

ECON/WGSS 357
Women and Economic Development
Summer 2019 - Online

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Office Hours:

I will be available by email. If you email me, expect a reply within 24 Hours.

Course Prerequisite: None

Attributes: GE IIIB and Foreign Culture
LE core: R2

Welcome!

Welcome!

Welcome to ECON/WGSS 357. This course analyzes the changing roles of women in Africa, Asia, and Latin America, countries known collectively as the developing world or the South. More specifically, the course provides an economic, institutional, and feminist framework for understanding the socio-economic realities of women in the developing world. The following topics will be analyzed: the nature and methodologies of economics, the nature of economic development, feminist perspectives on women in development, the economic status of women in the developing world (labor force participation, occupations, earnings, educational attainment, fertility, etc...), women and globalization, women's empowerment, and women organizing themselves for change.

The assigned readings and videos will inform and guide our class discussions. However, the success of our class discussions and the meaning this course will have for you depend on how well you prepare and how fully you participate. Your classmates and I will be counting on you to engage fully in all our activities.

I. UWEC: LIBERAL EDUCATION LEARNING OUTCOMES

The UW-Eau Claire Liberal Education (LE) Core curriculum serves as a strong foundation for all of our academic programs. Our LE Core embodies the Power of [AND] in its design. It has been developed to ensure that you acquire the *knowledge AND skills AND responsibility* that you will need to actively engage in a global society. Through meeting the requirements of the LE Core you will develop the ability to think critically, creatively and independently. You will learn to integrate and apply your knowledge and develop the values essential to becoming a constructive global citizen. The outcomes below will empower you and prepare you to deal with complexity, diversity, and change in multiple settings. They will also develop highly marketable skills and lead to life-long learning and civic engagement.

CORE OUTCOMES

KNOWLEDGE GOAL:

Build knowledge and awareness of diverse peoples and cultures and of the natural and physical world through the study of arts, histories, humanities, languages, mathematics, sciences and technologies, and social sciences.

Knowledge Outcome 1 (K1): Natural Sciences. Describe and evaluate models of the natural and physical world through collection and scientific analysis of data, and through the use of mathematical or computational methods.

Knowledge Outcome 2 (K2): Social Sciences. Use knowledge, theories, methods, and historical perspectives appropriate to the social sciences to explain and evaluate human behavior and social institutions.

Knowledge Outcome 3 (K3): Humanities. Use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and explore questions.

Knowledge Outcome 4 (K4): Fine Arts. Use knowledge, historical perspectives, theories, or methods appropriate to the arts to describe their context, function and impact.

SKILLS GOAL:

Develop intellectual and practical skills, including, for example, inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, and teamwork and problem solving.

Skills Outcome 1 (S1): Written and Oral Communication. Write, read, speak, and listen effectively in various contexts using a variety of means including appropriate information sources and technologies.

Skills Outcome 2 (S2): Mathematics. Use mathematical, computational, statistical, or formal reasoning to solve problems, draw inferences, and determine the validity of stated claims.

Skills Outcome 3 (S3): Creativity. Create original work, perform original work, or interpret the work of others.

RESPONSIBILITY GOAL:

Apply personal and social responsibility for active citizenship and develop skills needed to thrive in a pluralistic and globally interdependent world.

Responsibility Outcome 1 (R1): Equity, Diversity, and Inclusivity. Use critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity.

Responsibility Outcome 2 (R2): Global Perspectives. Evaluate the impact of systems, institutions and issues in local and global contexts and across cultures.

- 1. Analyze and interpret how cultures, environments, practices, and values differ from or are similar to one another.*
- 2. Analyze and interpret the nature of global systems, institutions or relationships of power in a historical or geographical context.*
- 3. Analyze and interpret the global implications of individual or collective decisions.*

Responsibility Outcome 3 (R3): Civic and Environmental Issues. Use critical and creative thinking to address civic, social, and environmental challenges.

INTEGRATION GOAL:

Integrate learning across courses and disciplines within and beyond campus.

Integration Outcome 1 (I1): Integration. Apply knowledge, skills, or responsibilities gained in one academic or experiential context to other contexts.

SERVICE-LEARNING GOAL

Service-Learning. Students will serve their community by applying skills and knowledge gained through university coursework and/or experiences.

II. ECONOMICS PROGRAM LEARNING OUTCOMES

Upon graduation with a degree in Economics, you should know and be able to do the following:

1. Use economic models to analyze economic behavior, social issues, and policy problems.

2. Assemble and analyze economic data to test economic hypotheses.
3. Present your economic reasoning in concise written statements, or extended research papers, or oral presentations.

