City University of Hong Kong
Course Syllabus

offered by Department of Public and International Affairs
with effect from Semester A 2024/25

Part I   Course Overview

Course Title:	**Gender and Development**
Course Code:	**PIA5308**
Course Duration:	**One Semester**
Credit Units:	**3**
Level:	**P5**
Medium of Instruction:	**English**
Medium of Assessment:	**English**
Prerequisites: *(Course Code and Title)*	**Nil**
Precursors: *(Course Code and Title)*	**Nil**
Equivalent Courses: *(Course Code and Title)*	**AIS5308 Gender and Development** **AIS5008 Gender, Labour and Human Rights**
Exclusive Courses: *(Course Code and Title)*	**Nil**

Part II Course Details

1. 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.

2. Course Intended Learning Outcomes (CILOs)
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Understanding of the social construction of gender and its consequences for the day to day lives of women in developing countries.		✓	✓	✓
2.	Understanding of the strengths and limitations of different strategies for empowering women – such as employment, micro-credit and conditional cash transfers.		✓	✓	✓
3.	Knowledge of gender analysis and planning for development programmes, including tools and techniques commonly used by multilateral development agencies and international NGOs.		✓	✓	✓
4.	Ability to critically assess the design and implementation of development projects and propose modifications to enhance gender equity.		✓	✓	✓
		100%			

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.

3. Learning and Teaching Activities (LTAs)
(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No. 1	2	3	4			Hours/week (if applicable)
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	✓	✓	✓	✓			
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.	✓	✓	✓	✓			
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.	✓	✓	✓	✓			
4	In-class activities: learning activities which address the practical aspects of integrating gender concerns into development interventions	✓	✓	✓	✓			
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.	✓	✓	✓	✓			
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.	✓	✓	✓	✓			

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No. 1	2	3	4			Weighting	Remarks
Continuous Assessment: 100%								
Participation in class activities and discussions	✓	✓	✓	✓			25	
Group presentation of readings	✓	✓	✓	✓			10	
Term paper (individual)	✓	✓	✓	✓			30	
Group project: project report and presentation	✓	✓	✓	✓			35	
Examination: 0% (duration: **N/A**, if applicable)								
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Participation in class activities and discussions	Frequency Relevance	Attended all lectures and talks. Highly relevant, frequent comments and questions in class discussions	Attended nearly all lectures and talks Interesting, frequent comments and questions in class discussions	Attended most lectures and talks. Occasional relevant comments and questions in class discussions	Missed several lectures or talks Rare questions and/or comments of little relevance to class discussions	Missed many lectures and talks, Absence of comments and questions in class discussions
2. Group presentation of readings	Content Structure Persuasiveness	Excellent structure, content and persuasiveness of presentations	Good structure, content and persuasiveness of presentations	Adequate structure, content and persuasiveness of presentations	Poor structure and/or content of presentations	Inadequate structure and/or content of presentations
3. Term paper (individual)	Writing of an argumentative research paper	The paper makes a very good innovative argument in a clear and systematic structure with sufficient evidence.	The paper makes a good innovative argument in a relatively clear and systematic structure with evidence.	The paper makes an adequate argument with some structure.	The paper attempts to makes an argument and shows some knowledge.	The paper fails to make an argument, has no structure, and provides inadequate evidence.
4. Group project: project report and presentation	(1) application of relevant examples and materials; (2) evidence of critical thinking and creativity; (3) persuasive presentation skills; (4) overall structure	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 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	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	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	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

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Participation in class activities and discussions	Frequency Relevance	Attended all lectures and talks. Highly relevant, frequent comments and questions in class discussions	Attended nearly all lectures and talks Interesting, frequent comments and questions in class discussions	Missed several lectures and talks. Occasional/rare relevant comments and questions in class discussions	Missed many lectures and talks, Absence of comments and questions in class discussions
2. Group presentation of readings	Content Structure Persuasiveness	Excellent structure, content and persuasiveness of presentations	Good structure, content and persuasiveness of presentations	Average to below average structure, content and persuasiveness of presentations	Inadequate structure and/or content of presentations
3. Term paper (individual)	Writing of an argumentative research paper	The paper makes a very good innovative argument in a clear and systematic structure with sufficient evidence.	The paper makes a good innovative argument in a relatively clear and systematic structure with evidence.	The paper makes an average to below average argument with some structure.	The paper fails to make an argument, has no structure, and provides inadequate evidence.
4. Group project: project report and presentation	(1) application of relevant examples and materials; (2) evidence of critical thinking and creativity; (3) persuasive presentation skills; (4) overall structure	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 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	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	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 (more details can be provided separately in the teaching plan)

1. **Keyword Syllabus**
   (An indication of the key topics of the course.)

