

<b>Course Number</b>	: HS 591
<b>Course Name</b>	: Special Topics in Gender and Economic Development: A Cross-Country Perspective
<b>Credits</b>	: 1-0-0-1
<b>Prerequisites</b>	: Nil
<b>Intended for</b>	: Masters, Doctoral
<b>Distribution</b>	: Elective
<b>Semester</b>	: NA

## 1. Course Description

While the development process in general and economic development in particular have thrown new challenges for people across the globe, these challenges and their impacts are felt differently by men and women. For example, the impacts of climate change are experienced dissimilarly by women who carry a double or triple burden of work including domestic work, subsistence food production as well as child care. Though experiences of various countries both developed and developing display that economic advancement aids to attain gender equality to some extent but in a number of areas gender differences are not easy to remove. One such area is the gender wage gap where even the US shows a gap of about \$10000 between the median earnings of men vs women (according to the U.S. Census Bureau's 2019 American Community Survey (ACS)). This difference is even higher in China (in terms of percentage). Further Occupational gender stereotyping continues to persist in many countries including India. In countries like Afghanistan women's right to work itself has been drastically curtailed. Given these realities, the sustainable development goals initiated in 2015 consider gender equality as an important goal (Goal 5) to be achieved by 2030.

This course offers an introduction to various issues that emerge in the area of gender and development, focusing particularly on the aspects of economic development. The course will discuss how the standard economic theory such as neo-classical economics is inadequate to answer various gender-related concerns. It will also focus on the *measurement* of gender differentials in terms of indices such as the gender development index and relate them to the capability approach of Amartya Sen. Taking examples of countries across the globe throughout the course in different modules we

will attempt to understand the constraints of attaining gender equality and the policies required to reduce the gender gap in terms of opportunities, rights, capabilities, and functioning.

### **Course Format**

The course will be lecture as well class participation based. Apart from lectures given by the instructor on relevant theoretical concepts and empirical evidence students are expected to participate actively in the class. Case studies from different countries across the globe will be presented with special emphasis on India.

## **2. Course Modules with hours to be devoted:**

### **Module I: Introduction to the course: Gender and Economic Theory [2 hours]**

- Standard Neoclassical theory and gender.
- A case study from Afghanistan

### **Module II : Measurement of Gender and Development [ 2 hrs]**

- Measurement of welfare in economics (standard approach), Sen's Capability approach.
- Methods of construction different development of indices, Gender-related indices (GDI, GII, etc.). Cross country data and examples.
- Concepts and measurement issues of Gross Domestic Product, valuing women's non-monetized work--issues and concerns.

### **Module III: Women, employment, the concept of decent work and gender [2 hours]**

- Economic Models of rural-urban migration (Harris-Todaro), Equal opportunity to work and wage discrimination; Monopsony power and wage discrimination;
- Gender, Masculinities and development
- The ILO's concept of decent work and gender dimensions;

- Case study of women in the online marketplace (from India).

#### **Module IV: Gender and health [2 hrs]**

Sex ratio, fertility and reproduction, women's health and life stage, aging.

Case Study: Female Infanticide in China and India

#### **Module V: Gender and Financial inclusion [2 hrs]**

- Concept of financial inclusion (FI) and its measurement issues, dimensions of FI
- Importance of financial inclusion for women.
- Self-help groups, Women's access to credit, savings, and other financial instruments.

Case Studies From India and Bangladesh.

#### **Module VI : Gender, Agriculture, and Environment [ 2 hrs]**

- Development models of rural-urban linkages (dual economy models with subsistence agriculture sector: Lewis model, Ranis-Fei Model etc.) ; Agriculture and gender.
- Gendered impacts of climate change and natural hazards,
- Time use survey and women's time use pattern resulting from environmental degradation (such as water).

#### **Module VII: Class presentations [2 hrs]**

### **3. Textbook**

Janet Momsen, *Gender and Development* (Routledge, 2019). ISBN 9781138940628.

### **4. Reference:**

1. Ritu Dewan, 'Gender in Neoclassical Economics: Conceptual Overview'. *Economic and Political Weekly*, Apr. 29, 1995, Vol. 30, No. 17 (Apr. 29, 1995), pp. WS46-WS48.

2. Senthil Arasu Balasubramanian, Thenmozhi Kuppusamy and Thamaraiselvan Natarajan, 'Financial inclusion and land ownership status of women', *International Journal of Development Issues* Vol. 18 No. 1, 2019, pp. 51-69 (Emerald Publishing Limited). DOI 10.1108/IJDI-06-2018-0091.
3. Shivangi Bhatia and Seema Singh, 'Empowering Women Through Financial Inclusion: A Study of Urban Slum', *The Journal for Decision Makers* Vol. 44 No.4, 2019, pp. 182–197 (Indian Institute of Management, Ahmedabad).
4. Linda L Lindsey, *Gender Roles: A Sociological Perspective* (Pearson, 2014). ISBN 10: 0205899684.

#### 5. Similarity Content Declaration with Existing Courses

S.N.	Course Code	Similarity Content	Approx. % of Content
1.	HS202	Principles of Economics	5%
2.	HS535	Financial Inclusion	5%
3.	HS531	Gender and Development	10%
4.	HS538	Development and Economics	10%

#### 6. Justification for new course proposal if cumulative similarity content is > 30%:

NA