

PIA5308: GENDER AND DEVELOPMENT

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Gender and Development

Subject Code

PIA - Public and International Affairs

Course Number

5308

Academic Unit

Public and International Affairs (PIA)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

AIS5308 Gender and Development,
AIS5008 Gender, Labour and Human Rights

Exclusive Courses

Nil

Part II Course Details

Abstract

This course will provide an overview of gender and development issues through exposure to both the theoretical frameworks underlying gendered developmental analysis as well as case studies and practical applications. It will highlight the social construction of gender and its consequences for the lives of women in developing countries, as well as different strategies for women's empowerment. Through readings, research, discussions and various in-class activities, students will develop the ability to critically analyze development policies and interventions through a gender lens.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Understanding of the social construction of gender and its consequences for the day to day lives of women in developing countries.		x	x	x
2	Understanding of the strengths and limitations of different strategies for empowering women - such as employment, micro-credit and conditional cash transfers.		x	x	x
3	Knowledge of gender analysis and planning for development programmes, including tools and techniques commonly used by multilateral development agencies and international NGOs.		x	x	x
4	Ability to critically assess the design and implementation of development projects and propose modifications to enhance gender equity.		x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	1	Lectures: the instructor will present an overview of every topic, introducing relevant concepts and issues that will be further expanded on and analyzed in the assigned readings and class discussions	1, 2, 3, 4	

2	2	Group presentation of readings: in each class, one group will make a presentation highlighting the main issues raised in the assigned reading/s. Each group will present twice during the semester.	1, 2, 3, 4	
3	3	Discussion of readings: students will be expected to come to class familiar with the assigned reading/s for the topic and able to analyze and discuss the related issues.	1, 2, 3, 4	
4	4	In-class activities: learning activities which address the practical aspects of integrating gender concerns into development interventions	1, 2, 3, 4	
5	5	Group project - presentations and report: the details of the group project will be discussed in class. Each group will make a short presentation of its main findings to the entire class and will also submit a written report.	1, 2, 3, 4	
6	6	Term paper: by the end of the semester, each student must submit a research paper critically analyzing an issue related to gender and development.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Participation in class activities and discussions	1, 2, 3, 4	25	
2	Group presentation of readings	1, 2, 3, 4	10	
3	Term paper (individual)	1, 2, 3, 4	30	
4	Group project: project report and presentation	1, 2, 3, 4	35	

Continuous Assessment (%)

Assessment Rubrics (AR)

Assessment Task

Participation in class activities and discussions (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Frequency Relevance

Excellent

(A+, A, A-) Attended all lectures and talks. Highly relevant frequent comments and questions in class discussions

Good

(B+, B, B-) Attended nearly all lectures and talks Interesting frequent comments and questions in class discussions

Fair

(C+, C, C-) Attended most lectures and talks. Occasional relevant comments and questions in class discussions

Marginal

(D) Missed several lectures or talks Rare questions and/or comments of little relevance to class discussions

Failure

(F) Missed many lectures and talks, Absence of comments and questions in class discussions

Assessment Task

Group presentation of readings (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Content Structure Persuasiveness

Excellent

(A+, A, A-) Excellent structure, content and persuasiveness of presentations

Good

(B+, B, B-) Good structure, content and persuasiveness of presentations

Fair

(C+, C, C-) Adequate structure, content and persuasiveness of presentations

Marginal

(D) Poor structure and/or content of presentations

Failure

(F) Inadequate structure and/or content of presentations

Assessment Task

Term paper (individual) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Writing of an argumentative research paper

Excellent

(A+, A, A-) The paper makes a very good innovative argument in a clear and systematic structure with sufficient evidence.

Good

(B+, B, B-) The paper makes a good innovative argument in a relatively clear and systematic structure with evidence.

Fair

(C+, C, C-) The paper makes an adequate argument with some structure.

Marginal

(D) The paper attempts to makes an argument and shows some knowledge.

Failure

(F) The paper fails to make an argument, has no structure, and provides inadequate evidence.

