Gender and International Development
INTL 421/521
Spring 2019
Tuesday/Thursday 12:00-1:20 pm
Class location: 112 Esslinger

Professor Yvonne A. Braun
Department of International Studies
Office: 318 PLC
Office hours: Thursday 1:30-3:30 or by appointment
Email: ybraun@uoregon.edu (email preferred)

Course Description

Why are 70% of the world’s poor women? How is climate change a gendered issue? How do ideas about gender affect everyone? What does gender inequality cost economies and societies? Explore these issues and the amazing activist mobilizations who are challenging gender inequality around the world. Students will learn the dynamic history of gendered interventions into international development, learn to think critically about the relation of gender, race, class, and other social divisions to inequality, and be inspired by the incredible activists challenging injustices big and small around the world!

This course is an undergraduate and graduate level introduction to gender and international development. This field sits at the intersection of most of the social sciences, feminist studies, development studies, area studies… you get the picture. We will attempt to outline the intellectual history of a “field” of gender and development that seemingly crosses all boundaries. This is part of our challenge in understanding and managing this growing body of literature, and at the same time it is precisely this fundamental interdisciplinarity and boundary crossing that makes the field worth engaging. We will explore the major theoretical and empirical developments in the field since its “birth” in the early 1970’s, covering a range of contested topics that affect people in a variety of rural and urban areas including globalization, work, economic re-structuring, environment, environmental justice, resource rights, empowerment and grassroots organizing, and how these relate to questions of development in gendered ways.

Learning Objectives

In this course, students will learn to:
1. Identify and apply advanced concepts and perspectives in relation to gender and development studies.
2. Identify and apply how gender is socially constructed, and how it interacts with and within other social constructs (race, class, sexuality, legal status, global privilege) and social systems to shape us all.
3. Identify and apply theoretical frameworks to understand dynamics of coloniality, postcoloniality, and settler-colonialism, and their relationship to systems of inequality and privilege.
4. Identify contemporary concerns related to gender and development, as well as strategies for resisting inequalities and creating social change.
Required Texts


The required books are available for sale at the UO Bookstore. There are a number of other required readings for the class that will either be available online or on the course Canvas site (noted as online or Canvas on the syllabus).

Accessing course materials

There is a Canvas site available for this class at [https://canvas.uoregon.edu/](https://canvas.uoregon.edu/) -- you will need your UO email and password to access the site. The syllabus, selected readings, and general information on the class will be posted there throughout the term. Please familiarize yourself with the site if you have not already and please let me know if you need help accessing it.

Please note that the reading list may change throughout the term. Any changes will be announced in class and you are responsible for changes in the material. Please check your UO registered email account regularly for any notices regarding the class.

Evaluation (Undergraduate Students)

Attendance in class is mandatory. Our class will be exponentially strengthened by the increased engagement of all participants – you, me, and our colleagues around us. It is your responsibility to attend class with the readings for the day completed, and ready to engage in discussion. *Attendance and participation* will be integral to success in this course, including attendance, engagement, and active participation in the classroom, and will count for 10% of your final grade. If you foresee challenges to fulfilling any of the requirements please speak to me as soon as possible.

There are two required exams – midterm and final – that will make up 50% of your grade (30% midterm, 20% final). There are no early or make-up exams so plan your schedules now. All students will also complete a substantial group research project that is due at the end of the term. It will include an evaluation of your individual research component as well as your role in the group work and group presentation. Group members will have the chance to participate in the evaluation of other members of the group as well as to provide a self-evaluation of their group participation. Groups will do an in-class presentation of their work during one of the last two days of class in week ten. Each member of the group should take an active, speaking part in the presentation. The research project is worth 25% and includes: 10% based on your collaborative group work and 15% based on your individual final essay (750-1000 words, research-based opinion editorial or op-ed essay) based on your group project work. The presentation is worth 10% of your final grade. More details on these assignments will be discussed later in the course.
Attendance/Participation: 10%
Project Proposal: 5%
Midterm Exam: 30%
Final Project (group): 10%
Final Project Presentation (group): 10%
Final Project Essay (individual op-ed): 15%
Take Home Final Exam: 20%

No late assignments will be accepted in this course and all assignments are required. If you have special circumstances please contact the professor as soon as possible.

