ECS 3021: Women, Culture and Economic Development

GENERAL INFORMATION

**Instructor:** Dr. Irma Alonso

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**Office of the Department of Economics:** MMC DM 316 [I don't have an office on campus]

**Fax of the Department of Economics:** (305) 348 - 1524

**Office Hours:** By appointment only, through a previously scheduled Chat session using Adobe Connect

**E-mail:** Please use Blackboard Learn 9 Course Mail

COURSE DESCRIPTION

This course is designated as both a Global Learning and a Core Curriculum course. It deals with economic and social issues affecting women in various countries of the world. The selected countries to be examined represent various levels of economic development and an ample array of different cultures. The purpose of this course is to assist us in understanding the differences between the situation of women in developed and in developing worlds. I will use an interdisciplinary approach to introduce you to a list of topics relevant to women, culture, and development. Basing the course on the ‘capabilities approach,’ we will study how women have been affected by the level of economic development and their culture. We will study the topics of education, health, employment, marriage, divorce and family planning, as well as domestic violence.

Each team of students will select a country with the responsibility of reporting on the status of women, in comparison to men, in that country for the different topics assigned. For these reports the students will be updating for their selected countries the data provided by Neft & Levine (1997) in *Where Women Stand: An International Report on the Status of Women in 140 Countries, 1997-1998*. The global perspective of the course will be achieved through active participation in class discussions. Each student will learn from other classmates as the circumstances of the different countries are compared and contrasted. Each student will submit the research reports.
relevant to their country, which will be followed by class discussions. To get the different cultural perspectives and to analyze how women are affected by culture, films will be used.

The connection between human development and capabilities has been advanced through the Human Development Reports, as developed by The United Nations Development Programme (UNDP). These reports started in 1990 influenced by ideas developed mainly by Nobel Prize winner Amartya Sen. The motivation to generate these reports was to seek other indicators of human development than simply levels of income, as represented by GDP per capita. The emphasis is on people and their capabilities, as expressed not only by their levels of income, but also by being able to be educated and to live a long healthy life. Since 1990 the reports have evolved and many more indicators have been created, in particular those dealing with the status of women, in comparison to men’s, in many countries. We use these Human Development Reports as the basis of our data because more than 150 countries are included and the same methodology is used to generate the various indicators of human development. In addition, the Reports offer a ranking of countries from ‘more developed’ to ‘less developed’ in terms of the value of their human development indices.

As a core curriculum course this course also include the following two components:

1. An independent co-curricular activity of your choosing provided it addresses one or more of the GL Student Learning Outcomes – activities can range from interviewing women’s rights activists, to visiting an NGO that deals with women and development, to attending a lecture series, etc.

   The global learning common reading is Kwame Anthony Appiah, *The Case for Contamination*. This is an article that appeared in the NY Times Magazine of Jan. 1, 2006, and is now part of Appiah’s book, *Cosmopolitanism*. During the last two weeks of classes this article will be discussed in class. First, you will submit a report evaluating the article. Secondly, based on this reading, each student will discuss with three classmates women’s issues learned in the course.

   This course is offered fully online. The work to be performed during the semester has been divided into three modules, each of which contains one or more activities. The due dates for each activity are specified in the relevant pages of the Content Modules. The work of this course has been divided into activities lasting one week from Tuesday to the following Tuesday at 12 noon. Each week you will be required to submit a report or to participate in discussion with classmates. Strict deadlines are followed and late work is not accepted. If you cannot comply with the due dates, this course is not right for you.

GLOBAL LEARNING COURSE OBJECTIVES

Students will be able to achieve the following global learning objectives [expressed in terms of the link with the assessment matrix]:

1. Consider women’s issues worldwide from multiple cultural perspectives: Within the
context of Human Development Indicators, students will be able to demonstrate an understanding of the situation of women, in comparison to men, in selected countries, as they are affected by intercultural and global issues.

2. Analyze aspects of gender differences in aspects of education, health, employment, marriage and divorce, family planning, and domestic violence, as they are determined by cultural factors and levels of economic development: Within the context of Human Development Indicators, students will be able to compare and contrast the different conditions in which women live, in comparison to men, in selected representative countries.

3. Become engaged in solving local, global, international and intercultural problems, as they affect women worldwide: Within the context of the Human Development Indicators, students will share ideas on how to help countries to alleviate the situation of women.

MAJOR & CURRICULUM OBJECTIVES TARGETED

This course fulfills your Global Learning graduation requirement. It serves as an elective in the following majors: Economics, and Women’s Studies, among others.

TEXTBOOK and READINGS

No specific textbook is required for this course. Use will be made of Human Development Reports as well as other national and international data, as needed to complete the research reports and to guide the discussions and comparisons among countries.

