

Women, Development and Politics

The Harris School of Public Policy

Autumn 2023

Professor: Maliha Chishti

Professor: Maria Angelica Bautista

Office: Keller Center Room 2007

Office: Keller Center Room 2013

Email: mchishti@uchicago.edu

Email: mabautista@uchicago.edu

Office Hours: Request meetings by email

TA: Sofia Gallo

Email:

Time and Location: Keller Center Room TBD - Tuesdays 2pm-4:50pm

Course materials: canvas.uchicago.edu

Course Description

This course will be a conversation between a political economy and critical development studies approach to the study of women and international development. The course will explore dominant and emerging trends and debates in the field, drawing on quantitative and qualitative methodologies to understand the status of women in the majority-world. Students will have a better understanding of global gender inequities alongside a wide range of themes impacting women such as discrimination, structural inequality, globalization, cultural politics and peace and security. The lectures will focus on gender inequalities at the global and local levels, including the workplace, communities, households, and informal development programming. The course will also explore aid policies focused on improving the conditions of women and gender relations.

Course Goals or Objectives: This class will allow students to have a solid and critical understanding of gender inequalities within an international development context. The course will offer a mixed methodological approach to help understand the context and state of women residing in poor countries. Students will also learn current gender and development policies and programmatic approaches to address structural inequities.

Course Requirements:

All students are expected to have completed the relevant readings before the class meeting each week. The course is not taught from a single textbook. Instead, weekly readings will be drawn from a collection of articles and book chapters (whenever possible, these readings will be posted on the UChicago Canvas course site). You should aim to evaluate critically the theoretical argument and the evidence advanced in each reading. Some of the readings contain sections that contain econometrics.

We will regularly update the syllabus online and mark the required readings at least one week in advance of each respective lecture. Check the course site in Canvas before every lecture for announcements of updated versions of the required readings and the syllabus.

Required books:

All readings are available online through UChicago library catalogue or at the Canvas Website:

The following course text is also available as an e-book resource:

Visvanathan, Nalini et al ed. 2011. *The Women, Gender and Development Reader*. London: Zed Books

Grading:

Student-Led Discussion (15%): Students will be randomly assigned to a small group of 4-5 students. In your group each student must choose two readings assigned for any one of the following weeks: 3,4, 5, 7 and 8. For your selected week, you will lead a small group discussion during class. As the facilitator, you are expected to:

- a) Prepare a 10-15 minute presentation to your group offering a synthesis (not a summary) of the readings. Your presentation must be based on an informed analysis about the key themes, ideas or arguments raised in the readings. Submit this document to the TA and professors. It can be any format (Word, PPP).
- b) Facilitate a 10-15 minute small group discussion based on the readings. Please circulate 2-3 questions to your group members ahead of time (using canvas groups), to give them time to prepare their responses. If there were concepts or something in the readings that were not clear, it is important to raise those as well since other students might share that experience and thinking through the readings with your peers might clear your questions.

Class Participation (5%) Students must attend every class. For discussion groups (see above), students must come to class prepared with responses to the questions circulated in advance by the student facilitator.

Critical Review Essay (20%) DUE OCTOBER 24TH: Students must complete a critical review essay, 4-6 pages on either a book or journal articles related to the course topic. A

suggested bibliography will be circulated by the instructor, but if you choose a title not on the list please submit it for review and approval.

Research Paper (40%) DUE DECEMBER 6TH: Students must complete a research paper, 11-15 pages from a list of topics that will be distributed. If you prefer a topic not on the list please ask an instructor for permission.

Group Presentations (20%) WEEK 9 (NOV 28th): All students will be divided into groups and must prepare a class presentation that incorporates their individual research papers (see above) around a particular group theme (such as gender and poverty) that will be assigned by the instructor. A detailed handout will be uploaded at the Canvas site of the class. Each presentation must be 20 minutes in length to be followed by a question/answer session with the rest of the class.

Late Work: All assignments are expected to be turned in on time. Late assignments will be downgraded one half-grade (A to A-, A- to B+, etc.) per day late. This includes weekends. The only exceptions will be made for serious medical or family problems with documentation. There will be no other exceptions.

ADA student accommodations: “Any student who believes they may need assistance should inform the Office of Student Disability Services by the end of the first week of class. Once you have received an accommodation letter, it should be presented to the course instructor immediately.” [https://disabilities.uchicago.edu/Links to an external site.](https://disabilities.uchicago.edu/Links%20to%20an%20external%20site)

Course outline, reading list and remainders:

Lecture 1 – Sept. 26th Overview of the Field of Women, Gender and Development

- Rai, Shirin. 2011. “The History of international development: concepts and contexts” in Nalini Visvanathan et al ed. *The Women, Gender and Development Reader*. London: Zed Books (pp.14-22)
- Beck, Erin. 2017. “What a Feminist Curiosity Contributes to the Study of Development” *Studies in Comparative International Development*. Volume 52: 139-154
- Lesetedi, Gwen. 2018. “A Theoretical Perspective on Women and Poverty in Botswana,” *Journal of International Women’s Studies.*, 19(5), 193-208.

