

LESSON SIX

HOW DOES
MONEY
LEAD TO
GENDER-BASED
VIOLENCE?

LEARNING OBJECTIVE

Students will be able to generate and communicate evidence-based conclusions about the economic and structural aspects of gender-based violence.

OVERVIEW

In this lesson, students will read a short text on economics and gender-based violence. They will also watch one of the film's bonus clips, analyze economic data, and complete a writing task about structural violence.

QUESTIONS

How is gender-based violence both an individual and a structural, systemic problem?

How are economic decisions and systems connected to gender-based violence?

What is structural violence?

TAKEAWAYS

Gender-based violence has both individual and systemic causes and effects. Perpetrators use violence to try and control others, and the survivors of violence face a wide range of effects.

Women generally have less economic independence than men, and can find it difficult to leave violent situations when they have limited resources. In addition, women are more vulnerable to the violence of poverty: sickness, hunger, and homelessness.

Structural violence refers to the systems and social arrangements in a society that cause harm to others. Gender-based violence is one example of structural violence as it is often tied to unequal power and opportunities between men and women.

KEY CONCEPTS

microeconomics – the study of the economic decisions and actions of individual people, companies, etc.

macroeconomics – a study of economics in terms of whole systems especially with reference to general levels of output and income and to the interrelations among sectors of the economy

structural violence – when social and economic structures or institutions harm people by limiting their rights and/or their ability to meet their basic needs

RESOURCES

- Bonus video clip on Jane Naisimoi called “The Importance of Export Markets”

<https://vimeo.com/194291717>

- Lesson handout (6A)

TEACHER PREP

While this lesson deals less directly with violence and trauma, discussing issues of gender-based violence, in any way, can trigger very personal issues for some participants. Preparation of students and staff, as well as communication with parents as appropriate, is advised.

As with other lessons, teachers can include a trigger warning at the beginning of this lesson in case there are students who have witnessed or experienced gender-based violence and could potentially find the activity stressful or upsetting. Students should also be informed of resources they can utilize if they need someone to talk to after the lesson, such as a school counselor or peer counseling organization. As needed, teachers should take a moment at the beginning of the activity to explicitly:

Recognize the potentially sensitive topics and material in the lesson.

Acknowledge that this material may make students emotional, and express that they are justified in these emotions.

List available school or local resources that students can utilize.

SUGGESTIONS

Students will do some work in cooperative groups, so it can be helpful to form those ahead of time.

If internet access is an issue, you can do much of this lesson without watching the bonus clip.

DURATION

1 – 2 class periods

Variable, depending upon if you use videos, and how much time you allot for discussion

COMMON CORE CONNECTIONS

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

HANDOUTS

6A – Economics and Gender-Based Violence

CONTACT US

Have questions or need help with this lesson?

Write to us at: ceder-soe@umich.edu

LESSON SEQUENCE

OPENING ACTIVITY

1 Begin the lesson by posing the following question to students and then having them *Turn and Talk* about it for no more than one minute:

How are your personal choices every day limited by the amount of resources you have?

If students struggle with the question, pose it in a different way, for example by asking them what they want to do, but can't because they don't have the necessary resources.

After students have talked, ask a few to share their ideas. Then explain to the students that our individual economic decisions, about how we use our own resources, are often shaped by larger forces in society. Explain that microeconomics is the study of these smaller economic decisions, and that macroeconomics is the study of the larger economic forces that shape our lives, at the national and global levels. Tell the students that gender-based violence is a problem that is impacted by factors at both levels, and that in this lesson, they will consider these issues as they read and watch a short a video.

GUIDED INQUIRY

2 Pass out the handout for this lesson, **Economics and Gender-Based Violence** (6A). Explain to students that they will be using a *Text in the Middle* format for this reading. They should read each paragraph, then pause to reflect. In the left-hand column, they should jot down the big idea of the paragraph, and in the right-hand column, they should write down any questions they have or connect the ideas in the text to the stories from the movie.

To help the students you might model the first paragraph out loud or jot down ideas on your board. You can summarize the first paragraph by telling the students that you think it is saying that sometimes women have economic needs that influence their relationships with a boyfriend or husband. You could then say that this reminds you of the experience of Panmela from the movie, noting that Panmela was only able to leave her boyfriend because she had a safe place to go. You could raise the question of what would have happened to her if she had not been able to leave.

INDEPENDENT PRACTICE

3 After modeling the first paragraph, direct the students to work on the other sections of the article. You might allow them to work with a partner if it is helpful. Monitor their progress, and when they have completed the reading and taken notes, ask several different students to share their thinking. Use probing questions and *Visible Thinking Routines* to elicit thinking and explanations ("Say more," "What makes you say that?" etc).

Then have students in small groups to respond to questions in Part Two. If time is short, you might choose to work through these as a class. Again, monitor their progress, and when most have them are done bring the class back together and have different students who have not yet spoken up share their thinking about their responses. The overall goal is to get students thinking and talking about economic structures and gender-based violence, and less about them getting every question "correct."

REFLECTION

4 To close the lesson out, have students use the *Visible Thinking Routine*, "I used to think, but now I think" to *Stop and Jot* about the economics of gender-based violence. Ask them to write a short reflection that explains how their thinking about the topic has changed.

