

GH559/SOC533/WS585: GENDER AND GLOBAL HEALTH

Instructor: Kathryn M. Yount, Ph.D.
Email: yvette.higgins.sparks@emory.edu (for appointments, as needed)
Office Hours: Fridays 5:00-6:00pm GCR 721/729 (for questions)

TA: Brittany McDermott
Office Hours: By Appointment (brittany.mcdermott@emory.edu)
Term: Spring 2018
Credits: 3 credits
Course Time: Fridays 2:00 – 4:50 PM
Course Location: Grace Crum Rollins (GCR) 721/729

Purpose of the Course

This course provides an overview of theories, case studies, and social interventions related to gender and global health, with a focus on poor settings. Students are exposed to major theories in public health and the social sciences that have advanced an understanding of the institutional and ideological bases of gender inequities and of the power dynamics within couples and families that influence women's and men's health and well being in these settings. The theoretical and empirical underpinnings of existing social policies and interventions intended to empower women and girls in resource-poor countries are stressed, and case studies of the health-related consequences of these policies and interventions are discussed. By the end of the course, students will have developed the ability to evaluate critically and to identify the relationships between theory, evidence, and social interventions related to gender, empowerment, and health in poor settings.

Specific Course Objectives

1. To develop an appreciation for the terms "gender system" and "intersectionality" and the institutional and ideational determinants of women's health, with an emphasis on poor settings.
2. To develop an appreciation for different perspectives on "the family" and "the household" and the ways in which families – and men's and women's places within them – exert power in decisions that have major implications for the health of women, men, and children.
3. To appreciate how femininities, masculinities, and gendered identities are socially constructed in cultural context.
4. To evaluate critically the empirical evidence for and against the reciprocal influences of "gender inequity," "women's empowerment," and "gender identity" with the health of women, men, and children.
5. To understand the anticipated and unanticipated effects of social interventions intended to empower women and girls, and ultimately to improve their health in poor settings.

Required Texts

The materials for this course include presentations, readings, films, and guest speakers. All readings are available online. At least portions of all films will be shown in class, and are available for preview at the Media Center of the Woodruff library.

Course Requirements

Pre-requisites: There are no pre-requisites for the course. Ideally, students will have taken at least one introductory course in women's studies, women's health, or international studies.

The other requirements for the course are as follows:

Regular Class Attendance and Participation: 10%

Weekly Reaction Journal:	20%
Leadership of one Group Discussion:	20%
Annotated Bibliography for Group Presentation:	20%
Outline of Group Presentation:	10%
Group Presentation:	20%

Class attendance and participation: This course meets only once per week, and its success depends heavily on the quality of class discussion. Thus, students are expected to attend, to have read the weekly readings before class, and for the class participation component, to engage in class discussion, by raising questions about the material, providing a critique of the material, or presenting ideas that clarify, add to, or broaden the context for the reading.

Weekly reaction journal: Each student is expected to submit to the Canvas discussion board for that week a ½ page “reaction journal.” Each journal must be posted by midnight on day before class. No late postings will be accepted. This journal provides students with a regular means of recording initial reactions to the required readings for each week. Students should bring a copy of their reaction journals to class discussion, and may wish to add notes to it based on the discussion.

Group leadership of one discussion: To demonstrate mastery of the material assigned for one week, students will facilitate one class discussion. Specific guidelines for leading a discussion will be provided in one of the first class sessions (which also will be the criteria for performance evaluation); however, at a minimum, leadership of a discussion should include the following elements:

- (a) provide a brief summary of the readings,
- (b) draw comparisons across the readings (and the film, if applicable),
- (c) prepare a list of questions to promote class participation and discussion, and
- (d) provide some supplemental material for discussion.
- (e) prepare a short activity that encourages interaction and debate in the discussion group.

Otherwise, the format for discussion leadership is flexible and will be left to the student.

Annotated Bibliography: Groups of 6 or 7 students (the groups will be formed in advance and will be the ones that will complete group presentations at the end of the semester) will complete an annotated bibliography on a topic of interest that is related to the broad themes of the course (may be a topic discussed in class, or a topic not discussed in class but relevant to the theme of gender, intersectionality, and global health). This annotated bibliography should summarize the seminal and most recent literature on the selected topic and may include theoretical essays and/or empirical research of various kinds (e.g., ethnography, survey research, participatory research, operations research, impact evaluations, etc). The bibliography may include references from the course syllabus, but should include a **MINIMUM of 10 summaries of peer-reviewed journal articles, chapters from edited volumes, and/or books that are not included in the list of required readings.** Each reference should be followed by a ½ page summary of

- (a) the main points or arguments of the piece (be specific), and
- (b) your critique of the work.