Evaluation (Graduate Students)

Graduate students will complete all of the assignments except for the final exam (see revised evaluation below). In addition, graduate students will do extra readings tailored towards their research topics and turn in a 15-20 page research paper at the end of the term, or an alternative assignment in consultation with the professor. Each graduate student is encouraged to speak with me early in the term about expectations and their interests (preferably by the end of the second week of the term).

Attendance/Participation: 10%
Final Essay Proposal: 5%
Midterm exam: 20%
Final Project (group): 15%
Final Project Presentation (group): 10%
Final Essay/Paper: 40%

Technology and Classroom Conduct

All electronic equipment should be turned off and put away during class time. Laptops may be used for taking notes and for class-related purposes. If I find that laptops are being used for non-class purposes during class, I will take away the privilege of using laptops in the classroom and those students wishing to use a laptop will have to get permission from the instructor on a case by case basis.

Readings and Class Schedule

Please note this may change throughout the term and you are responsible for keeping up to date with these changes (whether you attend class or not).

WEEK ONE AND TWO: Development as an Industry; Theoretical perspectives on women, gender and development

Tuesday, April 2:
Introduction to course
Thursday, April 4:
Momsen, “Introduction: Gender is a Development Issue” (ch. 1, pp. 1-19)

Tuesday, April 9 – Development and WID/WAD/GAD
Visvanathan et al.
Nalini Visvanathan, Introduction to Part one, pp. 3-13.
16. Lourdes Beneria, Accounting for Women's Work: The Progress of Two Decades, pp. 114-120.

Recommended:
Naila Kabeer
Pp. ix-xix “Preface.”
Ch. 1, The Emergence of Women as a Constituency in Development, pp. 1-10.
Ch. 4, Connecting, Extending, Reversing: Development from a Gender Perspective, pp. 69-94.

Thursday, April 11 – NO CLASS: Professor Braun is at the Council on Foreign Relations University Educators conference. An alternative class assignment is posted on Canvas.


Momsen, “Gender in Rural Areas” (Ch. 6, pp.140-175)
Visvanathan et al.

WEEK THREE:
WID/WAD/GAD – “As if Women Counted...”

Tuesday, April 16:
Visvanathan et al.

Laurie Nisonoff, Introduction to Part 3, pp. 197-211.

_Thursday, April 18:_
Kate Young, Gender and Development, pp. 51-54. [CANVAS]
Visvanathan et al.
15. Sonia Correa and Susie Jolly, Development’s Encounter with Sexuality: Essentialism and Beyond, pp. 102-106.

_WEEK FOUR:
GAD and beyond; Gender, Environment and Development (GED); Case studies_

_Tuesday, April 23:_

Momsen, “Gender and Environment” (ch. 5, pp. 109-139)
Visvanathan et al.
R. Braidotti, E. Charkiewicz, S. Hausler, and S. Wieringa, Women, the Environment, and Sustainable Development, pp. 54-62.[CANVAS]
Bina Agarwal, The Gender and Environment Debate: Lessons from India, pp. 68-75. [CANVAS]

_Thursday, April 25: Gender, Environment and Development_

**Water, gender, and development; investigating development practices**

(CANVAS) Shibesh Chandra Regmi, “Gender Mainstreaming in the Water Sector in Nepal: A Real Commitment or Token?” (ch. 6 in Water) pp. 95-113
WEEK FIVE: Gender, Environment and Development

Tuesday, April 30: Gender, Dams and Development
(CANVAS) Jackson, “Building Dams” (pp. 149-177)
(CANVAS) Braun, “Left High and Dry: An Intersectional Analysis of Gender, Dams and Development in Lesotho”

Thursday, May 2: *Midterm Exam*
Please bring a pen and pencil for an in-class midterm exam.

