



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 few days. For each activity you will be required to submit an individual or a team 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

Through studying the course material and the submission of corresponding assignments, students will be able to:

- Identify how culture affects the treatment of women in various countries.
- Recognize the relationship between poverty and gender.
- Describe levels of economic development and how they affect gender relations.
- Study various indicators of human development.
- Analyze aspects of gender differences in education, health, employment, marriage, divorce, family planning, and domestic violence.

## GLOBAL LEARNING COURSE OBJECTIVES

Students will be able to achieve the following global learning objectives

- **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.

## 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.

## IMPORTANT INFORMATION

### POLICIES

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.

### 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 tool:

1. Turnitin

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

## ACCESSIBILITY AND ACCOMMODATION

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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](#).

## COURSE PREREQUISITES

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This course has a prerequisite of Principles of Economics, or instructor's approval.

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

## TEXTBOOK

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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:

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.

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.

Neft, 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.

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.

## 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.

### 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.

## COURSE DETAIL

### COURSE COMMUNICATION

Communication in this course will take place via Messages.

Messages is a private and secure text-based communication system which occurs within a course among its Course members. Users must log on to Blackboard to send, receive, or read messages. The Messages tool is located on the Course Menu, on the left side of the course webpage. It is recommended that students check their messages routinely to ensure up-to-date communication.

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

### DISCUSSION FORUMS

Discussion Forums will be used for class discussions and other postings of general interest that are directly related to the course.

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 Module 4, Activity 2, you will discuss with classmates their essays on Appiah’s article.

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

## QUIZZES

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. 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](#).

## 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. Australia	10. Brazil	19. Rwanda	
2. Singapore	11. China	20. Ethiopia	
3. Japan	12. Indonesia		
4 Italy	13. Philippines		
5. Argentina	14. Iraq		
6.Croatia	15. India		
7. Uruguay	16.Congo		
8. Panama	17. Bangladesh		
9. Cuba	18 Pakistan		

### Reports for Module 2:

Team 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 *2015 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:**

Team 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, and 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.

**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**

Course Requirements	Number of Items	Points for each	Maximum Usable Points
<b>Activities of Module 1</b>			
Introduce Yourself	1	5	5
Syllabus Quiz	1	10	10
<b>Activities of Module 2</b>			
Assignments	4	25	100
<b>Activities of Module 3</b>			
Assignments	4	25	100
Comparison Activities	4	6	24
Discussion with classmates	8	3	24
<b>Module 4 Activities</b>			
Independent Activity	1	12	12
Essay on Appiah's Article	1	20	20
Discussion of Appiah's Article	1	5	5
<b>Maximum Total Points in the Course</b>			<b>300</b>

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

## COURSE CALENDAR

### WEEKLY SCHEDULE

Date	Activities	Tasks due at 12 midnight
Monday May 8- Thursday May 11	<p><b>Module 1 Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Review and fully familiarize yourself with the course and site. Print and read the course syllabus, in particular this course calendar;</li> <li>2. Take the syllabus quiz;</li> <li>3. Introduce yourself to the class; contact at least one of your classmates with the purpose of selecting a team member;</li> <li>4. Post to the Discussion Board your team and the country your team has selected to analyze.</li> </ol>	<p>Tasks 1-4: Due Thursday May11</p>
	<p>Review details of <b>Module 4 Activity 1: Independent Activity</b> due at the end of the semester</p>	
Friday May 12-Monday May 15	<p><b>Module 2 Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Studying concepts of economic growth and the capabilities approach as developed by A. Sen and M. Nussbaum.</li> </ol>	<p>Task 1: Due Monday May 15</p>

<p>Tuesday May 16- Friday May 19</p>	<p><b>Module 2 Activity 2</b></p>	<ol style="list-style-type: none"> <li>1. Understanding concepts of the National Income and Product Accounts (NIPA), in particular: Gross Domestic Product (GDP) and Gross National Income (GNI).</li> <li>2. Analysis of the video "<i>Who is Counting?</i>"</li> </ol>	<p>Tasks 1-2: Due Friday May 19</p>
<p>Saturday May 20- Tuesday May 23</p>	<p><b>Module 2 Activity 3</b></p>	<ol style="list-style-type: none"> <li>1. Studying the <i>2013 Human Development Report</i> 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"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul> <p>Human Development Index, Inequality-adjusted Human Development Index, Gender Inequality Index, and Multidimensional Poverty Index.</p> </li> </ol>	<p>Tasks 1-2: Due Tuesday May 23</p>
		<ol style="list-style-type: none"> <li>2. Report the activity to be undertaken in <b>Module 4 Activity 1</b></li> </ol>	
<p>Wednesday May 24- Saturday May 27</p>	<p><b>Module 2 Activity 4:</b></p>	<ol style="list-style-type: none"> <li>1. Analysis of two videos to identify cultural differences:             <ul style="list-style-type: none"> <li>• <i>Community</i></li> <li>• <i>Shackled Women</i></li> </ul> </li> </ol>	<p>Task 1: Due Saturday May 27</p>
<p>Sunday May 28- Wednesday May 31</p>	<p><b>Module 3 Activity 1</b></p>	<ol style="list-style-type: none"> <li>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.</li> </ol>	<p>Task 1: Due Tuesday May 30</p>
		<ol style="list-style-type: none"> <li>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.</li> </ol>	<p>Task 2: Due Wednesday May 31</p>
<p>Thursday June 1- Sunday June 4</p>	<p><b>Module 3 Activity 2</b></p>	<ol style="list-style-type: none"> <li>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.</li> </ol>	<p>Task 1: Due Friday June 2</p>
		<ol style="list-style-type: none"> <li>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.</li> </ol>	<p>Task 2: Due Saturday June 3 and Sunday June</p>



**Module 3 Activity 3**

Monday June 5-  
Thursday June 8

- of women’s employment in their selected country.
1. Team Research report on Employment. Each team will present accomplishment and drawbacks in the last 20 years in the conditions
  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 15 other three countries.  
June 8

Task 1:  
Due Tuesday June 6

Task 2:  
Due Wednesday June 7  
Thursday

**Module 3 Activity 4**

Friday June 9-  
Monday June 12

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.  
10

Task 1:  
Due Saturday June

**Module 4 Activity 1**

2. Deadline to submit report **Module 4 Activity 1: Independent Activity**  
10
3. 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.4

Task 2: Due Friday June

Task 3:  
Due Sunday June 11  
and Monday June 12

**Module 4 Activity 2**

Tuesday June 21-  
Friday June 24

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 to defend those women’s rights.
2. Students will discuss with classmates the ideas exposed on their reports.

Task 1:  
Due Thursday June 15

Task 2:  
Due Friday, June 16