly extraordinary circumstances), make-up assignments will NOT be arranged.

The presentations in the class can be on various topics agreed with the lecturer, should be 5-7 long and initiate class discussion. The student is meant to lead that discussion and give further input during this session.

V. Sources

5.1. Main Literature

1. Blau, Francine D., Kahn, Lawrence M., The Gender Wage Gap: Extent, Trends, and Explanations, *Journal of Economic Literature* 2017, 55(3), 789–865
<https://doi.org/10.1257/jel.20160995> or
<https://pubs.aeaweb.org/doi/pdf/10.1257/jel.20160995>
2. Blume, Libby Balter and Blume, Thomas W., Toward a Dialectical Model of Family Gender Discourse: Body, Identity, and Sexuality, *Journal of Marriage and Family*, Vol. 65, No. 4 (Nov., 2003), pp. 785-794 Published by: National Council on Family Relations Stable URL: <https://www.jstor.org/stable/3599890> or
<https://proxylibrary.hse.ru:2066/stable/pdf/3599890.pdf?refreqid=excelsior%3Ab1d31217dc0fc8cd32cda44f26a7b617>
3. Connell, Robert W., Understanding Men: Gender Sociology and the New International Research on Masculinities, *Social Thought & Research*, Vol. 24, No. 1/2, The Politics of Gender (2001), pp. 13- 31 Published by: Social Thought and Research, URL
<https://www.jstor.org/stable/23250072> or
<https://proxylibrary.hse.ru:2066/stable/pdf/23250072.pdf?refreqid=excelsior%3A9b50cb45b4299987a2226ef9cedc8c46>
4. Cornwall, Andrea, Harrison, Elizabeth, Whitehead, Ann (eds.), *Gender Myths and Feminist Fables: The Struggle for Interpretive Power in Gender and Development*, 2008, Wiley-Blackwell. URL <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=437438>
5. Ridgeway, Cecilia L. *Framed by Gender: How Gender Inequality Persists in the Modern World*, 2011, ISBN-13: 9780199755776, Oxford University Press. URL
<http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780199755776.001.0001/acprof-9780199755776> Oxford Scholarship
6. Segal, Marcia Texler, Chow, Esther Ngan-ling, Lin Tan, *Analyzing Gender, Intersectionality, and Inequality in Global, Transnational and Local Contexts*, 2011, Emerald, URL
<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=730836>
Proquest

Additional Literature

1. Avishai, Orit, Jafar, Afshan, Rinaldo, Rachel, *A Gender Lens On Religion, Gender and Society*, Vol. 29, No. 1 (February 2015), pp. 5-25 Published by: Sage Publications, Inc. URL
<https://www.jstor.org/stable/43669940> or
<https://proxylibrary.hse.ru:2066/stable/pdf/43669940.pdf?refreqid=search%3Af8a740c164e17c38972b45b2522a985e>
2. Berkowitz, Dana, Manohar, Namita N., Tinkler, Justine E., *Walk Like a Man, Talk Like a Woman: Teaching the Social Construction of Gender*, *Teaching Sociology*, Vol. 38, No. 2 (APRIL 2010), pp. 132-143 Published by: American Sociological Association Stable URL:
<https://www.jstor.org/stable/25677742> or
<https://proxylibrary.hse.ru:2066/stable/pdf/25677742.pdf?refreqid=search%3A07ab1e35b7aa08bc7cc640728aa205e>

3. Bryant, Karl, Teaching the nature-nurture debate, Contexts, Vol. 13, No. 4 (FALL 2014), pp. 22-23 Published by: Sage Publications, Inc. on behalf of the American Sociological Association, URL <https://www.jstor.org/stable/24710578> or <https://proxylibrary.hse.ru:2066/stable/pdf/24710578.pdf>
4. Holman, Luke, Stuart-Fox, Devi, Hauser, Cindy E., The gender gap in science: How long until women are equally represented? PLoS Biol 16(4): e2004956. <https://doi.org/10.1371/journal.pbio.2004956> or <https://journals.plos.org/plosbiology/article/file?id=10.1371/journal.pbio.2004956&type=printable>
5. Ritter-Hayashi, Daniela, Vermeulen, Patrick, Knobens, Joris, Gender Diversity and Innovation: The Role of Women's Economic Opportunity in Developing Countries, WORKING PAPER July 21, 2016-Co-ordinated Country Case Studies: Innovation and Growth, Raising Productivity in Developing Countries, (DFID). <file:///home/olga/Downloads/strat14-03.pdf>

5.2 Software

№ п/п	Name	Access conditions
1.	MicrosoftWindows 7 Professional RUS MicrosoftWindows 10 MicrosoftWindows 8.1 Professional RUS	<i>From the university's internal network (contract)</i>
2.	MicrosoftOfficeProfessionalPlus 2010	<i>From the university's internal network (contract)</i>

5.3 Material and technical support

Classrooms for lectures on the discipline provide for the use and demonstration of thematic illustrations corresponding to the program of the discipline, consisting of:

- PC with Internet access (operating system, office software, antivirus software);
- multimedia projector with remote control.