**LLPA 388K: Gender and Development**

**Thursdays: 9-12**

**SRH 3.212**

**DRAFT: Subject to Change**

**Erin Lentz**

**SRH 3.257**

**Office Hours: TBD:** <https://utexas.zoom.us/j/5122328353>

**COURSE OVERVIEW**

This seminar seeks to highlight some of the key debates on gender and development. The first portion of the semester provides a brief overview of the history of gender in development and key frameworks. The second portion focuses on (1) contemporary policy debates, such as targeting and quotas, and (2) policy tools, such as mainstreaming gender and measuring empowerment. The course will focus on building critical writing, analytical and presentation skills as well as developing a broad understanding of the key issues and challenges at the intersection of gender and development today.

Student progress will be evaluated on the basis of performance along four criteria: (1) class participation, (2) three short writing assignments, (3) leading class discussions and or debates with other classmates, (4) a 20-25 page (double-spaced) final research paper or research proposal on a topic of the student’s choice and an accompanying presentation, and (5) written feedback on another student’s presentation. Interested students will have the opportunity to work with either qualitative or quantitative data for a final project. Readings will include 4-6 journal articles or book chapters each week.

**READINGS**

* Articles and book chapters are posted in Canvas for each class. Recommended readings are in Files in Canvas.

**CLASS REQUIREMENTS AND PROCEDURES**

Your course grade will be determined by:

1. Attendance / participation: 10%
2. Reading responses: 3 x 10% each = 30%
3. Lead class discussion or debate: 15%
4. Final paper: 40% (abstract = 5%; final paper = 25%; presentation = 10%)
5. Comments on one presentation = 5%

Student responsibilities are as follows:

1. Participation: Attend class on a regular and punctual basis. Participate actively and productively in class. Please notify me prior to class if you need to miss a class. One unexcused absence in the semester is fine. Complete the assigned reading for the scheduled class. Read the posted reading responses.

2. Complete 3 reading responses. They should be submitted on Canvas in the Discussion Section by no later than 11:59pm on the Sunday before class (3 x 10%).

* All three must be completed by Week 12
* You can post a response the week you lead
* See Pinned Discussion in Canvas for more information

3. In groups of three, lead a class discussion or debate with your classmates (15%).

* Leaders will be responsible for guiding the class through the readings.
* Barring exceptional situations, your group will receive the same grade.
* I have provided initial prompts for each week. Schedule time in OH if you would like to discuss your lesson plan.

4. Complete a 20-25 page, double-spaced final research paper or research proposal. The topic is the student’s choice as long as it relates to the course (40%).

* Abstract or, if you prefer, an extended outline is due **TBD** on Canvas (5%).
* Final paper is due **TBD** (25%).
* Brief (8-12 minute) presentation or discussion about your paper (10%).
* Do not just summarize literature. Take a position / analyze / compare.
  + Papers can evaluate specific policies or topics using a gender lens; can evaluate the impact of gender-sensitive or gender-mainstreamed policies or programs; can propose ways to unpack a gender-related topic; can propose policy interventions or consider policy needs; or can be quantitative study.

1. Provide feedback on substance and style of a fellow student’s performance (5%).

* Email the presenter *and* me 1 page of feedback within 24 hours of the presentation
* See Canvas Assignments for peer evaluation details.

Some fine print:

* Texting, checking facebook, surfing the web, etc. are unacceptable during class-time. Your participation grade will be impacted if you spend time in class undertaking such activities.
* The syllabus, particularly the second half and the assigned case studies, is subject to change, depending on the pacing of the course and student interests.
* Before you send me an email, check the course syllabus, other handouts, and the course website. Note that I check email at least once a day, usually in the morning. I do not necessarily check email over the weekend or outside of working hours. Therefore, please plan ahead.
* Late policy: I deduct 10 points off for each 24 hours late.

The course is divided into two main sections: (1) history, definitions and frameworks and (2) policy tools.

