

**POL377H1 S: Topics in Comparative Politics I
Gender & the Politics of Development**

Wednesdays, 3:00 PM - 5:00 PM

Course Contacts

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Course Overview

This course interrogates how gender is made an object of development. It looks at the concept of development and the critical discourses shaping the direction of development approaches in relation to gender. The course also looks at the evolution of how development problems have been framed in relation to gender, and how approaches emanating from these definitions have shifted over time. It also looks at how key development challenges such as poverty and inequality are gendered. The course brings into focus the key actors and institutions operating at various levels- local, national, international and transnational - and how their framings of development challenges shape the approaches proposed to address them. We will examine specific mechanisms introduced to address gendered development challenges, including those aimed at enhancing political representation and financial inclusion, as well as empirical assessments and critical debates about the effectiveness and limitations of such interventions. The materials assigned in the course derive from a broad range of disciplines including political science, economics, sociology, and gender studies. The materials assigned in the course draw from a range of disciplines including political science, economics, sociology, and gender studies.

Course Learning Outcomes

- Analyze how development challenges such as poverty and inequality are shaped by gendered structures and power relations.
- Understand and engage with the critical debates and feminist discourses which influence development approaches in relation to gender
- Critically evaluate development interventions aimed at addressing gender inequalities
- Develop critical thinking and analytical writing skills to write well-supported arguments on gender and development.

Evaluation

Assessment	Percent	Due Date
Participation/reading engagement	15% (5 written responses each worth 3points)	Ongoing. At least three out of the five responses must be submitted by week 7 of class or February 25.
Research Paper Proposal	15%	Saturday, February 14 (11:59pm)
Research Paper	30%	Sunday, March 29 (11:59pm)
In-Person Final Exam	40%	Final exam period

Participation/Reading Engagement

Students are expected to read all assigned materials for each week of class and demonstrate critical engagement with the assigned texts for the course. You must submit five (5) reading responses during the term to demonstrate engagement with the course materials. The reading responses must address the required readings for any five weeks of a student's choice, beginning from week 2 to week 11. At least three of these responses must however be submitted by week seven (7) of class or February 25. Each reading response will be worth 3 points. Students will receive full marks (3 points) if a reading response demonstrates thoughtful engagement with the materials, 1.5 marks for adequate engagement and 0 for incomplete submissions. For each reading response, students should identify the core arguments or claims of each of the readings, identify how the different texts connect with and/or depart from each other, and indicate evaluate the arguments or analyses of the authors.

Each reading response should be between 300-400 words. Reading responses must be submitted by 2pm on the day of class of the selected week. Responses should be submitted on Quercus under "Assignments".

Proposal for Research Paper

Students will submit a research paper later in the term (details below under "Research Paper") which will be worth 15% of the final grade. To help prepare for this paper, students must submit a research proposal outlining among others, the main issue to be addressed, the argument to be developed and the structure of the paper. Students must also identify at least eight sources including four from the assigned materials and relevant external sources. Proposals should be between 3-4 pages and double-spaced. Proposals are due on February 14 by 11:59pm.

Research Paper

Students will submit a research paper on a selected topic on gender and development. The essay will be worth 30% of your final grade and should be between 8-10 pages, typed and double-spaced and not exceed 3,000 words. Papers are due 11:59pm on March 29. Further details will be provided.

Final Exam

Detailed guidelines will be provided near the exam period. The exam will be worth 40% of the final grade for the course.

Course Materials

The required readings for the course will be made available on the course page in Quercus (under *Modules*). You may also access the additional readings on the syllabus from the University's library system. Students must complete reading of all assigned texts before coming to class and be ready to engage in class discussions and activities.

Class Schedule and Assigned Readings

Week 1 (January 7) - Introduction to course

Week 2 (January 14) - Gender, Intersectionality and Power

- Chandra Talpade Mohanty. 2003. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." In *Feminism without Borders*, 17. Duke University Press. <https://doi.org/10.2307/j.ctv11smp7t.5>.
- Lloyd, Moya. 2013. "Power, Politics, Domination, and Oppression." In *The Oxford Handbook of Gender and Politics*, edited by S. Laurel Weldon, Johanna Kantola, Georgina Waylen, and Karen Celis. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199751457.013.0004>.