Required reading:


Selected bibliography (to be used as will be indicated for each one of the relevant activities)


Gupta, S., M. Verhoeven, and E. Tiongson. 2003. “Public Spending on Health Care and the Poor.”


COURSE PREREQUISITES

This course has a pre-requisite of Principles of Economics, or instructor’s approval.

For more information about prerequisites, [click here](#).

(Note to Developer: Use this for CAS)

COMMUNICATING WITH THE INSTRUCTOR
- **E-mail:** Contact your instructor via Blackboard Learn 9 email.
- **Discussion Forum:** It will be used for class discussions and other postings of general interest that are directly related to the course. Everyone can read Discussion Forum postings; therefore, do not post private information.
- **Live Chat:** It will be used at agreed times and dates to communicate with each other, using Adobe Connect.

## COURSE REQUIREMENTS AND GRADES

### Course Requirements and Grades

#### A. The Meaning of Letter Grades.

- "A" is given only for excellent work.
- "B" is awarded for good work.
- "C" is fair or satisfactory work.
- "D" is given for poor work.
- "F" is unsatisfactory or failing.

#### B. Assignment Values

<table>
<thead>
<tr>
<th>REQUIRED GRADED ASSIGNMENTS</th>
<th>POINT VALUES</th>
<th>MAXIMUM USABLE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities of Module 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction (1 required)</td>
<td>1 @ 5 pts</td>
<td>5</td>
</tr>
<tr>
<td>Introduce yourself and welcome others posting to the Discussion Board, as indicated, during the 1st week of classes, select a team member, and select a country to analyze</td>
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<tr>
<td>Syllabus Quiz (1 required)</td>
<td>1 @ 10pts</td>
<td>10</td>
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<tr>
<td>Take during the 1st week of class as directed.</td>
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</table>
## Assignments for each one of the 5 Activities of Module 2

**Submit using turnitin**

There are firm deadlines to submit these assignments to the Assignment Dropbox. After the due date, the Dropbox is closed, and no late submissions are accepted.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Points</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>5 activities @ 20 pts each</td>
<td>100</td>
<td>100</td>
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</table>

## Assignments for each one of the 4 Activities of Module 3

**Submit using turnitin**

There are firm deadlines to submit these assignments to the Discussion Board. After the due date, the reports are not accepted.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 activities @ 25 points each</td>
<td>100</td>
<td>100</td>
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</table>

## Discussions of Reports of Module 3

4 comparison activities @ 6 points each (24 total) and 8 discussion with classmates @ 3 points each (24 total) = 48 points

## Module 4 Activities

- **Independent Activity**: 12 points
- **Essay on Appiah’s article**: 20 points
- **Discussion of Appiah’s article**: 5 points

**MAXIMUM TOTAL USABLE POINTS IN THIS COURSE = 300 points**
Your grade will be based on your performance on the course requirements. Points are earned based on the values for each course requirement stated above.

C. The following grade scale will be used to determine your semester grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>300-288</td>
</tr>
<tr>
<td>A-</td>
<td>287-273</td>
</tr>
<tr>
<td>B+</td>
<td>272-264</td>
</tr>
<tr>
<td>B</td>
<td>263-255</td>
</tr>
<tr>
<td>B-</td>
<td>254-246</td>
</tr>
<tr>
<td>C+</td>
<td>245-237</td>
</tr>
<tr>
<td>C</td>
<td>236-228</td>
</tr>
<tr>
<td>C-</td>
<td>227-219</td>
</tr>
<tr>
<td>D+</td>
<td>218-210</td>
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<tr>
<td>D</td>
<td>209-201</td>
</tr>
<tr>
<td>D-</td>
<td>200-192</td>
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<tr>
<td>F</td>
<td>&lt;191</td>
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</table>
As a college, we care about and enforce the Policies and Procedures as they are important to the quality of the education we are providing to you. Details on FIU Policies can be found at:

http://online.fiu.edu/wct_files/Policy/Policies_Requirements.html

STUDENTS WITH DISABILITIES

As a college, we care about students with special needs. To receive these services it is required from the student to self identify as a student with a disability and to present required documentation. For further information and to register at the Disability Resource Center, you can visit the DRC at the MMC in Graham Center, Room 190 or at the BBC in Wolfe University Center Room 131. To make an appointment you have the following options: call MMC at 305-348-3532, or send an email to: drcupgl@fiu.edu; at the BBC you can call 305-919-5345 or send an email to: drcbcc@fiu.edu

FIU LIBRARY SUPPORT

The FIU library provides a number of services to distance learning students. For example:

- Students can request a chat session in Blackboard Learn 9 for an explanation on how to access library resources.
- Students can request detailed instructions on how to access library resources.
- One-on-One assistance from the Distance Learning Librarian.

Don’t struggle through your library research alone! Help is available. For further information, contact Sarah Hammill, Distance Learning Librarian, via email at hammills@fiu.edu or call 305-919-5604.