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| **Week** | **Topic** |
| **PART 1: HISTORY, DEFINITIONS AND FRAMEWORKS** | |
| 8/29/24 | Why gender and development? |
| 9/5/24 | Brief history: WID, WAD, GAD |
| 9/12/24 | Analytical frameworks: (1) Intrinsic - instrumental and (2)Agency – structure |
| 9/19/24 | Analytical Frameworks: (3) Intersectionality, (4) heteronormativity and (5) patriarchy and hegemonic masculinity |
| 9/26/24 | Analytical frameworks: (6) Legal Protections, Rights (7) Intrahousehold models. |
| 10/3/24 | *Discussion / Debate: is Multiculturism bad for women?*  Intersections: Multiculturalism, cultural relativism |
| **PART 2: POLICY TOOLS** | |
| 10/10/24 | Tools: Empowerment |
| 10/17/24 | Tools: (Feminist) technologies, technology adoption, & time use |
| 10/24/24 | Tools: Incorporating Gender into Needs Assessment for Project Design, Evaluation, and Public Policy |
| 10/31/24 | Tools: Gender Mainstreaming; Gender Aware to Gender Transformative |
| 11/7/24 | Tools: Targeting |
| 11/14/24 | Tools: Participation, quotas, and politics |
| 11/21/24 | Class Presentations |
| 12/5/25 | Class Presentations and Wrap Up |

*See end of syllabus for additional administration information*

**PART 1: HISTORY, DEFINITIONS AND FRAMEWORKS**

1. **Why gender and development?**

**August 29, 2024**

* Ines Smythe. 2007. “Talking of gender: words and meanings in development organizations.” *Development in Practice.* 17(4): 582-588.
* Katherine Moeller. 2019. “The Ghost Statistic That Haunts Women’s Empowerment.” *New Yorker.* January 4.
* **Review:** UT Austin Gender and Sexuality Center. Glossary: April 2017. <https://diversity.utexas.edu/genderandsexuality/glossary/english/>
* **Skim:** Reeves and Baden. 2000. Gender and Development: Concepts and Definitions. *BRIDGE – Development and Gender*

Recommended:

* UN Women. 2014. *World Survey on the Role of Women in Development; Gender Equality and Sustainable Development.*  New York: United Nations.
* Doss et al. 2018. “Women in agriculture: Four myths.” *Food Policy.* 16: 69-74.

1. **Brief history: WID, WAD, GAD**

**September 5, 2024**

* Esther Boserup. 1970. “Chapter 1: Male and Female Farming Systems” and “Chapter 3: Loss of Status under European Rule.” In *Woman’s Role in Economic Development.* St. Martin’s Press.
* Andrea Cornwall. 2000. “Missing Men: Reflections on Men, Masculinities, and Gender in GAD.” *IDS Bulletin,* 3(2).
* Lourdes Beneria, Gunseli Berik, and Maria Floro. 2016. “Chapter 1: Gender and Development – A historical overview” in *Gender, Development and Globalization.*

Recommended:

* Andrea Cornwall. “Whose voices? Whose choices? Reflections on Gender and Participatory Development.” 2003. *World Development.*
* Andrea Cornwall, Elizabeth Harrison, and Ann Whitehead. 2007. “Gender Myths and Feminist Fables: The struggle for interpretative power in gender and development.” *Development and Change.* 38(1): 1-20.
* Priti Ramamurthy. 2000. “Indexing Alternatives: Feminist development studies and global political economy.” *Feminist Theory.* 1(2): 239-56.
* B.L. Turner and Marina Fischer-Kowalksi. 2010. “Ester Boserup: An interdisciplinary visionary relevant for sustainability.” *Proceedings of the National Academy of Sciences.*
* Lourdes Beneria, Gunseli Berik, and Maria Floro. 2016. “Chapter 2: The study of women and gender in economics”. in *Gender, Development and Globalization.*

1. **Analytical frameworks: (1) Intrinsic - instrumental and (2)Agency – structure**