Week 3 (January 21) - The Concept of Development: Critical Perspectives

- Sen, Amartya. 1988. "The Concept of Development." *Handbook of Development Economics* 1: 9-26.
- Kabeer, Naila. 1994. *Reversed Realities: Gender Hierarchies in Development Thought*. London: Verso (read preface and Chapter 1).
- Floro, Maria S. 2019. "Feminist Economist's Reflections on Economic Development: Theories and Policy Debates." In *The Palgrave Handbook of Development Economics*, edited by Machiko Nissanke and José Antonio Ocampo, 247–77. Cham: Springer International Publishing. https://doi.org/10.1007/978-3-030-14000-7_8.

Week 4 (January 28) - Poverty and Inequality

- Fukuda-Parr, Sakiko. 1999 "What does feminization of poverty mean? It isn't just lack of income", *Feminist Economics*, 5(2), pp. 99–103.
- Bose, Christine E. 2015. "Patterns of Global Gender Inequalities and Regional Gender Regimes." *Gender & Society* 29 (6): 767–91. <https://doi.org/10.1177/0891243215607849>

- Barzilay, Arianne Renan and Anat Ben-David. 2017. “Platform Inequality: Gender in the Gig-Economy.” *Seton Hall Law Review* 47: 393-431.

Additional Readings

- Chancel, Lucas, Ricardo Gómez-Carrera (Lead Author) Rowaida Moshrif, Thomas Piketty. *World Inequality Report 2026*. World Inequality Lab. (Read executive summary, pp. 13, 89-100). wir2026.wid.world.
- Chant, Sylvia. 2006. “Re-thinking the ‘Feminization of Poverty’ in Relation to Aggregate Gender Indices”, *Journal of Human Development*, 7:2, 201-220, DOI: 10.1080/14649880600768538

Week 5 (February 4) - Gender and Development: Evolution of Approaches

- Kabeer, Naila. 1999. “Resources, Agency, Achievements: Reflections on the Measurement of Women’s Empowerment. *Development and Change*, 30(3), 435–464. <https://doi.org/10.1111/1467-7660.00125>
- Bergeron, Suzanne. 2003. ‘The Post-Washington Consensus and Economic Representations of Women in Development at the World Bank.’ *International Feminist Journal of Politics* 5(3), 397–419
- Chant, Silvia. and Caroline Sweetman. 2012. “Fixing women or fixing the world? ‘Smart economics’, efficiency approaches, and gender equality in development,” *Gender and Development* 20 (33):517-529
- Ferguson, Lucy. 2015. “‘This Is Our Gender Person’: The Messy Business of Working as a Gender Person in a Development Organizations.” *International Feminist Journal of Politics*, 17(3), pp. 380–397

Additional Readings

- Cornwall, Andrea, and Althea-Maria Rivas. 2015. “From ‘gender Equality and ‘Women’s Empowerment’ to Global Justice: Reclaiming a Transformative Agenda for Gender and Development.” *Third World Quarterly* 36 (2): 396–415.
- Khan, Zohra. 2015. “Gender-Responsive Budgeting.” In *The Oxford Handbook of Transnational Feminist Movements*. Eds. Rawwida Baksh and Wendy Harcourt. Oxford UP: 485-506.
- Esquivel, Valeria. 2016. “Power and the Sustainable Development Goals: A Feminist Analysis.” *Gender and Development* 24 (1): 9–23. <https://doi.org/10.1080/13552074.2016.1147872>.

Week 6 (February 11) Gender, the State and Development

- Kantola, Johanna. *Feminists Theorize the State*. Palgrave Macmillan UK, 2006 (read Chapter 1)
- Molyneux, Maxine. 1985. "Mobilization without Emancipation? Women's Interests, the State and Revolution in Nicaragua". *Feminist Studies* 11, 2: 227-254.
- Brodie, Janine. "We Are All Equal Now: Contemporary Gender Politics in Canada." *Feminist Theory* 9, no. 2 (2008): 145–64. <https://doi.org/10.1177/1464700108090408>.
- McBride, Dorothy E., and Amy G. Mazur. 2013. "Women's Policy Agencies and State Feminism". In *The Oxford Handbook of Gender and Politics*, edited by Georgina Waylen, Karen Celis, Johanna Kantola and Laurel Weldon.