You can visit the FIU Library at: http://library.fiu.edu/

DISCUSSION
Discussions count as an integral part of your grade in this course. For each activity of Module 3 you are required to react and discuss with three of your classmates. These activities will enhance your global learning experience, as you compare the experiences of your country with the practices followed in other countries. Just indicating “I agree with your post” or “I disagree with your point of view,” etc. will not be enough. You are expected to provide critical feedback and to contribute NEW ideas to the discussion, and provide bibliographical references, to get full credit for your discussion with classmates. As well, for activity 2 of Module 4, you will discuss with classmates their essays on Appiah’s article.

**ASSIGNMENTS**

The course intends to establish foundations to compare achievements by both men and women in different countries of the world.

The **topics** to be studied include:

1. Concepts of economic development related to the measurement of advances in well being
2. Human development indicators
3. Cultural and gender differences in terms of: education, health, employment, marriage, divorce, family planning, and violence against women
4. Cultural differences as assessed through a selection of videos to be evaluated.
5. Activities to satisfy core curriculum requirements

The representative **countries** selected to be analyzed in the course include:

1. Norway
2. Canada
3. Japan
4. Italy
5. Mexico
6. Costa Rica
7. Brazil
8. Dominican Republic
9. Indonesia
10. South Africa
11. India
12. Cambodia
13. Pakistan
14. Bangladesh
15. Haiti
16. Afghanistan
17. Rwanda
18. Zimbabwe

Reports for Module 2:

Reports will be submitted considering the concept of the capabilities approach as well as the National Income and Product Accounts (NIPA). The video ‘Who is Counting?’ will be evaluated.

Using the indices of the Human Development Reports, reports will be submitted comparing your country of analysis to another representative country evaluating the status of men and women in terms of indices included in the 2014 Human Development Report: human development index, inequality-adjusted human development index, gender inequality index, and multidimensional poverty index.

Cultural differences will be studied as well through the analysis of two videos: ‘Community’ and ‘Shackled Women’ [beware that this video may be found offensive by some students]. This Module has five activities.

Reports for Module 3:

Reports analyzing the status of women, in comparison to men, as well as advance and setbacks in the last 20 years, in your selected country, in terms of the topics under discussion: (1) education, (2) health, (3) employment, (4) marriage, divorce, family planning, and violence against women. This Module has four activities. Discussion with classmates is an essential part of this Module to ensure we gain a global perspective of the women's issues worldwide.

Reports for Module 4:

These are activities to satisfy core curriculum requirements, and include (1) an independent activity of your choice and (2) writing a report on Appiah’s article The Case for Contamination and discussing it with classmates.

EXPECTATION OF THIS COURSE

This is a fully online course, meaning that all course work (100%) will be conducted online. Expectations for performance in fully online courses are the same as for traditional courses; in fact, fully online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.

Fully online courses are not independent study courses. You will be expected to interact online with the professor and your fellow students; to do assignments; to meet deadlines; and in many classes, to work in virtual groups.

Tips for Success in your online course, click here.
It is very important that **online etiquette** be followed at all times. You should be aware of the common rules of netiquette and employ them at all times. In particular, follow the following rules: (1) do not use all CAPITAL LETTERS for a message, (2) always practice good grammar, (3) use spell check and proofread your messages before posting, and above all, (4) be respectful and considerate with your classmates. For additional information on Online Etiquette, [click here](#).