Lecture 2 – October 3rd Discrimination and Gender Inequality

- Gita Sen (2019) "Gender Equality and Women's Empowerment: Feminist Mobilization for the SDGs" *Global Policy* Volume 10. Supplement 1 . January 2019
- Markus Goldstein and Christopher Udry (2008) "The Profits of Power: Land Rights and Agricultural Investment in Ghana" *Journal of Political Economy*, Vol. 116, No. 6 (December 2008), pp. 981-1022
- Siwan Anderson and Jean-Marie Baland (2002) "The Economics of Roscas and Intrahousehold Resource Allocation" *The Quarterly Journal of Economics*, August 2002

Lecture 3 - October 10th Ignoring Women

- Boserup, Esther (2011) "Women's Role in Economic Development" London, New York. Earthscan Chapters: 1
- Humphries, Jane and Jacob Weisdorf (2015) "The Wages of Women in England, 1260–1850," Journal of Economic History, Volume 75, Issue 2 June 2015, pp. 405-447.
- Humphries, K. Jane (2013) "The Lure of Aggregates and the Pitfalls of the Patriarchal Perspective: A Critique of the High Wage Economy Interpretation of the British Industrial Revolution," Economic History Review, Volume:66 Issue:3, Wiley: 24 months, pp.693 – 714.

Lecture 4 – October 17th Reproductive Health and Women's Human Rights

- Maud Anne Bracke (2021) "Women's Rights, Family Planning and Population Control: The Emergence of Reproductive Rights in the United Nations (1960s-70s). The International History Review 1-19.
- Kluchin, Rebecca. 2009. Fit to Be Tied: Sterilization and Reproductive Rights in America. Chapter 3 "Sterilizing Unfit Mothers"73-113.
- **Note: We will have a writing and research workshop in order to discuss the critical review essay.*

Lecture 5 – October 24th Cultural Politics in Development: Project to Rescue?

- Mohanty, Talpade Chandra. 2011. "Under Western Eyes: Feminist Scholarship and Colonial Discourses" in Nalini Visvanathan et al ed. The Women, Gender and Development Reader. London: Zed Books, (pp.83-89)
- White, Sarah. 2011. "The gender lens, a racial blinder?". in Nalini Visvanathan et al ed. The Women, Gender and Development Reader. London: Zed Books, (pp.95-99)
- Wilson, Kalpana. 2011. "From missionaries to microcredit? "Race", gender and agency in neo-liberal development" in Nalini Visvanathan et al ed. The Women, Gender and Development Reader. London: Zed Books, (pp.99-102)

**Note: Due date for critical review*

Lecture 6 – October 31st on Nigeria and Causes and Consequences of Discrimination

- Sen, A. (1990), "More Than 100 Million Women Are Missing", The New York Review of Books, 37 (20)
- Chidera Ihejirika "Fuck your gender norms: how Western colonisation brought unwanted binaries to Igbo culture" <https://gal-dem.com/colonialism-nigeria-gender-norms-lgbtq-igbo/>
- Ross, Michael (2008) "Oil, Islam, and Women," American Political Science Review, 102:2 2008

- Bursztyn, Leonardo, Thomas Fujiwara and Amanda Pallais (2017) “Acting Wife’: Marriage Market Incentives and Labor Market Investments,” *American Economic Review*, 2017, 107(11): 3288-3319.

Lecture 7 – November 7th Women, peace and post-conflict development

- Landgren, Karin. 2018. “WPS and Gender Mainstreaming“. *The Oxford Handbook of Women, Peace and Security*.
- Berry Marie E. and Trishna R. Rana. 2019. “What Prevents Peace? Women and Peacebuilding in Bosnia and Nepal.” *PEACE & CHANGE*, Vol. 44, No. 3.
- De Almagro, Maria Martin and Caitlin Ryan. 2019. “Subverting economic empowerment: Towards a feminist framework on gender (in) securities in post-war settings.” *European Journal of International Relations*, 25(4) 1059–1079

Lecture 8 – November 14th Natural experiments on Empowerment and Promoting Empowerment

- Guarnieri Eleonora and Tur-Prats, Ana (2022) "Cultural Distance and Conflict-Related Sexual Violence" Conditionally Accepted at the QJE.
<https://drive.google.com/file/d/19umz1pKkXN4PFLpvq7Jed5ykf6VrWa3_/view>
- Beath, Andrew, Fotini Christia and Ruben Enikolopov (2013) “Empowering Women through Development Aid: Evidence from a Field Experiment in Afghanistan,” *American Political Science Review*, Volume 107, Issue 3, pp. 540-557.
- Beaman, Lori, Raghavendra Chattopadhyay, Esther Duflo, Rohini Pande and Petia Topalova (2009) “Powerful Women: Does Exposure Reduce Bias?” *Quarterly Journal of Economics*, Volume 124, Issue 4, November 2009, Pages 1497–1540.
- Chattopadhyay, Raghavendra and Esther Duflo (2004) “Women as Policy Makers: Evidence from a Randomized Policy Experiment in India,” *Econometrica*, Vol. 72, No. 5 (Sep., 2004), pp. 1409-1443.
- Iyer, Lakshmi, Anandi Mani, Prachi Mishra and Petia Topalova (2012) “The Power of Political Voice: Women's Political Representation and Crime in India,” *American Economic Journal: Applied Economics*, 4, 4, 165-193.

November 21st -NO CLASSES - Happy Thanksgiving!

Lecture 9th– November 28th - Group Presentations

**Note: Final research papers are due on December 6th, 2023*