February 21 – Reading Week

Week 7 (February 25) - International Organizations and Transnational Movements/Actors

- Ashworth, Georgina. 1992. "Politicising Gender and Structural Adjustment." In *Women and Adjustment Policies in the Third World*, edited by Carolynne Dennis and Haleh Afshar, 233–52. London: Palgrave Macmillan UK. https://doi.org/10.1007/978-1-349-11961-5_10.
- True, Jacqui, and Michael Mintrom. 2001. "Transnational Networks and Policy Diffusion: The case of gender mainstreaming." *International Studies Quarterly* 45: 27–57.
- McMichael, Philip. 2017. "Instituting the Development Project." In *Development and Social Change: A Global Perspective*, Sixth edition, 28–54. Los Angeles: SAGE

Week 8 (March 4) – Globalization, Labor and Social Reproduction

- Parreñas, Rhacel Salazar. 2015. *Servants of Globalization: Migration and Domestic Work*. Second edition. Stanford, California: Stanford University Press. <https://doi.org/10.1515/9780804796187> (read Chapter 1, pp.1-27).
- Clelland, D. A. (2020). Unpaid Labor as Dark Value in Global Commodity Chains. In W. A. Dunaway (Ed.), *Gendered Commodity Chains* (pp. 72–88). Stanford University Press. <https://doi.org/10.1515/9780804788960-010>
- Ullah, AKM A., Sharifah Nurul Huda Alkaff, Shirley Chin Wei Lee, Diotima Chattoraj, and Jannatul Ferdous. 2023. "Globalization and Migration: The Great Gender Equalizer?" *Journal of International Women's Studies* 25, no. 3 (04): pp.1-16.

Additional Readings

- Dedeoglu, Saniye 2014. "Patriarchy Reconsolidated. Women's Work in Three Global Commodity Chains of Turkey's Garment Industry". In *Gendered Commodity Chains: Seeing*

Women's Work and Households in Global Production, edited by Wilma A. Dunaway (pp. 105-118). Stanford CA: Stanford University Press.

- Sassen, Saskia. 2000. "Women's Burden: Counter-geographies of Globalization and the Feminization of Survival". *Journal of International Affairs*:503-524.
- World Bank. 2012. "Globalization's Impact on Gender Equality: What's Happened and What's Needed". in *World Development Report 2012: Gender Equality*, World Bank, Washington DC, (Chapter 6)

Week 9 (March 11) – Political Representation

- Phillips, Anne. 1998. "Democracy and Representation: Or, Why Should It Matter Who Our Representatives Are?" In *Feminism and Politics*, edited by Anne Phillips. Oxford: Oxford University Press. <https://doi.org/10.1093/oso/9780198782063.003.0011>.
- Brulé, Rachel E. 2020. *Women, Power, and Property: The Paradox of Gender Equality Laws in India*. Cambridge University Press, 2020 (read Introduction, pp. 1-18).
- Krook, Mona Lena, and Juliana Restrepo Sanín. 2020. "The Cost of Doing Politics? Analyzing Violence and Harassment against Female Politicians." *Perspectives on Politics* 18.3 (2020): 740-755.
- Arendt, Christie Marie. 2018. "From Critical Mass to Critical Leaders: Unpacking the Political Conditions behind Gender Quotas in Africa." *Politics and Gender* 14: 295-322.

Additional Readings

- Kittilson, Miki Caul. 2008. "Representing Women: The Adoption of Family Leave in Comparative Perspective." *The Journal of Politics* 70(2), 323-34
- Karpowitz, Christopher F., Tali Mendelberg, and Lauren Mattioli. 2015. "Why Women's Numbers Elevate Women's Influence, and When They Do Not: Rules, Norms, and Authority in Political Discussion." *Politics, Groups, and Identities* 3.1 (2015): 149-177.
- Hughes, Melanie M., Pamela Paxton, Amanda B. Clayton, and Pär Zetterberg. 2019. "Global Gender Quota Adoption, Implementation, and Reform." *Comparative Politics* 51, No. 2): 219–38. <https://www.jstor.org/stable/26563456>.

Week 10 (March 18) - Financial Inclusion and Economic Empowerment

- Rankin, Katharine N. 2001. "Governing Development: Neoliberalism, Microcredit, And Rational Economic Woman", *Economy and Society*, 30:1, 18-37,
- Johnson, Susan. 2005. "Gender Relations, Empowerment and Microcredit: Moving on from a Lost Decade", *The European Journal of Development Research*, 17/2: 224–48.