4. Describe and explain the wide differences in economic outcomes by race, gender, and across countries.

**III. WOMEN'S, GENDER, AND SEXUALITY STUDIES PROGRAM
LEARNING OUTCOMES**

1. Students explain the social workings of power, privilege and oppression across a range of cultures and experiences.

Rubric Elements:

- A. Students apply feminist terms and concepts to articulate how power, privilege, and oppression affect human cultures and experiences.
- B. Students analyze the unequal distribution of social power.
- C. Students articulate the consequences of their social location.

2. Students demonstrate understanding that transnational frames unsettle U.S.-centric approaches to feminism, and use these to critically analyze power and systems of oppression in a globalizing world.

Rubric Elements:

- A. Students describe the importance of using a transnational feminist perspective.
- B. Students explain how the intersections of global systems/institutions of power play out across a range of cultures and communities.
- C. Students explain what knowledge is needed for critical and respectful engagement in diverse cultures and contexts across the globe.

IV. THE COURSE: GOALS AND OBJECTIVES

In keeping with the Liberal Education, Economics and WGSS Learning Outcomes listed above, *this course will help you develop a well-informed, integrated, and critical understanding of the experiences and realities of women in the developing world.* In this course you will:

- A. Develop some insights into the nature of the discipline of economics by analyzing various theories: Mainstream, Feminist, non-Orthodox). More specifically, you will:
 1. Explain the various assumptions underlying the economic theories (mainstream, feminist and non-orthodox).
 2. Explain the various implications of each theory.
 3. Critically evaluate each theory.
- B. Develop some insights into the nature of economic development and the feminist critiques of Development Economics.
- C. Compare and contrast the socio-economic realities of women living in Africa, Asia, and Latin America through specific case studies.
- D. Understand the role of the international economy in affecting the lives of women in the developing world.
- E. Understand how women in the developing are empowering themselves.
- F. Relate the models/theories/stories to your personal experiences.

V. READINGS

A. **Required**

- a. The Women, Gender & Development Reader, edited by Nalini Visvanathan, Lynn Duggan, Nan Wiegiersma and Laurie Nisonoff, 2011, 2nd edition.
- b. **Book to be Purchased**
Nervous Conditions by Tsitsi Dangarembga, published by Seal Press, 2004. This is a novel that is available for purchase (\$ 17.95) in the UWEC bookstore.

B. **Other Sources**

We will read various chapters of the following books and publications. These are all available on the Canvas website.

- a. Abu-Lughod Lila. “Do Muslim Women Really Need Saving?” (read pages 1-26), Harvard University Press, 2015.
- b. Albelda, Randy and Robert Drago. Unlevel Playing Fields: Understanding Wage Inequality and Discrimination. Boston, MA: Economic Affairs Bureau, 2013, fourth edition.
- c. Amott, Teresa and Julie Mattaei. “Race, Class, Gender, and Women’s Work,” chapter 2 of Race, Gender, and Work. Boston, MA: South End Press, 1996.
- d. Barker, Drucilla K. and Susan F. Feiner. Liberating Economics. The University of Michigan Press: Ann Arbor, 2004.
- e. Blau, Francine, D. and Anne E. Winkler. The Economics of Women, Men, and Work. New York: Oxford University Press, 2018, eight edition.
- f. Colander, David. Economics. McGraw-Hill, 2013, ninth edition.
- g. Feiner, Susan, F., editor. Race and Gender in the American Economy. New York: Prentice Hall, 1994.
- h. Sen, Amartya. Development as Freedom. New York: Anchor Books, 2000.
- i. The Women, Gender & Development Reader, edited by Nalini Visvanathan (co-ordinator), Lynn Duggan, Laurie Nisonoff and Nan Wiegersma, 1997.

VI. COURSE WORK

Your course grade is based on the following:

1.	9 Reading assignments* (50 points each)	450 points
2.	12 Comments on readings* (10 points each)	120 points
3.	3 Video discussions* (30 points each)	90 points
4.	3 summaries/connections to own experiences* (30 points each)	90 points
5.	2 Discussions of novel* (30 points each)	60 points
6.	Analysis of novel*	150 points
5.	Course Reflection*	10 points

TOTAL POINTS

970 POINTS

*See instructions posted under Course Information in CANVAS. See also Sections VIII, IX, and X below.