**September 12, 2024**

* Naila Kabeer. 2000. “Chapter 2: Rational fools or cultural dopes? Stories of structure and agency in the social sciences.” *Power to Choose.* New York: Verso.
* Eyben, R. and Napier-Moore, R. 2009. “Choosing Words with Care: Shifting meanings of women’s empowerment in international development.” *Third World Quarterly.* 30(2): 285-300.
* Aya Kimura. 2013. “Chapter 6: Smart Baby Food.” *Hidden Hunger: gender and the politics of smarter food.* Cornell University Press.
* Gates M. 2014. “Putting women and girls at the center of development. *Science.* 345(6202): 1273-1275
* **Skim:** UNFPA. 2016. *State of the World Population: 10: How our future depends on a girl at this decisive age.* <https://www.unfpa.org/sites/default/files/sowp/downloads/The_State_of_World_Population_2016_-_English.pdf>

1. **Analytical Frameworks: (3) Intersectionality, (4) heteronormativity and (5) patriarchy and hegemonic masculinity**

**September 19, 2024**

* Ann Stoler. 1989. “Making Empire Respectable: The politics of race and sexual morality in the 20th century colonial cultures.” *American Ethnologist.*
* Kimberle Crenshaw, 1991. “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color.” *Stanford Law Review* 43(6)*.*

*Pick one: Read this article closely, focusing on main analytical intervention being offered, why it matters, and how it does or doesn't speak with what we've read so far*

* Kandiyoti, D. 1988. “Bargaining with Patriarchy.” *Gender and Society.*  2(3): 274-290.
* R.W. Connell and James Messerschmidt. 2005. “Hegemonic Masculinity: Rethinking the Concept.” *Gender & Society. 19(6).*
* Manuela Picq. 2020. “Decolonizing Indigenous Sexualities: Between Erasure and Resurgence.” In M. Bosia et al. *Oxford Handbook Handbook of Global LGBT and Sexual Diversity Politics*.
* Amy Lind. 2009. “Governing Intimacy, Struggling for Sexual Rights: Challenging heteronormativity in the global development industry.” *Development.* 52(1): 34-42. <http://link.springer.com/article/10.1057/dev.2008.71>

Recommended:

* Sylvia Walby. 1989. “Theorising Patriarchy.” *Sociology.* 23(2): 213-234.
* Trudy. “Explanation of Misogynoir.” *Gradient Lair.* April 28, 2014.
* <https://www.gradientlair.com/post/84107309247/define-misogynoir-anti-black-misogyny-moya-bailey-coined>
  + See also: Moya Bailey and Trudy (2018) “On misongynoir: citation, erasure and plagiarism.” *Feminist Media Studies.* <https://www.tandfonline.com/doi/full/10.1080/14680777.2018.1447395>

1. **Analytical frameworks: (6) Legal Protections, Rights (7) Intrahousehold models.**

**September 26, 2024**

* Alderman, H. Chiappori, P., Haddad L., Hoddinott, J., and Kanbur, R. 1995. “Unitary versus Collective Models of the Household: Is it time to shift the burden of proof?” The World Bank Research Observer, Vol. 10, No. 1 (Feb., 1995), pp. 1-19.
* **Skim:** Bridget O’Laughlin. 2007. “A bigger piece of a very small pie: Intrahousehold resource allocation and poverty reduction in Africa.” *Development and Change.* 38(1): 21-44.
* UN OHCHR FAQ on Human Rights Based Approaches to Development. <https://www.ohchr.org/Documents/Publications/FAQen.pdf>
* **Skim:** Maria Federica Moscati and Hari Phuyal. 2009. “ ‘The Third Gender Case’ Decision of the Supreme Court of Nepal on the Rights of Lesbian, Gay, Bisexual, Transsexual and Intersex People.” *Journal of Comparative Law* <http://heinonline.org/HOL/Page?handle=hein.journals/jrnatila4&div=32&g_sent=1&collection=journals>
* Viterna et al. 2018. “Governance and the Reversal of Women’s Rights: The case of abortion in El Salvador.” In ed. Anderson et al. *Toward Gender Equity in Development.* Oxford University Press.

