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Syllabus

Women, Culture, and Economic Development
1168-ECS3021VC1168-81833

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GENERAL INFORMATION

Professor Information



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By appointment only

Course Description And Purpose

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 educations, health, employment, marriage, divorce, 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

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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 been 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 Human Development 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.
2. 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 four modules, each of which contains one or more activities. The due dates for each activity are specified in the Calendar of Events and in relevant pages of the Content Modules. The work of this course has been divided into activities lasting one week from Monday to Sunday at 12 midnight. 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.

Course Objectives

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

3. 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.

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4. 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.

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.

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):

- **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.
- **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.
- **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.

Global Learning Graduation Honors

FIU's Excellence in Global Learning Graduation Medallion is awarded to students who complete at least four global learning courses, participate in a variety of global co-curricular activities, and complete a capstone consisting of one of the following: a substantial original research project and presentation on a global topic; extensive foreign language study; long-term study abroad; or, a globally-focused internship. The Peace Corps Prep certification is conferred upon students who complete at least three global learning courses, language study, and a global problem-solving project. For more information, visit [FIU Global Learning](#).

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 and Gender Studies, among others.

IMPORTANT INFORMATION

Policies

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Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

Early Alert

In an effort to help you succeed in your academic courses, FIU utilizes an Early Alert system. Instructors are now able to notify students' academic advisors if there are concerns about class performance. If an alert is submitted, your academic advisor will send you a message via your Student Dashboard (accessed via your MyFIU page) to discuss ways to improve your performance. Please respond to any communication you receive from your academic advisor about an early alert. Our goal with this program is to help you to be successful by identifying any issues as early on as possible and working to address them.

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 305-348-3009.

Visit the [FIU Library](#)

Accessibility And Accommodation

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit [Blackboard's Commitment Accessibility](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

Technical Requirements & Skills

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

Please visit our [Technical Requirements](#) webpage for additional information.

Course Prerequisites

This course has a prerequisite of ECO 2013 and ECO 2023 or permission of the instructor.

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Review the [Course Catalog](#) page for prerequisites information.

Proctored Exam Policy

This course does not require a proctored exam.

Expectations Of This Course

This is an online course, which means all of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses 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.

Students are expected to:

- **Review the how to get started information** located in the course content
- **Introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion forum
- **Take the practice quiz** to ensure that your computer is compatible with Blackboard
- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar
- Submit assignments by the corresponding deadline

The instructor will:

- Respond to messages within **48 hours** (if not sooner).
- Grade assignments within **one week** of the assignment deadline.

Textbook

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

Required reading:

Appiah, Kwame Anthony. 2006. '[The Case for Contamination](#)' in NY Times Magazine, January 1.

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

Charmes, J. and S. Wieringa. 2003. "Measuring Women's Empowerment: An Assessment of the Gender Related Development Index and the Gender Empowerment Measure." *Journal of Human Development and Capabilities*, 4(3):419-35.

Fukuda-Parr, S. and A.K. Shiva Kumar. 2003. *Readings in Human Development*. New York: Oxford University Press.

Gertner, J. 2010. "The Rise and Fall of the GDP." *The New York Times*. May 16.

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Gupta, S., M. Verhoeven, and E. Tiongson. 2003. "Public Spending on Health Care and the Poor." *Health Economics* 12(8): 685-96.

Harding, R. and L. Wantchekon. 2010. "The Political Economy of Human Development." *Human Development Research Paper 29*. UNDP-HDRO, New York.

Hogan, M. et al. 2010. Maternal Mortality for 181 Countries, 1980-2008. A Systematic Analysis of Progress Towards Millennium Development Goal 5." *The Lancet* 375(9726): 1509-23.

Houweling, T. et al. 2007. "High Poor-Rich Inequalities in Maternity Care: An International Comparative Study of Maternity and Child Care in Developing Countries." *Bulletin of the World Health Organization* 85(10): 733-820.

ILO (International Labor Office). 2010. *Global Employment Trends*. Geneva: International Labour Office.

IPU (Inter-Parliamentary Union). 2010. "[Women in Parliaments: World and Regional Averages](#)." Geneva.

Jolly, R. et al. 2009. *UN Ideas That Changed the World*. Bloomington, IN: Indiana University Press.

Jones, C. 2002. *Introduction to Economic Growth*. New York: W.W. Norton

Mosse, J.C. 1993. *Half the World, Half a Chance: An Introduction to Gender and Development*. UK and Ireland: Oxfam.

Neff, N. and A.D. Levine. 1997. *Where Women Stand: An International Report on the Status of Women in 140 Countries*. New York: Random House.