This background reading should inform the final presentations that groups of students will give at the end of the semester.

Group Presentation: Using the annotated bibliography as a basis, students will develop an argument in the form of either a (1) CRITICAL literature review or (2) evidence about a hypothesized relationship between some dimension of “gender” at the macro- or micro-levels (e.g., women’s power in marriage and/or the family, gender inequality in legal rights, women’s representation in the formal/informal labor market, political processes) and some dimension of health in the global South (unsafe abortion, contraceptive use, HIV transmission, intimate partner violence, excess mortality of young girls, effects of family planning programs on women’s lives, etc). Students may use a comparative or case-study approach and may rely on either qualitative or quantitative data to support your argument. Examples and format will be discussed in class. Group presentations should be in the form of a powerpoint, presented by (a

subset) of the group, and about 20 minutes in duration.

The group presentation should include the following elements:

- (1) Statement of the problem/question to be addressed in the presentation
- (2) Justification of the importance/significance of the problem or question, relying on relevant data
- (3) Clear argument and supporting evidence
- (4) Conclusions
- (5) Strengths and limitations of the presentation
- (6) Recommendations for future research, policy, programming to address the question/problem
- (7) A full list of the references cited in the presentation
- (8) A full list of the contributions of each group member to the creation of the presentation and any acknowledgements other non-group members who assisted with the presentation.

Summary Course Outline and Schedule

TOPIC	WEEK
I. BACKGROUND AND THEORY	
a. Introduction: Sexes, Genders, and Health Film: Invoking Justice (first 25 of 85 minutes), 2011	1/19
b. Gender Stratification; Gender and Intersectionality Film: Invoking Justice (next 25 of 85 minutes), 2011	1/26
c. Family Politics and Power Film: Invoking Justice – (last 35 of 85 minutes), 2011	2/2
d. Gender and Sexual Identity Film: Girl Inside (2007) (70 minutes)	2/9
TOPIC FOR GROUP PRESENTATION SELECTED AND POSTED ON CANVAS	
II. CASE STUDIES	
a. Measurement of Women’s Empowerment Film: Highway Courtesans (2005) (71 minutes) Speaker: Ms. Stephanie Miedema	2/16
b. Collective Empowerment and Sexual Violence Prevention Speaker: Ms. Katie Krause	2/23
c. Gender Norms, Women’s Opportunities and Female Genital Cutting Film: Africa Rising (62 minutes), 2009 Speaker: Dr. Kathryn Yount	3/2
d. Gender, Women’s Empowerment and Mental Health Speaker: TBD	3/9
ANNOTATED BIBLIOGRAPHY DUE	
----- <i>SPRING BREAK – NO CLASSES 3/16</i> -----	
e. Women’s Empowerment and Women’s Nutrition Speaker: Ms. Sheela Sinharoy	3/23
f. Women’s Empowerment and Sexual and Reproductive Health Speaker: TBD	3/30
III. INTERVENTION AND SOCIAL CHANGE	
a. Impact of Gender Legal Reforms on Risk of Violence in Adolescents Speaker(s): Ms. Patricia Lewis and Dr. Kathryn Yount	4/6
b. Economic Empowerment Interventions to Improve Women’s Health Film: Made in India (52 minutes), 1998 Speaker(s): Dr. Rose Grose and Ms. Elizabeth Rhodes	4/13
c. Social Norms Interventions to Prevent Violence against Women Speaker: Dr. Cari Clark	4/20
d. Multi-Sectoral Community-Based Social Change Interventions Speaker: Debra Edelson, Grove Park Foundation	4/27
OUTLINE OF GROUP PRESENTATION DUE	
e. GROUP PRESENTATIONS	5/4

Detailed Course Outline with Readings

I. BACKGROUND AND THEORY

A: Introduction: Sexes, Genders, and Health

Doyal, L. (2001). Sex, gender, and health: The need for a new approach. *British Medical Journal*, 323(7320), 1061-1063.

Johnson, J. L., et al. (2009). Better science with sex and gender: Facilitating the use of a sex and gender-based analysis in health research. *International Journal for Equity in Health* 8(1): 14.

Krieger, N. (2003). Genders, sexes, and health: what are the connections—and why does it matter? *International Journal of Epidemiology*, 32(4), 652-657.

Read, Jenn'an and Bridget K. Gorman. (2010). Gender and health inequality. *Annual Review of Sociology* 36:371–86

B: Gender Stratification; Gender and Intersectionality

Social-institutional and ideological bases of gender stratification

Agarwal, B. (2003). Gender and Land Rights Revisited: Exploring New Prospects via the State, Family, and Market. *Journal of Agrarian Change*, 3(1/2), 184–224.