Recommended:

* Public Audit by Nijera Kori: <https://www.youtube.com/watch?v=1FHibJbDL5M>
* Cock. 2003. “Engendering Gay and Lesbian Rights: The equality clause in the South African constitution.” *Women’s Studies International Forum.* 26(1): 35-45.
* Ruti Galia Levtov et al. 2014. “Pathways to Gender-equitable Men: Findings from the International Men and Gender Equality Survey in Eight Countries.” *Men and Masculinities* 17(5): 467-501 <http://jmm.sagepub.com/content/17/5/467>
* Sharful Islam Khan et al. 2009. “Living on the Extreme Margin: Social Exclusion of Transgender Population (Hijra) in Bangladesh.” *Journal of Health Population and Nutrition.*

1. ***Discussion / Debate: is Multiculturism bad for women?***

**Intersections: Multiculturalism, cultural relativism**

**October 3, 2024**

* Cyra Akila Choudhury, Beyond Culture: “Human Rights Universalisms versus Religious and Cultural Relativism in the Activism for Gender Justice,” 30 BERKELEY J. GENDER L. & Just. 226 (2015).
* Naila Kabeer. 2011. “Between Affiliation and Autonomy: Navigating Pathways of Women’s Empowerment and Gender Justice in Rural Bangladesh.” *Development and Change.* 42(2): 499-528.
* Meyers 2016. “Contesting Female Genital Cutting in Africa: Successful Strategies and Future Hopes.” <http://www.thecritique.com/articles/contesting-female-genital-cutting-in-africa/>
* Castellanos Breton, Alejandra ; Ricalde Perez, Jose Guillermo 2021. “Entanglements between gender equality and multiculturalism discourses: the case of Sweden” *Journal of Gender Studies. Online First.*

Recommended:

* Abu-Lughod. 2002. “Do Muslim women really need saving? Anthropological Reflections on cultural relativism and its others.” *American Anthropologist.* 104(3): 783-790
* Ndulo, M. 2011. “African Customary Law, Customs, and Women’s Rights.” *Indiana Journal of Global Legal Studies.* Vol. 18 #1 (Winter 2011)

**PART 2: POLICY TOOLS**

1. **Tools: Empowerment**

**October 10, 2024**

***Discussion leaders:*** *Review short USAID pieces posted on Canvas about projects that empower women. What does empowerment mean in each piece? Are the projects empowering? What more would you need to know before deciding?*

* Naila Kabeer. 1999. “Resources, Agency, Achievements: Reflections on the measurement of empowerment.” *Development and Change.*
* Glennerster, Walsh, Lucia Diaz-Martin. 2018. “A practical guide to measuring women’s and girls’ empowerment in impact evaluations.” JPAL.
* Andrea Cornwall. 2016. “Women’s Empowerment. What works?” *Journal of International Development* 28: 342-359*.*
* Esther Duflo. 2012. “Women’s Empowerment and Economic Development.” *Journal of Economic Literature,* 50(4): 1051-79.
* Read short pieces from USAID on empowering projects.

Recommended:

* Aradhana Sharma. 2008. “Introduction”; “Chapter 1; and “Chapter 6” *Logics of Empowerment: development, Gender, and Governance in Neoliberal India.* Minneapolis: University of Minneapolis Press.
* Alkire, S., Meinzen-Dick, R., Peterman, A., Quisimbing, A., Seymour, G., and Vaz, A. 2013. “The Women’s Empowerment in Agriculture Index.” *World Development.*
* Meinzen-Dick, R. 2013. “How I learned to stop worrying and love the Index: Women’s Empowerment in Agriculture.” *International Food Policy Research Institute Reflections.* April. 1-4.

1. **Tools: (Feminist) technologies, technology adoption, & time use**

**October 17, 2024**

***Discussion leaders:*** *What is feminist technology? Who benefits from clean cookstoves? Why aren’t they more widely adopted? And… why is measuring care so difficult?*