Assessment Task

Group project: project report and presentation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

(1) application of relevant examples and materials; (2) evidence of critical thinking and creativity; (3) persuasive presentation skills; (4) overall structure

Excellent

(A+, A, A-) Excellent knowledge of culture theories and key concepts on the history and anthropology of power and culture in Southeast Asian societies; Strong evidence of critical thinking and creativity; Excellent preparation and presentation skills; Excellent structure

Good

(B+, B, B-) Good knowledge of culture theories and key concepts on the history and anthropology of power and culture in Southeast Asian societies; Some evidence of critical thinking and creativity; preparation and presentation skills; Good structure

Fair

(C+, C, C-) Adequate knowledge of culture theories and key concepts on the history and anthropology of power and culture in Southeast Asian societies; Adequate evidence of critical thinking and creativity; Adequate preparation and fair presentation skills; Fair structure

Marginal

(D) Limited knowledge of culture theories and key concepts on the history and anthropology of power and culture in Southeast Asian societies; Little evidence of critical thinking and creativity; Limited evidence of preparation and Marginal presentation skills; Poor structure

Failure

(F) Inadequate knowledge of culture theories and key concepts on the history and anthropology of power and culture in Southeast Asian societies; No evidence of critical thinking and creativity; No evidence of preparation and poor presentation skills; Poor structure

Assessment Task

Participation in class activities and discussions (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Frequency Relevance

Excellent

(A+, A, A-) Attended all lectures and talks. Highly relevant frequent comments and questions in class discussions

Good

(B+, B) Attended nearly all lectures and talks Interesting frequent comments and questions in class discussions

Marginal

(B-, C+, C) Missed several lectures and talks. Occasional/rare relevant comments and questions in class discussions

Failure

(F) Missed many lectures and talks, Absence of comments and questions in class discussions

Assessment Task

Group presentation of readings (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Content Structure Persuasiveness

Excellent

(A+, A, A-) Excellent structure, content and persuasiveness of presentations

Good

(B+, B) Good structure, content and persuasiveness of presentations

Marginal

(B-, C+, C) Average to below average structure, content and persuasiveness of presentations

Failure

(F) Inadequate structure and/or content of presentations

Assessment Task

Term paper (individual) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Writing of an argumentative research paper

Excellent

(A+, A, A-) The paper makes a very good innovative argument in a clear and systematic structure with sufficient evidence.

Good

(B+, B) The paper makes a good innovative argument in a relatively clear and systematic structure with evidence.

Marginal

(B-, C+, C) The paper makes an average to below average argument with some structure.

Failure

(F) The paper fails to make an argument, has no structure, and provides inadequate evidence.

Assessment Task

Group project: project report and presentation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

(1) application of relevant examples and materials; (2) evidence of critical thinking and creativity; (3) persuasive presentation skills; (4) overall structure

Excellent

(A+, A, A-) Excellent knowledge of culture theories and key concepts on the history and anthropology of power and culture in Southeast Asian societies; Strong evidence of critical thinking and creativity; Excellent preparation and presentation skills; Excellent structure

Good

(B+, B) Good knowledge of culture theories and key concepts on the history and anthropology of power and culture in Southeast Asian societies; Some evidence of critical thinking and creativity; preparation and presentation skills; Good structure

Marginal

(B-, C+, C) Average to below average knowledge of culture theories and key concepts on the history and anthropology of power and culture in Southeast Asian societies; Average to below average evidence of critical thinking and creativity; Average to below average preparation and fair presentation skills; Fair structure

Failure

(F) Inadequate knowledge of culture theories and key concepts on the history and anthropology of power and culture in Southeast Asian societies; No evidence of critical thinking and creativity; No evidence of preparation and poor presentation skills; Poor structure

Part III Other Information**Keyword Syllabus**

Social construction of gender; gender relations; intra-household inequality; gendered patterns of production, distribution and consumption; global commodity chains; patriarchy; men and masculinity; women's sexual and reproductive rights; strategies for women's empowerment; women and work; gender and micro-credit; conditional cash transfers; women's political participation; gender analysis; gender planning and policy tools.