ASSESSMENT

5 At the end of the lesson is an optional writing prompt you can use to assess student understanding with an explanatory paragraph. Students are to use examples from the movie to explain the concept of structural violence. If you want to extend this writing into a more formal assessment, you can use the explanatory writing rubric from Smarter Balanced for writing guidelines for a more extended piece:

https://commoncore.tcoe.org/content/public/doc/Smarter_Balanced_6-11_Inf_Exp_Writing_Rubric.pdf

ECONOMICS & GENDER-BASED VIOLENCE

PART ONE

The article below is about the economics of domestic violence in South Africa. As you read it, think about whether the problems described are unique to that nation. Also, as you read, look for connections to the stories in *Little Stones*.

Big Ideas	The Economics of Domestic Violence* by Lisa Vetten	Questions or Connections
<p>Summarize each paragraph:</p>	<p>Women typically earn less than men, experience greater rates of unemployment, are concentrated in the lowest-paying sectors of the job market and over-represented amongst the poor of South African society. As a result, finding a man and then sticking to him, is often as much a matter of economic necessity as it is a romantic choice.</p> <p>Relationships where one partner is economically dependent upon the other can be unequal, perhaps granting one person greater authority over the other in terms of household and financial decision-making. Such situations often lead to domestic violence. Economic dependence upon a man may also limit the options available to abused women. Laying criminal charges which lead to the man's imprisonment may result in the loss of his earnings, imposing serious economic hardships.</p> <p>Leaving is no simple option either. For poor women, divorce or ending of the relationship may represent the difference between scraping by or destitution. Divorce or separation may still result in economic difficulties even for women in less precarious situations. US research found that divorce typically lowered a woman's standard of living by an average of 73% while typically raising a man's by an average of 42% (unfortunately no comparable data is available for South Africa).</p> <p>Preventing and dealing with domestic violence is very much a matter of economics. While improved policing and effective prosecution of cases is important, so is attention to patterns of employment or pay differentials between men and women. The economics of domestic violence demand that we address economic disparities between women and men and challenge the state to provide far more financial assistance to women than it currently does.</p>	<p>Raise a question or connect an idea in each paragraph to the film:</p>

*In "Reconstruct," *The Sunday Independent*, 12 March 2000. © Centre for the Study of Violence and Reconciliation

<http://www.csvr.org.za/index.php/media-articles/latest-csvr-in-the-media/2173-the-economics-of-domestic-violence.html>

ECONOMICS & GENDER-BASED VIOLENCE *(continued)*

PART TWO

In small groups, watch **Bonus Clip: Anna Taylor Learns Maasai Beading** and discuss your responses to the questions below.

Which of the following statements do you think best aligns with the point of view of the author of the article excerpted in Part One?

- a. Helping women to become more economically independent can help reduce domestic violence and other forms of gender-based violence.
- b. Gender-based violence exists in all countries, rich and poor, so economics has nothing to do with the problem.
- c. The only way to reduce domestic violence is to pass strong laws against it and then strictly enforce these laws.

Explain your choice. What statements in the article support your thinking?



<https://vimeo.com/driftseed/annataylor-maasai>

LITTLE STONES

Watch the Bonus Clip that tells the story of Jane Naisimoi. It's called "Anna Taylor Learns Maasai Beading."

Does Jane's experience support, extend, or challenge the statement you selected for the article in Part One? Explain your thinking.

Micro-economics refers to the study of economic decisions at smaller scales, including how individuals make choices about how to obtain, use, and distribute scarce resources. In the table below, describe the experience of Jane Naisimoi.

What factors at each level limited the choices that Jane could make and made things more difficult for her?

What factors at each level improved the options that Jane had and made things better for her?

Macroeconomics – global and national

Microeconomics – individual decisions

ECONOMICS & GENDER-BASED VIOLENCE (continued)

Think back to the other women profiled in *Little Stones* and consider the economic aspects of their stories. Pamela Castro was living with an abusive man, but she was able to leave him in part because she had family members who supported her.

Some of the young women that work with Sohini were able to support their own families and help fight human trafficking because they had employment. Now, study the statistics in the table below and then answer the questions.*

	United States	Brazil	India	Kenya
Estimated gross national income per capita, <i>female</i> (2011 Purchasing Power Parity \$)	43,054	11,394	2,116	2,255
Estimated gross national income per capita, <i>male</i> (2011 PPP \$)	63,158	19,084	8,656	3,270
Labor force participation rate, <i>female</i> (% ages 15 and older)	56.3%	59.4	27.0	62.2
Labor force participation rate, <i>male</i> (% ages 15 and older)	68.9%	80.8	79.9	72.4

*Data for Senegal were not available.

What do you notice?

Do women make the same amounts of money as men, and do they work as much?

Turn and Talk with a partner about how this might connect to gender-based violence.

OPTIONAL WRITING PROMPT

In the film *Little Stones*, Jeni Klugman, who is a senior advisor to the World Bank, talks about the concept of **structural violence**. Structural violence can be thought of as systems and social arrangements in a society that do harm to people. These systems and arrangements are embedded in political, cultural, and economic structures (such as courts systems, religious institutions, business ownership) and that makes them **structural**. They do

harm to people, or make them more vulnerable to harm, injury, and sickness, so that makes them **violent**. What examples of structural violence from the movie can you tie to economic systems? Think about the experiences of people like Judith (the woman from Kenya working with Anna Taylor). **Write a paragraph, using examples from the film, to explain how one story from the movie is an example of structural violence.**