- Guérin, Isabelle. 2023. “Financial Inclusion and Gender.” In *Handbook of Microfinance, Financial Inclusion and Development*, 66–82. Elgar Handbooks in Development. Cheltenham, UK: Edward Elgar Publishing.

Additional Readings

- Goetz, Anne Marie, and Rina Sen Gupta. 1996. “Who Takes the Credit? Gender, Power, and Control over Loan Use in Rural Credit Programs in Bangladesh.” *World Development* 24, no. 1: 45–63. [https://doi.org/10.1016/0305-750X\(95\)00124-U](https://doi.org/10.1016/0305-750X(95)00124-U)
- Duflo, Esther. 2012. “Women Empowerment and Economic Development.” *Journal of Economic Literature* 50, No. 4: 1051–79. <https://doi.org/10.1257/jel.50.4.1051>.

Week 11 (March 25) - Climate Change and Resource Governance

- Shiva, Vandana. 1988. *Staying Alive: Women, Ecology, and Development*. London: Zed Books (read Introduction).
- Denton, Fatma. 2002. “Climate Change Vulnerability, Impacts, and Adaptation: Why Does Gender Matter?” *Gender and Development* 10 (2): 10–20.
- Arora Jonsson, Seema. 2011. “Virtue and Vulnerability: Discourses on Women, Gender and Climate Change.” *Global Environmental Change* 21 (2): 744–51. <https://doi.org/10.1016/j.gloenvcha.2011.01.005>.

Week 12 (April 1) - Review

Late/Missed Assignments

Assignments submitted late will receive a penalty of 5% (of the total marks for the assignment) per day, including weekends. Assignments submitted after grades have been returned to the class will not be accepted.

Assignment Submission Method

All assignments should be submitted electronically in Quercus.

Grade Appeal

If you believe that a grade for an assignment was unfair, you may email the TA and provide a detailed explanation as to why you believe so. Your request for regrade should be made not later than two weeks from the date grades were returned. You should bear in mind that a request for a regrade may result in the re-evaluation of your work. As a result, your grade could go down or stay the same.

Online Communication

If you have any questions about the course, you may want to talk to me during or after class (by appointment). You may also want to email me on matters requiring short responses. If you decide to email, kindly use your mail.utoronto.ca email address. You should allow for 48-78 hours but kindly send a reminder if I have not responded to your email after this period.

Plagiarism Detection Tool

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Students with Disabilities or Accommodation Requirements

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <https://studentlife.utoronto.ca/department/accessibility-services/>. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Specific Medical Circumstances

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Accommodation for Personal Reasons

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they

can help you to decide if you want to request an extension or other forms of academic consideration. They may be able to email your instructors directly to provide a College Registrar's letter of support and connect you with other helpful resources on campus.

Mental Health and Well-Being

Your mental health is important. Throughout university life, there are many experiences that can impact your mental health and well-being. As a University of Toronto student, you can access free mental health and wellbeing services at Health & Wellness (<https://studentlife.utoronto.ca/department/health-wellness/>) such as same day counselling, brief counselling, medical care, skill-building workshops, and drop-in peer support. You can also meet with a Wellness Navigation Advisor who can connect you with other campus and community services and support. Call the mental health clinic at 416-978-8030 ext. 5 to book an appointment or visit <https://uoft.me/mentalhealthcare> to learn about the services available to you.

You can also visit your College Registrar to learn about the resources and supports available: <https://www.artsci.utoronto.ca/current/academic-advising-and-support/college-registrars-offices>
If you're in distress, you can access immediate support: <https://uoft.me/feelingdistressed>.

Recording Lectures (by Student)

Unauthorized recording is a violation of University policy and may result in appropriate sanctions. Students are not permitted to record (audio or video) during lectures without the prior written consent of the instructor.

Course Materials (including lecture notes)

Course materials are provided for the exclusive use of enrolled students. These materials should not be reposted, shared, put in the public domain, or otherwise distributed without the explicit permission of the instructor. These materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Students violating these policies will be subject to disciplinary actions under the Code of Student Conduct.

Academic Integrity

All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters](#)

(<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources. For example, to learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see [A&S Student Academic Integrity](#) (<https://www.artsci.utoronto.ca/current/academic-advising->

[and-support/student-academic-integrity](#)) and the [University of Toronto Website on Academic Integrity \(https://www.academicintegrity.utoronto.ca\)](https://www.academicintegrity.utoronto.ca).