Reading List**Compulsory Readings**

	Title
1	Agarwal, Bina (ed.). 1988. Structures of Patriarchy: State, Community, and Household in Modernising Asia. London: Zed Books.
2	Hui, W., 2010. The idea of Asia and its ambiguities. <i>The Journal of Asian Studies</i> 69(4), pp. 985-989.
3	Bair, J. (2005). Global capitalism and commodity chains: looking back, going forward. <i>Competition & Change</i> 9(2), 153-180.
4	Barrientos, S. (2014). Gender and Global Value Chains: Challenges of Economic and Social Upgrading in Agri-Food. Robert Schuman Centre for Advanced Studies Research Paper No. RSCAS 96.
5	Benería, Lourdes. 2003. <i>Gender, Development, and Globalization: Economics as if All People Mattered</i> . N.Y.: Routledge.
6	Benería, L. (2010). Globalization and Gender: Women's Labor in the Global Economy. <i>Globalization in the 21st Century: Labor, Capital, and the State on a World Scale</i> 155.
7	Boris, E. (2014). Mothers, household managers, and productive workers: The International Labor Organization and Women in Development. <i>Global Social Policy</i> 1468018114527099.

8	Chang, Chin-fen, and Paula England. "Gender inequality in earnings in industrialized East Asia." <i>Social Science Research</i> 40.1 (2011): 1-14.
9	Chant, Sylvia. 2007. <i>Gender, Generation and Poverty</i> . Cornwall: MPG Books Ltd.
10	Chow, E. N. L. (Ed.). (2013). <i>Transforming gender and development in East Asia</i> . Routledge. Cornwall, Andrea, Harrison, Elizabeth and Whitehead, Ann. 2007. <i>Feminisms in Development</i> . New York: Palgrave, Macmillan.
11	Cuberes, D., & Teignier, M. (2014). Gender Inequality and Economic Growth: A Critical Review. <i>Journal of International Development</i> 26(2), 260-276.
12	Dunaway, W. A. (2001). The double register of history: Situating the forgotten woman and her household in capitalist commodity chains. <i>Journal of World-Systems Research</i> 7(1), 2-29.
13	Dwyer, Daisy and Bruce, Judith. 1988. <i>A Home Divided: Women and Income in the Third World</i> . Stanford: Stanford University Press.
14	Eastin, J., & Prakash, A. (2013). Economic development and gender equality: Is there a gender Kuznets curve?. <i>World Politics</i> 65(01), 156-186.
15	Elson, Diane. 1995. <i>Male bias in the development process</i> . Manchester, New York: St. Martin' s Press.
16	Gereffi, Gary. "A Global Value Chain Perspective on Industrial Policy and Development in Emerging Markets." <i>Duke J. Comp. & Int'l L.</i> 24 (2014): 433-557.
17	Jackson, C., & Pearson, R. (Eds.). (2005). <i>Feminist visions of development: gender analysis and policy</i> . Routledge.
18	Lund, R., Kusakabe, K., Panda, S. M., & Wang, Y. (Eds.). (2013). <i>Gender, Mobilities and Livelihood Transformations: Comparing Indigenous People in China, India and Laos: Comparing Indigenous People in China, India, and Laos</i> . Routledge.
19	McElwee, P. (Ed.). (2012). <i>Gender and Sustainability: Lessons from Asia and Latin America</i> . University of Arizona Press.
20	Momsen, Janet Henshall. 2010. <i>Gender and Development</i> . N.Y.: Routledge.
21	Moser, Caroline. 1993. <i>Gender Planning and Development</i> . New York: Routledge.
22	Piper, N. (Ed.). (2013). <i>New perspectives on gender and migration: Livelihood, rights and entitlements</i> . Routledge.
23	Rai, S. M. (2013). <i>Gender and the political economy of development: From nationalism to globalization</i> . John Wiley & Sons.
24	Roberts, A., & Soederberg, S. (2012). Gender equality as smart economics? A critique of the 2012 World Development Report. <i>Third World Quarterly</i> 33(5), 949-968.8.
25	Srivastava, L., & Austin, M. J. (2012). Women and Nongovernmental Organizations in Developing Countries. <i>Social Development Issues</i> 34(1), 77-91.
26	Tinker, Irene. 1990. <i>Persistent Inequalities</i> . Oxford: Oxford University Press.
27	Visvanathan, Nalini, Duggan, Lynn, Wiegersma, Nan and Nisonoff, Laurie. 2011. <i>The Women, Gender & Development Reader</i> . London: Zed Books.
28	Young, Kate, Carol Wolkowitz and McCullagh, Roslyn. 1984. <i>Of Marriage and the Market: women's subordination internationally and its lessons</i> . London: Routledge.

Additional Readings

	Title
1	UN Women, http://www.unwomen.org/en/
2	International Center for Research on Women, http://www.icrw.org/
3	World Bank, Gender page, http://www.worldbank.org/en/topic/gender