   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.

2. **Reading List**
2.1 **Compulsory Readings**
   (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

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. *The Journal of Asian Studies*, 69(4), pp. 985-989.
3.	Bair, J. (2005). Global capitalism and commodity chains: looking back, going forward. *Competition & Change*, *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.	Beneria, Lourdes. 2003. *Gender, Development, and Globalization: Economics as if All People Mattered*. N.Y.: Routledge.
6.	Benería, L. (2010). Globalization and Gender: Women's Labor in the Global Economy. *Globalization in the 21st Century: Labor, Capital, and the State on a World Scale*, 155.
7.	Boris, E. (2014). Mothers, household managers, and productive workers: The International Labor Organization and Women in Development. *Global Social Policy*, 1468018114527099.
8.	Chang, Chin-fen, and Paula England. "Gender inequality in earnings in industrialized East Asia." *Social Science Research* 40.1 (2011): 1-14.
9.	Chant, Sylvia. 2007. *Gender, Generation and Poverty*. Cornwall: MPG Books Ltd.
10.	Chow, E. N. L. (Ed.). (2013). *Transforming gender and development in East Asia*. Routledge. Cornwall, Andrea, Harrison, Elizabeth and Whitehead, Ann. 2007. *Feminisms in Development*. New York: Palgrave, Macmillan.
11.	Cuberes, D., & Teignier, M. (2014). Gender Inequality and Economic Growth: A Critical Review. *Journal of International Development*, *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. *Journal of World-Systems Research*, *7*(1), 2-29.
13.	Dwyer, Daisy and Bruce, Judith. 1988. *A Home Divided: Women and Income in the Third World*. Stanford: Stanford University Press.
14.	Eastin, J., & Prakash, A. (2013). Economic development and gender equality: Is there a gender Kuznets curve?. *World Politics*, *65*(01), 156-186.
15.	Elson, Diane. 1995. *Male bias in the development process*. Manchester, New York: St. Martin's Press.
16.	Gereffi, Gary. "A Global Value Chain Perspective on Industrial Policy and Development in Emerging Markets." *Duke J. Comp. & Int'l L.* 24 (2014): 433-557.
17.	Jackson, C., & Pearson, R. (Eds.). (2005). *Feminist visions of development: gender analysis and policy*. Routledge.

18.	Lund, R., Kusakabe, K., Panda, S. M., & Wang, Y. (Eds.). (2013). *Gender, Mobilities and Livelihood Transformations: Comparing Indigenous People in China, India and Laos: Comparing Indigenous People in China, India, and Laos*. Routledge.
19.	McElwee, P. (Ed.). (2012). *Gender and Sustainability: Lessons from Asia and Latin America*. University of Arizona Press.
20.	Momsen, Janet Henshall. 2010. *Gender and Development*. N.Y.: Routledge.
21.	Moser, Caroline. 1993. *Gender Planning and Development*. New York: Routledge.
22.	Piper, N. (Ed.). (2013). *New perspectives on gender and migration: Livelihood, rights and entitlements*. Routledge.
23.	Rai, S. M. (2013). Gender and the political economy of development: From nationalism to globalization. John Wiley & Sons.
24.	Roberts, A., & Soederberg, S. (2012). Gender equality as smart economics? A critique of the 2012 World Development Report. *Third World Quarterly*, *33*(5), 949-968.8.
25.	Srivastava, L., & Austin, M. J. (2012). Women and Nongovernmental Organizations in Developing Countries. *Social Development Issues*, *34*(1), 77-91.
26.	Tinker, Irene. 1990. *Persistent Inequalities*. Oxford: Oxford University Press.
27.	Visvanathan, Nalini, Duggan, Lynn, Wiegersma, Nan and Nisonoff, Laurie. 2011. *The Women, Gender & Development Reader*. London: Zed Books.
28.	Young, Kate, Carol Wolkowitz and McCullagh, Roslyn. 1984. *Of Marriage and the Market: women's subordination internationally and its lessons*. London: Routledge.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

UN Women, http://www.unwomen.org/en/

International Center for Research on Women, http://www.icrw.org/

World Bank, Gender page, http://www.worldbank.org/en/topic/gender