* J. Wajcman. 2010. “Feminist Theories of Technology.” *Cambridge Journal of Economics*: 34: 143-152.
* Noémi Gonda (2016) Climate Change, “Technology” and Gender: “Adapting Women” to Climate Change with Cooking Stoves and Water Reservoirs,” Gender, Technology and Development, 20:2, 149-168, DOI: 10.1177/0971852416639786
* M. Khandelwal et al. “why have improved cook-stove initiatives in India failed?” *World Development.* 92: 13-27. <https://doi.org/10.1016/j.worlddev.2016.11.006>
* Fair Climate Fund: India: Improved Cookstoves for Women. <https://www.fairclimatefund.nl/en/projects/india-improved-cookstoves-for-women>
* Pattanayak, S. et al. 2019. “Experimental evidence on promotion of electric and improved biomass cookstoves.” *Proceedings of the National Academy of Sciences.* July. 116(27):13282-13287.  <https://doi.org/10.1073/pnas.1808827116>
* Pagan Kennedy. 2020. “The Rape Kit’s Secret History.” June 17. NY Times. <https://www.nytimes.com/interactive/2020/06/17/opinion/rape-kit-history.html?searchResultPosition=1>
* Lentz et al. 2019. “The invisible hand that rocks the cradle: on the limits of time use surveys.” *Development and Change.* 50:2.

Recommended:

* Ruth Schwartz Cohen. 1983. “Chapter 7: The Postwar Years” in *More work for Mother: The ironies of household technologies from the open hearth to the microwave.* Basic Books.
* Raj Patel, Rachel Bezner Kerr, Lizzie Shumba and Laifolo Dakishoni. 2014. “Cook, eat, man, women: understanding the New Alliance for Food Security and Nutrition, nutritionism, and its alternatives from Malawi.” *Journal of Peasant Studies.* Pp:21-44.
* Polar, V., Babini, C., Flores, P., Velasco, C. (2017) “Technology is not gender neutral: factors that influence the potential adoption of agricultural technology by men and women.” <https://cgspace.cgiar.org/bitstream/handle/10568/90133/Technology_is_not_gender_neutral_ENG.pdf?sequence=1>

1. **Tools: Incorporating Gender into Needs Assessment for Project Design, Evaluation, and Public Policy.**

**October 24, 2024**

***Discussion leaders:*** *Lead us in an evaluation of the USAID / Morocco Gender Analysis. What do they get right? What concerns do you have? About what would you like to know more?*

* Mertens, D. 2014. “A transformative feminist stance: inclusion of multiple dimensions of diversity with gender.” *Feminist Evaluation and Research: Theory and Practice.* Guilford Press.
* Faramand T, Ivankovich M, Holtemeyer J. 2017. A Guide to Integrating Gender in Improvement. Published by the USAID Applying Science to Strengthen and Improve Systems (ASSIST) Project. Chevy Chase MD: University Research Co., LLC.

<https://www.urc-chs.com/wp-content/uploads/urc-assist-integrating-gender-guide.pdf>

* Women’s Refugee Commission. 2016. “Cohort Livelihoods and Risk Analysis Guidance.” USAID.
  + <https://www.womensrefugeecommission.org/wp-content/uploads/2020/04/CLARA-Livelihoods-Gender-Guidance-2016.pdf>
  + <https://www.womensrefugeecommission.org/wp-content/uploads/2020/04/CLARA-Livelihoods-Gender-Tool-2016.pdf>
* Banyan Global. 2018. “USAID/Morocco Gender Analysis (Final).” <https://banyanglobal.com/wp-content/uploads/2018/03/USAID-Morocoo-Gender-Analysis-2018.pdf>

Recommended:

* Bamberger, M. and Podems, D. R. 2002. “Chapter 7: Feminist Evaluation in the International Development Context.” *New Directions for Evaluation.*
* Wakefield, S. and Koerppen, D. (Oxfam). 2017. “Applying Feminist Principles to Program Monitoring, Evaluation, Accountability, and Learning.” <https://oxfamilibrary.openrepository.com/bitstream/handle/10546/620318/dp-feminist-principles-meal-260717-en.pdf?sequence=4>
* Thomas, V. et al., “Racism, Social Programming, and Evaluation: Where do we go from here?” *American Journal of Evaluation.* 39(4): 514-526.
* IASC. 2018. The Gender Handbook for Humanitarian Action. <https://interagencystandingcommittee.org/system/files/2018-iasc_gender_handbook_for_humanitarian_action_eng_0.pdf>
* Candida March et al. 1999. “A Guide to Gender-Analysis Frameworks.” Oxfam. <https://www.ndi.org/sites/default/files/Guide%20to%20Gender%20Analysis%20Frameworks.pdf>
* Agnes Quisumbing and Bonnie McClafferty. 2006. “Chapter 3: Weaving Gender Research into Project Design and Public Policy: Implications of the Research Results.” From *Using Gender Research in Development*. IFPRI.
* Stephens, A., Lewis, E.D. and Reddy, S.M. 2018. *Inclusive Systemic Evaluation (ISE4GEMs): A New Approach for the SDG Era.* New York: UN Women. <http://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2018/ise4gems-a-new-approach-for-the-sdg-era-en.pdf?la=en&vs=2242>
* Key Resource: Gender, Monitoring Evaluation, and Learning. http://www.genderanddevelopment.org/issues/22-2-mel/resources-gender-mel/
* Racial Equity Tools Resource List: <https://www.racialequitytools.org/resources/evaluate>
* Gillian Fletcher. 2015. Addressing Gender in Impact Evaluation: What should be considered? <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9934.pdf>
* World Bank. 2012. “Part 3: The role and potential for public action.” *2012 World Development Report on Gender Equality and Development*
  + <https://elibrary.worldbank.org/doi/abs/10.1596/978-0-8213-8810-5>

1. **Tools: Gender Mainstreaming; Gender Aware to Gender Transformative**

***Abstracts are due***

**October 31, 2024**

***Discussion leaders:*** *Lead us in imagining that the PMI is up for re-authorization. Is it gender aware? Could gender be better mainstreamed? How? Can malarial policies be gender transformative? How? What research would you propose to help you understand gender and malaria?*

* Smith, J. 2019. “Overcoming the ‘tyranny of the urgent’: integrating gender into disease outbreak preparedness and response. *Gender and Development.* 27(2): 355-369. <https://www.tandfonline.com/doi/pdf/10.1080/13552074.2019.1615288?needAccess=true>
* Clare Foran. 2013. “How to design a city for women.” Blog on Gender Mainstreaming by City Planners in Vienna. <http://www.citylab.com/commute/2013/09/how-design-city-women/6739/?utm_source=SFFB>
* JHPIEGO. 2016. “Gender Analysis Toolkit for Health Systems.” <https://gender.jhpiego.org/docs/Jhpiego-Gender-Analysis-Toolkit-for-Health-Systems.pdf>
* United Nations Women. “Gender Mainstreaming in Development Programming” (2014).
  + <http://www2.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2014/gendermainstreaming-issuesbrief-en%20pdf.pdf?v=1&d=20150220T190747>
* The US President’s Malaria Initiative (PMI) 14th Annual Report to Congress (2020). <https://stacks.cdc.gov/view/cdc/87273>

Additional resources:

* Sylvia Walby. 2005. “Gender Mainstreaming: Productive Tensions in Theory and Practice.” *Social Politics.*
* IDRC. 2019. “Transforming Gender Relations: Insights from IDRC research.”
* Rafia Zakaria on “Canada’s international aid policy is now ‘feminist’. It still won’t help women.” 2017. <https://www.theguardian.com/commentisfree/2017/aug/07/canada-international-aid-feminist-women-afghanistan>
* 2014. IASC Gender Marker Assessment: Findings and Recommendations. <https://www.humanitarianresponse.info/system/files/documents/files/IASC%20Gender%20Marker%20Assessment%20Report.pdf>
* IFAD 2015 “International Fund for Agricultural Development.” Gender sensitive programming
  + <http://www.ifad.org/evaluation/process_methodology/doc/manual.pdf>
* ADB: Gender and climate change: <http://www.adb.org/publications/building-gender-climate-finance-adb-experience-cif?utm_source=newsletter&utm_medium=email&utm_campaign=adbpublications>
* Data:
  + <http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/EXTWDR2012/0,,menuPK:7778074~pagePK:7778278~piPK:7778320~theSitePK:7778063~contentMDK:22851055,00.html>
  + World Bank The Little Data Book on Gender 2019. <https://data.worldbank.org/products/data-books/little-data-book-on-gender?deliveryName=DM13415>