VII. PERFORMANCE EVALUATION

Grades will be determined according to the following grading system:

A = 94-100%	C = 73-76%
A- = 90-93	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 63-66
B- = 80-82	D- = 60-62
C+ = 77-79	F = below 60%

VIII. READING ASSIGNMENTS

There will be 10 Reading Assignments but ONLY 9 will count toward your course grade. A guideline for evaluating the reading assignments is posted under Course Information in CANVAS.

IX. COMMENTS ON READINGS

There will be 13 Comments on readings but ONLY 12 will count toward your course grade. A guideline for evaluating your comments is posted under Course Information in CANVAS.

X. DISCUSSIONS OF VIDEOS

There will be 4 Video Discussions but ONLY 3 will count toward your course grade. A guideline for evaluating the discussions is posted under Course Information in CANVAS.

XI. ACADEMIC INTEGRITY

Academic misconduct in this course is a serious offense and I will pursue the strongest possible academic penalties for such behavior. The disciplinary procedures and penalties for academic misconduct are described on the UW-Eau Claire Dean of Students web site

(<http://www.uwec.edu/DOS/policies/academic/index.htm>).

XII. NETIQUETE: DO'S AND DON'TS

DO

1. Ask questions at any time by taking advantage of "Ask the class" discussion area AND my office hours posted above.
2. Participate fully in discussions.
3. Respect the opinions and comments of each class member. If disagreeing with other class members' ideas, do state your disagreements clearly, yet politely.
4. Expect a reply to your emails within 24 hours.

- DO NOT**
1. Expect an immediate reply to your emails.
 2. Get behind in the readings and in the assignments.
 3. Assume. It is better to ask.

COURSE READINGS

INTRODUCTION: DAY ONE

1. **Introduction:** Introduce yourself to other members of the class.

UNIT I. NATURE OF ECONOMICS

The Nature and Methodologies of Economics

1. Colander: “*Economics and Economic Reasoning*” chapter 1 of Economics.
2. Feiner, “*Three Economic Paradigms*” in Race and Gender in the American Economy.
3. *Video #1: “If Women Counted”* (60 minutes) by Marilyn Waring
4. Barker and Feiner, “*Economics, She Wrote*,” chapter 1 of Liberating Economics, 2004.
5. Albelda and Drago, “*The Basics of Political Economy*,” chapter 6 of *Unlevel Playing Fields*.
6. Amott, Teresa and Julie Mattaei, chapter 2 of *Race, Gender, and Work*. Boston, MA: South End Press, 1996.

UNIT II. NATURE OF ECONOMIC DEVELOPMENT AND FEMINIST CRITIQUES OF DEVELOPMENT THEORIES

A. The Nature of Economic Development

1. Sen, Development as Freedom:
 - “*Introduction: Development as Freedom*”.
 - “*The Perspective of Freedom*,” chapter 1.
 - “*The Ends and the Means of Development*” (pages 35-41) of chapter 2 of Sen’s book.

B. Transnational Feminist Critiques of Development Theories

1. Ania Loomba, "Defining the Terms: Colonialism, Imperialism, Neocolonialism, Postcolonialism" (pages 1100-1111)
2. Chandra Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourses" (pages 61-88)
3. Abu-Lughod Lila, "Do Muslim Women Really Need Saving?" (pages 1-53) Harvard University Press, 2015.

UNIT III. *ECONOMIC STATUS OF WOMEN IN THE DEVELOPING WORLD*

1. Blau, and Winkler, "*Gender Differences Around the World*," chapter 17 in the The Economics of Women, Men, and Work, 2018, pages 459-486.
2. Video #2: "Women of the Country" (Women in China)(60 minutes).

UNIT IV. *WOMEN AND GLOBALIZATION*

1. Elson and Pearson, "*The Subordination of Women and the Internationalization of Factory Production*" in The Women, Gender & Development Reader, 2011, pages 212-224 of textbook.
2. Lim, "*Capitalism, Imperialism and Patriarchy*" in The Women, Gender & Development Reader, 1997.

UNIT V. *WOMEN'S EMPOWERMENT: WOMEN ORGANIZING THEMSELVES FOR CHANGE*

1. Video #3: "Kamala and Raji" (Women in India)(60 minutes)
2. Video #4: "Ladies First: Rwandan Women Help Heal their Nations" (60 minutes)
3. Tripp, "*Challenges in Transnational Feminist Mobilization*," in The Women, Gender & Development Reader, 2011, pages 402-407.