Nussbaum, M. 2000. *Women and Human Development: The Capabilities Approach*. Cambridge: University Press.

Osmani, S.B. 2005. "Poverty and Human Rights: Building on the Capability Approach." *Journal of Human Development and Capabilities* 6(2):105-19.

Ranis, G. and F. Stewart. 2000. "Strategies for Success in Human Development." *Journal of Human Development* 1(1):49-70.

_____. 2010. "Success and Failure in Human Development, 1970-2007." *Human Development Research Paper 10*. UNDP-HDRO. New York.

Robeyns, I. 2003. "Sen's Capabilities Approach and Gender Inequality: Selecting Relevant Capabilities." *Feminist Economics* 9(2-3): 61-92.

Sen, A. 2005. "Human Rights and Capabilities." *Journal of Human Development and Capabilities* 6(2): 155-66.

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UNDP (United Nations Development Programme). 2010. *What Will It Take to Achieve the Millennium Development Goals?—An International Assessment*. New York.

UNICEF (United Nations Children's Fund). 2010. *The State of the World's Children*. New York.

UNIFEM (United Nations Development Fund for Women). 2010. "Who Answers To Women? Gender and Accountability." *Progress of the World's Women 2008/2009*. New York.

Vizard, P. 2006. *Poverty and Human Rights: Sen's 'Capability Perspective' Explored*. Oxford, UK: Oxford University Press

Economic data by region and country: [focus-economics](#).

Additional Technical Requirements & Skills

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

This course utilizes the following tools:

19. Turnitin.com ([Privacy Policy](#))

Please visit our [Technical Requirements](#) webpage for additional information.

COURSE DETAIL

Course Communication

E-mail: Contact your instructor and the Teaching Assistant via Blackboard Learn 9 messages/email, so that there is a record of the communication.

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.

Announcements will be used for messages that affect all students. These announcements will be delivered to the email you have indicated as part of your MyFIU page.

Visit our [Writing Resources](#) webpage for more information on professional writing and technical communication skills.

Discussion Forums

The Discussion Forum 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.

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Discussions count as an integral part of your grade in this course. For each activity indicated 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, as needed, to get full credit for your discussion with classmates.

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:

20. Concepts of economic development related to the measurement of advances in wellbeing.
21. Human development indicators.
22. Cultural and gender differences in terms of: education, health, employment, marriage, divorce, family planning, and violence against women.
23. Cultural differences as assessed through a selection of videos to be evaluated.
24. Activities to satisfy core curriculum requirements.

The Representative Countries Selected to be Analyzed in the Course

Group 1: Germany	Group 6: Mexico	Group 11: South Africa	Group 16: Uganda
Group 2: Sweden	Group 7: China	Group 12: India	Group 17: Afghanistan
Group 3: Portugal	Group 8: Colombia	Group 13: Bangladesh	Group 18: Congo
Group 4: Bahamas	Group 9: Egypt	Group 14: Yemen	Group 19: Mozambique
Group 5: Cuba	Group 10: Indonesia	Group 15: Rwanda	Group 20: Niger

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, gender development 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 four activities. 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.

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

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. These activities are very important in the course and they count for more than 10 percent of the grade in the course.

Rubrics for Turnitin assignments can be viewed by clicking the "View/Complete" link for the assignment, in the Assignment Dropbox within Blackboard.

Assessments

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

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

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. Grading Criteria are used to evaluate these activities.

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

Grading Scale

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Course Requirements	Number of Items	Points for each	Maximum Usable Points
Activities of Module 1:			
Introduce Yourself	1	5	5
Syllabus Quiz	1	10	10
Activities of Module 2:			
Assignments	4	25	100
Activities of Module 3:			
Assignments	4	25	100
Individual Discussion Posts	4	6	24
Replies to Classmate's Discussion Posts	8	3	24
Module 4 Activities:			
Independent Activity	1	15	15
Essay on Appiah's Article	1	16	16
Discussion of Appiah's Article	1	6	6
Maximum Total Points in the Course:			300

Letter	Points	Letter	Points	Letter	Points
A	300 - 284	B	259 - 248	C	229 - 209
A-	283 - 269	B-	247 - 239	D	208 - 179
B+	268 - 260	C+	238 - 230	F	178 - 0

COURSE CALENDAR

Module Schedule

Unit 1 - Module 1

Dates	Assignments / Activities	Due Dates (Tasks due at 11:59 PM)