1. **Tools: Targeting**

**November 7, 2024**

***Discussion Leaders / Debate:*** *Should (or when should) women be targeted for programming, social protection, or transfers?*

* Beegle 2020. “Targeting Cash Transfers within households” <https://blogs.worldbank.org/impactevaluations/targeting-cash-transfers-within-households?CID=WBW_AL_BlogNotification_EN_EXT>
* Melissa Hidrobo et al. 2016. “The Effect of Cash, Vouchers, and Food Transfers on Intimate Partner Violence: Evidence from a Randomized Experiment in Northern Ecuador.” *American Journal of Economics.* <https://www.aeaweb.org/aej-applied/accepted_single.php?id=2059&jrnl=app>
* Emma Bell. 2015 “Violence against women and cash transfers in humanitarian contexts.” <https://reliefweb.int/sites/reliefweb.int/files/resources/cash-transfers-humanitarian-settings.pdf>
* CARE. 2019. “What does Gender Sensitive Cash and Voucher Assistance Look Like?” <http://www.cashlearning.org/downloads/user-submitted-resources/2019/10/1571073655.CARE%20Gender-sensitive%20cash%20and%20voucher%20assistance%20final.pdf>
* Edge Effect. 2021. “We don’t do a lot for them specifically: A scoping report on gaps and opportunities for improving diverse SOGIESC inclusion in cash transfer and social protection programs, during the COVID-19 crisis and beyond.” <https://www.calpnetwork.org/wp-content/uploads/2021/08/WDDALFTS_FullReport_Web.pdf>

Recommended:

* Duflo, E. 2003. “Grandmothers and Granddaughters: Old-age pensions and intra-household allocation in South Africa.” *World Bank Observer.* 17(1)
* Handa et al. 2009. “Opening up Pandora’s Box: The Effect of Gender Targeting and Conditionality on Household Spending Behavior in Mexico’s Progresa Program.” *World Development.* 37(6).

1. **Tools: Participation, quotas, and politics (TBC)**

**November 13, 2024**

***Last week for reading responses***

***Discussion leaders / Debate:*** *Should (or when should) quotas be used? What about other identities / class / etc.?*

* Agarwal, B. 2001. “Participatory Exclusions, Community Forestry, and Gender: An analysis for South Asia and a conceptual framework.” *World Development.* Vol. 29, No. 10, pp. 1623-1648.
* **Skim:** UN General Assembly. 2013. “Report: Measures Taken and Progress Achieved in the Promotion of Women and Political Participation.”
  + <http://www.un.org/ga/search/view_doc.asp?symbol=A/68/184&Lang=E>
* Mona Krook and Pippa Norris. 2014. “Beyond Quotas: Strategies to Promote Gender Equality in Elected Office.” *Political Studies.* 62(1):2-20.
* Karekurve-Ramachandra, V. and Lee, A. 2020. “Do gender quotes hurt less privileged groups? Evidence from India.” *American Journal of Political Science.* 64(4) Oct.: 757-772.
* Weaver et al. (2024): World Bank and Representation

Recommended:

* Lori Beaman et al. 2012. “Female Leadership Raises Aspirations and Educational Attainment for Girls: A Policy Experiment in India.” *Science.* 335(6068).
* Women’s Leadership: The Women Delegates Fund. <https://wedo.org/what-we-do/our-programs/women-delegates-fund/>

1. **Class Presentations**

**November 20, 2024**

1. **Class Presentations & Wrap-up**

**December 5, 2024**

TBD: ***Final papers are due***

**Resources:**

Relief Web: Gender

<https://reliefweb.int/topics/gender#must-read>

Overseas Development Institute:

<https://odi.org/en/about/our-work/gender-equality-and-social-inclusion/?page=3>

New Humanitarian:

<https://www.thenewhumanitarian.org/aid-and-policy?gclid=CjwKCAjwtfqKBhBoEiwAZuesiGJoB4fc0yyA4I1K0c8gC9tjhRoAqh16cucOoI3FZymUUF1tZhpS5BoCUCcQAvD_BwE>