Collins, Randall, Janet Saltzman Chafetz, Rae Lesser Blumberg, Scott Coltrane, and Jonathan H. Turner. (1993). Toward an integrated theory of gender stratification. *Sociological Perspectives* 36:185–216.

Paxton, P., Hughes, M. M., & Green, J. L. (2006). The international women's movement and women's political representation, 1893–2003. *American Sociological Review*, 71(6), 898-920.

Seguino, Stephanie. (2007). Plus ça change? Evidence on global trends in gender norms and stereotypes. *Feminist Economics* 13(2): 1-28.

Gender and intersectionality

Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*, 43(6), 1241 – 1299.

McCall, L. (2005). The Complexity of Intersectionality. *Signs*, 30(3), 1771-1800.

Risman, B. (2004). Gender as social structure. *Gender & Society*, 18, 429–450.

C: Family Politics and Power

Glick, P. and Susan T. Fiske. (2001). An Ambivalent Alliance: Hostile and Benevolent Sexism as Complementary Justifications for Gender Inequality. *American Psychologist*, 56(2), 109-118.

Kandiyoti, Deniz. (1988). Bargaining with Patriarchy. *Gender and Society* 2(3): 274–290.

Komter, Aafke. (1989). Hidden Power in Marriage. *Gender and Society* 3(2):187-216. JSTOR

Optional:

McDonald, Gerald W. (1980). Family Power: The Assessment of a Decade of Theory and Research, 1970-1979. *Journal of Marriage and the Family* 42(4) Decade Review: 841-854. Available on JSTOR.

D: Gender and Sexual Identity

Connell, R. W.; Messerschmidt, James W. (2005). Hegemonic Masculinity: Rethinking the Concept. *Gender & Society*, 19(6), pp. 829-859.

Courtenay, Will H. (2000). Constructions of Masculinity and Their Influence on Men's Well-Being: A Theory of Gender and Health. *Social Science and Medicine*, 50(10): 1385-1401.

Dworkin, Shari L., Kari Lerum & Jennifer M. Zakaras. (2016). Sexuality in the Global South: 50 Years of Published Research in the Journal of Sex Research—Inclusions, Omissions, and Future Possibilities, *The Journal of Sex Research*, 53(9), 1059-1064.

Schippers, Mimi. (2007). Recovering the feminine other: masculinity, femininity, and gender hegemony. *Theory and Society*, 36(1): 85-102.

Optional:

West, Candace; Zimmerman, Don H. (2009). Accounting for Doing Gender. *Gender & Society*, 23(1): 112-122.

Risman, Barbara. (2009). From Doing to Undoing: Gender as We Know It. *Gender & Society*, 23(1), 81-84.

II. EMPIRICAL EVIDENCE

A: Measurement of Women's Empowerment

Bardhan, Kalpana & Klasen, Stephan. (1999). UNDP's Gender-Related Indices: A Critical Review. *World Development* 27(6): 985-1010.

Kabeer, Naila. (1999). Resources, Agency, Achievements: Reflections on the Measurement of Women's Empowerment. *Development and Change* 30:435-462.

Moghadam, Valentine and Senftova, Lucie. (2005). Measuring Women's Empowerment: Participation and rights in civil, political, social, economic, and cultural domains." *International Social Science Journal*, 184: 389-412.

Santillan, Diana; Schuler, Sidney Ruth; Anh, Hoang Tu; Minh, Tran Hung; Trang, Quach Thu; Duc, Nguyen Minh. (2004). Developing Indicators to Assess Women's Empowerment in Vietnam. *Development in Practice* 14(4): 534-549.

Optional:

Kabeer, Naila. (1999). The Conditions and Consequences of Choice: Reflections on the Measurement of Women's Empowerment. United Nations Research Institute for Social Development, Discussion Paper No. 108.

B: Collective Empowerment and Sexual Violence Prevention

Behrman, J. A., Peterman, A., & Palermo, T. (2016). Does keeping adolescent girls in school protect against sexual violence? Quasi-experimental evidence from East and Southern Africa. *Journal of Adolescent Health*.

Richards, T. N. (2016). An updated review of institutions of higher education's responses to sexual assault: results from a nationally representative sample. *Journal of Interpersonal Violence*.

OTHERS TBA

C. Gender Norms, Women's Opportunities and Female Genital Cutting

Abdulcadir, J., Dugerdil, A., Yaron, M., Irion, O., & Boulvain, M. (2016). Obstetric care of women with female genital mutilation attending a specialized clinic in a tertiary center. *International Journal of Gynecology & Obstetrics*, 132(2), 174-178.