### COURSE CALENDAR: August 25- December 9, 2014

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Module and Topics</th>
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<tbody>
<tr>
<td><strong>Week 1:</strong> Aug 25-Sept 2</td>
<td>M1A1: Introduction&lt;br&gt;Review and fully familiarize yourself with the course and site. Print and read the course syllabus and course calendar. &lt;br&gt;Introduce yourself to the class posting your information to the Discussion Board, as indicated. Contact at least one of your classmates to select a team member. &lt;br&gt;Select a country to analyze &lt;br&gt;Take the syllabus quiz</td>
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<tr>
<td><strong>Week 2:</strong> Sept 2-9</td>
<td>Module 2, Activity 1&lt;br&gt;Studying concepts of economic growth and the capabilities approach as developed by A. Sen and M. Nussbaum.</td>
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<tr>
<td><strong>Week 3:</strong> Sept 9-16</td>
<td>Module 2, Activity 2&lt;br&gt;Understanding concepts of the National Income and Product Accounts (NIPA), in particular: Gross Domestic Product (GDP) and Gross National Income (GNI). Analysis of the video: Who is Counting?</td>
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| Week 4  
<table>
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<tr>
<th>Sept 16-23</th>
<th>Module 4, Activity 1: Independent Activity</th>
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<tbody>
<tr>
<td></td>
<td>Module 2, Activity 3</td>
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<td></td>
<td>Studying the <em>2014 Human Development Report</em> and writing a report on the four human development indices: Human Development Index, Inequality-adjusted Human Development Index, Gender Inequality Index, and Multidimensional Poverty Index</td>
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<td></td>
<td>Deadline to report the activity to be undertaken in Module 4, Activity 1: Independent Activity</td>
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| Week 5:  
<table>
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<tr>
<th>Sept 23-30</th>
<th>Module 2, Activity 4</th>
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<tbody>
<tr>
<td></td>
<td>Studying the <em>2014 Human Development Report</em> and writing a report on the four human development indices in which the chosen country of analysis is compared to another country.</td>
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<td>Module 4, Activity 1: Independent Activity</td>
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| Week 6:  
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<tr>
<th>Sept 30-Oct 7</th>
<th>Module 2, Activity 5</th>
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<tbody>
<tr>
<td></td>
<td>Analysis of two videos to identify cultural differences: Community Shackled Women</td>
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<td></td>
<td>Module 4, Activity 1: Independent Activity</td>
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<tr>
<td>Weeks 7 &amp; 8: Oct 7-21</td>
<td>Module 3, Activity 1</td>
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<td></td>
<td>Team Research report on Education. Each team will present accomplishment and drawbacks in the last 20 years in the conditions of women’s education in their selected country. A rubric is used to evaluate the report.</td>
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<td></td>
<td>Individual discussion and comparison among countries in terms of education issues. Students will compare and contrast the situation of women’s education in their selected country with the conditions in other countries. What lessons can be learned from other countries? Which suggestions can you provide? A rubric is used to evaluate the discussions.</td>
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<tr>
<td></td>
<td>Module 4, Activity 1: Independent Activity</td>
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<tr>
<td>Weeks 9 &amp; 10: Oct 21-Nov 4</td>
<td>Module 3, Activity 2</td>
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<td></td>
<td>Team Research report on Health. Each team will present accomplishment and drawbacks in the last 20 years in the conditions of women’s health in their selected country. A rubric is used to evaluate the report.</td>
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<tr>
<td></td>
<td>Individual discussion and comparison among countries in terms of health questions. Students will compare and contrast the situation of women’s health in their selected country with the conditions in other countries. What lessons can be learned from other countries? Which suggestions can you provide? A rubric is used to evaluate the discussions.</td>
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</table>
### Module 4, Activity 1: Independent Activity

#### Weeks 11 & 12: Nov 4-18

**Module 3, Activity 3**

Team Research report on Employment. Each team will present accomplishment and drawbacks in the last 20 years in the conditions of women’s employment in their selected country. A rubric is used to evaluate the report.

Discussion and comparison among countries in terms of employment questions. Students will compare and contrast the situation of women’s employment in their selected country with the conditions in other three countries. What lessons can be learned from other countries? Which suggestions can you provide? A rubric is used to evaluate the discussions.

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### Module 4, Activity 1: Independent Activity

#### Weeks 13 & 14 Nov 18-Dec 2

**Module 3, Activity 4**

Team Research report on Marriage, Divorce, Family Planning, and Domestic Violence. Each team will present accomplishment and drawbacks in the last 20 years in the conditions of women’s marriage, divorce, family planning, and domestic violence in their selected country. A rubric is used to evaluate the report.
<table>
<thead>
<tr>
<th>Individual discussion and comparison among countries in terms of aspects of Marriage, Divorce, Family Planning, and Domestic Violence. Students will compare and contrast the situation of women’s issues related to marriage, divorce, family planning and domestic violence in their selected country with the conditions in other countries. What lessons can be learned from other countries? Which suggestions can you provide? A rubric is used to evaluate the discussions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 11: Deadline to submit report Module 4, Activity 1: Independent Activity</td>
</tr>
<tr>
<td>Week 15: Dec 2-9</td>
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<tr>
<td>Module 4, Activity 2</td>
</tr>
<tr>
<td>Evaluation of Appiah’s article on The Case for Contamination. We were notified that in October 2005, the UNESCO General Conference approved a convention on the ‘protection and promotion’ of cultural diversity. According to Appiah, the motivation of this convention was based on ‘the fear is that the values and images of Western mass culture, like some invasive weed, are threatening to choke out the world’s native flora.’ In the same article Appiah refers to some of the ‘women’s rights’ like the right to vote, the right to work outside their homes, the right to be protected from the physical abuse of men, etc. This activity will require each student to write an essay in which the student is going to develop the idea of up to what point it is ‘cultural imperialism’ for us to defend those women’s rights. By advocating these rights, are we then</td>
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</table>
violating the convention of cultural diversity as we promote the protection of women’s human rights worldwide?

Students will discuss with classmates the ideas exposed on their reports.

A rubric is used to evaluate the report.