

KING'S COLLEGE LONDON
DEPARTMENT OF POLITICAL ECONOMY

5SSPP259 GENDER IN POLITICAL ECONOMY
2022-2023

Module Convenor: Dr Mona Morgan-Collins

Assessment: 50% 1200-word essay; 50% 2 hour exam

Teaching Format: 10 lectures, 10 seminars

Number of Credits: 15

Lectures: Monday 9-10am, Bush House (NE) 1.01

Seminar 1: Monday 11-12pm, Bush House (SE) 2.11

Seminar 2: Monday 12-1pm, Bush House (SE) 2.02

Seminar 3: Monday 1-2pm, Bush House (S) 2.05

Important Module Dates:

Week	Lecture/Seminar Dates	Summative & Formative Assessment Deadlines
1	Mon 26-Sept	
2	Mon 3-Oct	
3	Mon 10-Oct	
4	Mon 17-Oct	
5	Mon 24-Oct	Formative questions published (seminar/KEATS)
6	Mon 31-Oct	READING WEEK
7	Mon 7-Nov	Deadline for submission of formative essay before lecture on Monday November 7, by 9am , submit via email to monamc.academic@gmail.com
8	Mon 14-Nov	
9	Mon 21-Nov	Summative questions published (seminar/KEATS)
10	Mon 28-Nov	
11	Mon 5-Dec	Deadline for submission of summative essay Friday December 9, by 5pm . (submit via KEATS)

SUMMATIVE ASSESSMENT

Students will be assessed on the basis of one summative 1200 word essay (50% of the mark) and 2 hour long exam (50% of the mark). The deadline for summative essay is **Monday December 9 (before 5pm)**. SUBMISSION VIA KEATS. List of question for students to choose from will be handed to students in week 9. Dates of sit-in exams will be published by the administrative team closer to date.

FORMATIVE ASSESSMENT

In preparation for both summative assessments, students will have the option to submit formative essay by first Monday after reading week, **Monday November 7 (before 5pm)**. SUBMISSION OF THE FORMATIVE ASSIGNMENT VIA EMAIL at monamc.academic@gmail.com. The list of questions students will choose from will be handed out to students in week 5. The purpose of the formative essay is to provide students the opportunity to practice essay writing before final assessment. The formative essay questions will be similar to those that will appear in formal assessment. Students will be given guidance on the expected format of the essay in week 5.

LECTURES

Lectures will last 50 minutes. Every lecture will be dedicated to one particular topic and you will be expected to have done at least one reading prior to each session. Participation is encouraged and I am committed to make the lecture as participatory as possible, such that short discussions can take place and students can ask question to clarify anything.

SEMINARS

Seminars will last 50 minutes and they will be based on in-depth discussion of pre-selected articles. The number of articles we will discuss in depth may vary from week to week. All required readings for seminars will be uploaded to KEATS. The seminar is expected to be highly participatory, such that it is essential that you read the material in advance of the seminar.

MODULE DESCRIPTION

*'Gender equality is fundamental to the achievement of human rights and is an aspiration that benefits **all of society**, including girls and women.'* [United Nations Foundation]

Indeed, gender equality affects entire societies, but is inconceivable without women's equal participation in the polity. Despite global promise to achieve gender equality for decades, progress towards it has been slow. Women continue being less likely to participate in the economy and politics, yet women's attitudes and preferences often tend to differ from men's.

In this module, students will acquire the theoretical and analytical tools to understand the role of gender in the study of economics and politics, and how to apply these tools to advance gender equality that benefits entire societies, their development, peace and democracy.

After the first week that introduces the concept of gender in the study of political economy, the course is structured to explore gender in three thematic blocks: economic structures, political institutions and policy outcomes. The first block explores how gender inequality plays out in the household, workforce and the society. The second block explores how these structures feed into

politics and are constrained by political institutions. The third block explores how gender inequality in the economy and politics shapes, and is shaped by, public policies.

By taking a global and historical perspective, we will draw on studies of both developed and developing countries and their historical trajectories to generate a comprehensive knowledge of gender and its role in the economy and politics.

Given that studying gender is inherently interdisciplinary, the module draws on works in political science, economics and economic history. Accordingly, most of the empirical literature uses econometric techniques, although statistical knowledge is not a prerequisite for taking the module.

MODULE AIMS

- To provide students with a critical overview of theories in political economy and debates among economists and political scientists from a gender perspective
- To equip students with a theoretical and empirical toolkit to analyse the role of gender in the study of Politics and Economics.
- To expand students' knowledge of major debates in gender and political economy by emphasizing both developed and developing countries and historical perspective to recent phenomena.

The module intends to overcome key biases in the literature and the teaching of this literature by providing

- an interdisciplinary approach that goes beyond traditional single-discipline focus on Economics or Political Science,
- a quantitative approach that overcomes traditional qualitative approach in the study of gender and politics
- a global and historical perspective that goes beyond traditional focus on recent developments in few Western countries

MODULE OUTCOMES

The learning outcomes of this module are both technical and analytical.

The first learning outcome is **technical**. Taking the class will enable students to understand the role of gender in the study of political economy.

The second learning outcome is **analytical**. Students will learn to analyse cross-national as well as over time variation in gendered phenomena. Similarly, students will learn how to **evaluate the impact** of various institutions.

The technical knowledge will improve the employability of students in organisations connected to gender, development or equality and diversity. This covers, but is not limited to, international organisations, government institutions, public administration, political consultancies, and research institutes dealing with gender equality.

The analytical skills will improve the employability of students across a wide range of organizations that are not necessarily connected to gender. This wide-reach employability is further enhanced with the emphasis of the course on the development of transferable skills through their engagement with the course material, coursework and seminar participation.