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Unit 1 - Module 1

Dates	Assignments / Activities	Due Dates (Tasks due at 11:59 PM)
Aug 22 - 28	1. Review and fully familiarize yourself with the course and site. Print and read the course syllabus and course calendar; 2. Take the syllabus quiz; 3. Introduce yourself to the class; contact at least one of your classmates with the purpose of selecting a team member; 4. Post to the Discussion Board your team and the country your team has selected to analyze. Review details of Unit 4 Module 10: Independent Activity due at the end of the semester	Due Aug 28

Unit 2 - Module 2

Dates	Assignments / Activities	Due Dates (Tasks due at 11:59 PM)
Aug 29 - Sept 4	1. Studying concepts of economic growth and the capabilities approach as developed by A. Sen and M. Nussbaum.	Due Sept 4

Unit 2 - Module 3

Dates	Assignments / Activities	Due Dates (Tasks due at 11:59 PM)
Sept 5 - 11	1. Understanding concepts of the National Income and Product Accounts (NIPA), in particular: Gross Domestic Product (GDP) and Gross National Income (GNI). 2. Analysis of the video " <i>Who is Counting?</i> "	Due Sept 11

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Unit 2 - Module 4

Dates	Assignments / Activities	Due Dates (Tasks due at 11:59 PM)
Sept 12 - 18	1. Studying the 2013 Human Development Report and writing a report on the four human development indicators in which the chosen country of analysis is compared to another country: <ul style="list-style-type: none"> • Human Development Index • Inequality-adjusted Human Development Index • Gender Inequality Index • Multidimensional Poverty Index 2. Report the activity to be undertaken in Unit 4 Module 10	Due Sept 18 (Independent Activity topic due by Sept 11)

Unit 2 - Module 5

Dates	Assignments / Activities	Due Dates (Tasks due at 11:59 PM)
Sept 19 - 25	1. Analysis of two videos to identify cultural differences: <ul style="list-style-type: none"> • Community • Shackled Women 	Due Sept 25

Unit 3 - Module 6

Dates	Assignments / Activities	Due Dates (Tasks due at 11:59 PM)
Sept 26 - Oct 9	1. Team research report on Education. Each team will present accomplishments and drawbacks in the last 20 years in the conditions of women's education in their selected country. 2. Individual discussion and comparison among countries in terms of education questions. Students will compare and contrast the situation of women's education in their selected country with the conditions in other countries.	Team Research Report 1 Due Oct 2 Education Discussion Due Oct 6 Replies to

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Unit 3 - Module 6

Dates	Assignments / Activities	Due Dates (Tasks due at 11:59 PM)
		Classmates Due Oct 9

Unit 3 - Module 7

Dates	Assignments / Activities	Due Dates (Tasks due at 11:59 PM)
Oct 10 - 23	<p>1. Team Research report on Health. Each team will present accomplishments and drawbacks in the last 20 years in the conditions of women’s health in their selected country.</p> <p>2. 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.</p>	<p>Team Research Report 2 Due Oct 16</p> <p>Health Discussion Due Oct 20</p> <p>Replies to Classmates Due Oct 23</p>

Unit 3 - Module 8

Dates	Assignments / Activities	Due Dates (Tasks due at 11:59 PM)
Oct 24 - Nov 6	<p>1. 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.</p> <p>2. 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.</p>	<p>Team Research Report 3 Due Oct 30</p> <p>Employment Discussion Due Nov 3</p> <p>Replies to Classmates Due Nov 6</p>

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Unit 3 - Module 9

Dates	Assignments / Activities	Due Dates (Tasks due at 11:59 PM)
Nov 7 - 20	<p>1. 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.</p> <p>2. 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 and their selected country with the conditions in other countries.</p>	<p>Team Research Report 4 Due Nov 13</p> <p>Marriage, Divorce, Family Planning, and Domestic Violence Discussion Due Nov 17</p> <p>Replies to Classmates Due Nov 20</p>

Unit 4 - Module 10

Dates	Assignments / Activities	Due Dates (Tasks due at 11:59 PM)
Can begin any time, but must select activity by Sept 11.	1. Deadline to submit report Unit 4 Module 10: Independent Activity	Independent Activity Due Nov 13

Unit 4 - Module 11

Dates	Assignments / Activities	Due Dates (Tasks due at 11:59 PM)
Nov 21 - Dec 3	1. Evaluation of Appiah's article on "The Case for Contamination." 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	<p>Appiah's Article Evaluation Due Nov 27</p> <p>Discussion - Appiah's</p>

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Unit 4 - Module 11

Dates	Assignments / Activities	Due Dates (Tasks due at 11:59 PM)
	to defend those women's rights. 2. Students will discuss with classmates the ideas exposed on their reports.	Article Due Dec 3

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