Data 2X: Data on women and girls

<https://data2x.org/>

CGIAR Gender platform

<https://gender.cgiar.org/>

DAWN (Development Alternatives for Women for a New Era):

<https://dawnnet.org/>

Gender and ag extension

<https://ingenaes.illinois.edu/library/>

Feed the Future Livestock Systems Lab – Gender

<https://livestocklab.ifas.ufl.edu/themes/cctgy/>

**About Canvas**

Check the course Canvas site regularly for class work and announcements or request that Canvas sends you a daily update. The university's IT staff occasionally schedules downtimes for the Canvas site, as noted on the Canvas login page. Scheduled downtimes are not an excuse for late work. The ITS Help Desk at 475-9400 provides technical support for Canvas Monday - Friday, 8 am to 5 pm. <http://www.utexas.edu/its/helpdesk/>

**Students with disabilities**

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 512-410-6644 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations.

**Religious Holidays:**

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

**Academic dishonesty/plagiarism**

Students are expected to respect the LBJ School's standards regarding academic dishonesty. You owe it to yourself, your fellow students, and the institution to maintain the highest standards of integrity and ethical behavior. A discussion of academic integrity, including definitions of plagiarism and unauthorized collaboration, as well as helpful information on citations, note taking, and paraphrasing, can be found at the Office of the Dean of Students web page. (<http://deanofstudents.utexas.edu/conduct/>) and the Office of Graduate Studies (<http://www.utexas.edu/ogs/ethics/transcripts/academic.html>). The University has also established disciplinary procedures and penalty guidelines for academic dishonesty, especially Sec. 11.504 in Appendix C of the Institutional Rules on Student Services and Activities section in UT's General Information Catalog.

**Emergency evacuation routes**

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://operations.utexas.edu/units/csas/terms.php>:

* 1. Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
  2. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
  3. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors.
  4. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
  5. Behavior Concerns Advice Line (BCAL): 512-232-5050
  6. Link to information regarding emergency evacuation routes and emergency procedures can be found at: <https://preparedness.utexas.edu/emergency-plans>

**Campus safety and wellness resources**

More information on how to sign up for emergency text alerts, contact information for various UT offices, wellness resources, and campus initiatives relating to safety and/or wellness can be found at <https://www.utexas.edu/campus-life/safety-and-security>

**Harassment Reporting Requirements.**

[Senate Bill 212 (SB 212)](http://capitol.texas.gov/tlodocs/86R/billtext/html/SB00212F.htm), which took effect as of January 1, 2020, is a Texas State Law that requires all employees (both faculty and staff) at a public or private post-secondary institution to promptly report any knowledge of any incidents of sexual assault, sexual harassment, dating violence, or stalking "committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident". Please note that both the instructor and the TA for this class are mandatory reporters and MUST share with the Title IX office any information about sexual harassment/assault shared with us by a student whether in-person or as part of a journal or other class assignment. Note that a report to the Title IX office does not obligate a victim to take any action, but this type of information CANNOT be kept strictly confidential except when shared with designated confidential employees.  A confidential employee is someone a student can go to and talk about a Title IX matter without triggering that employee to have to report the situation to have it automatically investigated. A list of confidential employees is available on the [Title IX website](https://t.e2ma.net/click/zvo1jc/nagzvw/rp219q).

**Classroom Safety and COVID-19**  
To help preserve our in person learning environment, the university recommends the following.

* Adhere to university [mask guidance](https://t.e2ma.net/click/fuzy1f/30csiib/3gdvdxc).
* [Vaccinations are widely available](https://t.e2ma.net/click/fuzy1f/30csiib/j9dvdxc), free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated.
* [Proactive Community Testing](https://t.e2ma.net/click/fuzy1f/30csiib/z1evdxc) remains an important part of the university’s efforts to protect our community. Tests are fast and free.

Visit [protect.utexas.edu](https://t.e2ma.net/click/fuzy1f/30csiib/fufvdxc) for more information

**Land Acknowledgement**We would like to acknowledge that we are meeting on Indigenous land. Moreover, we would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.