Yoder, P. S., Wang, S., & Johansen, E. (2013). Estimates of female genital mutilation/cutting in 27 African countries and Yemen. *Studies in family planning*, 44(2), 189-204.

Muthumbi, J., Svanemyr, J., Scolaro, E., Temmerman, M., & Say, L. (2015). Female Genital Mutilation: A Literature Review of the Current Status of Legislation and Policies in 27 African Countries and Yemen. *African journal of reproductive health*, 19(3), 32-40.

Candib, Lucy M. (1999). Incest and other harms to daughters across cultures: maternal complicity and patriarchal power. *Women's Studies International Forum* 22(2):185-201.

Battle, Julia D., Monique M. Hennink & Kathryn M. Yount. (2016). Influence of Female Genital Cutting on Sexual Experience in Southern Ethiopia, *International Journal of Sexual Health*, DOI: 10.1080/19317611.2016.1265036.

D: Gender, Women's Empowerment and Mental Health

Hill, T. D., & Needham, B. L. (2013). Rethinking gender and mental health: A critical analysis of three propositions. *Social Science & Medicine*, 92, 83-91.

Yount, K. M., Dijkerman, S., Zureick-Brown, S., & VanderEnde, K. E. (2014). Women's empowerment and generalized anxiety in Minya, Egypt. *Social Science & Medicine*, 106, 185-193.

E. Women's Empowerment and Women's Nutrition

Malapit, H. J. L., & Quisumbing, A. R. (2015). What dimensions of women's empowerment in agriculture matter for nutrition in Ghana?. *Food Policy*, 52, 54-63.

Malapit, H. J., Kadiyala, S., Quisumbing, A. R., Cunningham, K., & Tyagi, P. (2013). Women's Empowerment in Agriculture, Production Diversity, and Nutrition: Evidence from Nepal.

F: Women's Empowerment and Sexual and Reproductive Health

Do, M., & Kurimoto, N. (2012). Women's empowerment and choice of contraceptive methods in selected African countries. *International perspectives on sexual and reproductive health*, 23-33.

James-Hawkins, L., Peters, C., VanderEnde, K., Bardin, L., & Yount, K. M. (2016). Women's agency and its relationship to current contraceptive use in lower-and middle-income countries: A systematic review of the literature. *Global Public Health*, 1-16.

OTHERS TBA

III. INTERVENTIONS AND SOCIAL CHANGE

A. Impact of legal reforms on women's empowerment and health

Hallward-Driemeier, M., Hasan, T., & Rusu, A. B. (2013a). Women's legal rights over 50 years: progress, stagnation

or regression? *World Bank Policy Research Working Paper*, (6616).

Hallward-Driemeier, M., Hasan, T., & Rusu, A. B. (2013b). Women's legal rights over 50 years: what is the impact of reform? *World Bank Policy Research Working Paper*, (6617).

B: Economic empowerment interventions to improve women's health

Hamad, R., & Fernald, L. C. (2015). Microcredit participation and women's health: results from a cross-sectional study in Peru. *International journal for equity in health*, 14(1), 1.

Caitlin E. Kennedy, Virginia A. Fonner, Kevin R. O'Reilly & Michael D. Sweat (2014) A systematic review of income generation interventions, including microfinance and vocational skills training, for HIV prevention, *AIDS Care*, 26:6, 659-673.

Kim, J, Watts, Charlotte, Hargreaves, J, et al. (2007). Understanding the Impact of a Microfinance-Based Intervention on Women's Empowerment and the Reduction of Intimate Partner Violence in South Africa. *American Journal of Public Health*, 97(10): 1794-1802.

Van den Bold, M., Quisumbing, A. R., & Gillespie, S. (2013). Women's empowerment and nutrition: an evidence review.

C. Multi-sectoral community-based social change interventions

Sandel, M. et al. (2016). Neighborhood-Level Interventions to Improve Childhood Opportunity and Lift Children Out of Poverty. *Academic Pediatrics*, 16(3S), S128-S135.

D. Social norms interventions to prevent violence against women

Fulu, Emma, and Stephanie Miedema. "Violence Against Women Globalizing the Integrated Ecological Model." *Violence against women* (2015): 1077801215596244.

Garcia-Moreno, C, Ellsberg M., Jansen, H et al. (2008). Intimate partner violence and women's physical and mental health in the WHO multi-country study on women's health and domestic violence: an observational study. *The Lancet*, 371:1165-72.

OTHERS TBA

E. Group Presentations

Presentations to be uploaded to canvas in advance of the class session.

Course: Gender and Global Health
Guidelines: Presentation Outline
Instructor: Dr. Yount

Your presentation outline should be a 1.5-2 pages, double-spaced sketch of ideas that will form the basis of your group presentation. It should include an introduction with the primary argument or thesis of your presentation, 2-3 sections that outline the body of your presentation and that include citations to at least some of the references in your annotated bibliography and/or citations for new references that you have discovered since preparing your bibliographies, and a conclusion, which provides a “self-critique”, e.g., strengths and weaknesses of the argument/data presented in your presentation.

All citations in the outline should be fully referenced at the end of your outline, including reference from your annotated bibliography and new references.

Please DO NOT organize the outline by reference – but rather, organize your outline by theme, with sets of reference that support each point included in your outline.

An example of one possible format is provided for you on the next page.

Presentation TITLE: Explaining the Causes of Girls' Excess Mortality: Toward a New Synthesis

I. Introduction

- A. Global estimates of girls excess mortality (cites 1,2,3)
- B. Purpose of this presentation
 - 1. Describe the proximate determinants of girls' excess mortality (cite 4,5,6,7,8)
 - 2. Provide a critique of existing theories to explain the underlying causes of girls excess mortality (cite 9,10,11,12)

II. Proximate determinants of girls' excess mortality

- A. Differential allocation of food (cites (13,14,15))
- B. Differential allocation of preventive healthcare (cites 16,17)
- C. Differential allocation of curative healthcare (cites 18,19)

III. Underlying causes of girls' excess mortality

- A. Micro-level theories of the distribution of resources
 - 1. Household economics: Optimal allocation of resources assuming sons provide primary security in old age (cites 20,21,22)
 - 2. Bargaining theory: Gender inequality in power within the household and greater maternal altruism (cites 23,24,25)
- B. Macro-theories of gender stratification and differential opportunities
 - 1. Structure of kinship systems (cite 26)
 - 2. Structure of inheritance patterns and human capital development (Cite 28, 29)
 - 3. Religious ideologies that encourage preferences for sons (cite 30,31)
 - 4. ETC

IV. Toward a macro-micro model of girls' excess mortality

- A. Proposed theory
- B. Strengths
- C. Limitations
- D. Future research

Guidelines for Annotated Bibliography
SOC389; GH591S; WS385
Instructor: Dr. Kathryn Yount

Your annotated bibliography should contain a **minimum of 10 sources NOT from the course syllabus**. These sources may include **articles from peer reviewed journals, books, and agency reports, but NOT websites unless they are data sources that are references (e.g., United Nations Development Program Databases)**. You may use web sites and governmental publications as supplemental sources to your minimum of 10 sources.

The **alphabetized** annotated bibliography is a step to help you in the research process. This is an intermediate step nestled between your working bibliography (the list of all the sources that you locate during your literature review) and the final bibliography, which contains only those sources that you use in the final work.

Your annotated bibliography **must** provide the complete reference that you will eventually include in your final bibliography. In addition, you should include a brief paragraph **1) summarizing the argument/findings from the article or chapter, 2) indicating your critical appraisal of the author's argument or findings, and 3) describing how this information might be used in your term paper.**

Example:

Research Question: Re-state your research question here. This will assist your reader in understanding the direction of your research project.

Book:

Perls, R., Hefnerline, R.F., & Goodman, P. (1965). *Gestalt Psychology: Excitement and Growth in the Human Personality*. New York: Delta-Dell.

Chapter in a book:

Stedman, J. (1965). A History of Theories of Human Personality. Pp. 1 – 27 in R. Perls, R.F. Hefnerline, & P. Goodman (eds), *Gestalt Psychology: Excitement and Growth in the Human Personality*. New York: Delta-Dell.

Article in a journal:

Mason, K. (2000). Women's status and health in South East Asia. *Sociological Forum* 5(2):137–157.

Annotation:

1) Summary of major ideas/argument/empirical findings; 2) Your reaction...I agree with ... because ..., I disagree with ... because ...etc (may be critiques of methodology and/or theory and or intervention design, etc); 3) Ideas about the way that the argument may be used within the context of your project.

Other guidelines/reminders:

- 1) Be sure to cite any direct quotations that you include in an annotation.
- 2) Do not summarize the entire article or book, and limit your annotation to 4-5 sentences (~1/3 of a page). The purpose of an annotation is to capture only the most important point or illustration.
- 3) Single space the source information. 1.5 space each annotation for ease of reading.
- 4) The length of each annotation should be no less than three sentences
- 5) Use 12-point font.
- 6) Re-state your research question at the top of the bibliography.