WEEK SIX: Women’s Rights, International Organizations and Activism for Social Justice

Tuesday, May 7:
(Online) Text of the UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) [https://www.un.org/womenwatch/daw/cedaw/text/econvention.htm]

(CANVAS) “Unlikely Godmother: the UN and the Global Women’s Movement” p. 24-50
Momsen, Ch. 4, “Gender, Health and Violence” pp. 78-108

Thursday, May 9: Re-thinking Rights and Empowerment


Recommended:
(CANVAS) Kabeer, Ch. 9, Empowerment from Below: Learning from the Grass Roots, pp. 223-263.

WEEKS SEVEN and EIGHT:
Non-governmental organizations and development; Human Rights
**Tuesday, May 14:**
(CANVAS) Kanji, Chapter 4, “NGOs and development: From Alternative to Mainstream?” pp. 71-90 and Chapter 5, “NGO Roles in Contemporary Development Practice” pp. 91-120

Visvanathan et al.
   Nan Wiegersma, Introduction to Part 4, pp. 259-263.

**Thursday, May 16:**
**Group work time in class: Please come prepared to work with your group on your project**

**Tuesday, May 21:** Feminist Organizing, Planning from a Gender Perspective, Social Change

FILM: Where the Water Meets the Sky (2008, Campaign for Female Education, CAMFED)

Visvanathan et al.

**Thursday, May 23:**


**WEEK NINE: Conclusions**

**Tuesday, May 28:**
Momsen, “How Far Have We Come?” (Ch. 9, pp. 230-254)

Visvanathan et al.
   Nan Wiegersma, Introduction to Part 5, pp. 383-390

(CANVAS) Kate Young, Planning from a Gender Perspective, pp. 366-374.
(CANVAS) Jackson, “Maintaining Global Governance” pp. 301-309
Recommended:

Thursday, May 30:
*Hold for Group Projects* (TBA)

WEEK TEN: Final project presentations

Tuesday and Thursday, June 4 and 6: Group Presentations of Final Projects

Final Assignment Deadlines

Undergraduate Students:
One part of the group research project for undergraduate students involves writing an op-ed assignment on the group’s research topic. The op-ed is written individually. Op-ed essays are due Monday, June 10. Op-ed papers need to be uploaded to Canvas by 9:00 AM.

The Final Exam for this class is a take home exam and is due Friday, June 14 by 9:00 AM. Exams need to be uploaded to Canvas by the deadline. Further details to be announced.

Graduate Students:
Final research assignments are due Friday, June 14th by 9:00 AM. Please deliver via email (ybraun@uoregon.edu).
**Important Campus Resources and Policies**
Here are a few resources and policies that may be of use to you or someone you know. Below you will find resources on help with Canvas and technology, accessible education resources, academic honesty and citing sources, and counseling, health, and sexual violence support available on campus and in the Eugene/Springfield community.

**Canvas and/or Technology Support**

The UO Libraries Computer Help Desk is available to help students with Canvas and with technology. They have support specifically for issues with Canvas, and can also be a resource for troubleshooting technology.

To reach Canvas and/or technology support:
Website: [http://library.uoregon.edu/systems/pubinfo/helpdesk.html](http://library.uoregon.edu/systems/pubinfo/helpdesk.html)

Canvas support for students: [https://canvas.uoregon.edu/courses/26382/pages/student-canvas-help-information?module_item_id=111205](https://canvas.uoregon.edu/courses/26382/pages/student-canvas-help-information?module_item_id=111205)

Quickstart guide for Canvas: [https://community.canvaslms.com/docs/DOC-2036](https://community.canvaslms.com/docs/DOC-2036) (Links to an external site.)

**Accessible Education**

The University of Oregon is striving to make all education accessible and inclusive. If any student is having difficulty meeting the demands of the course for whatever reason please see me as soon as possible – it is always better to talk to me before you get too far behind. I want to help each one of you succeed in this class. Here are some resources that you might find useful:

**On Campus**
University Teaching and Learning Center (541) 346-3226
University Counseling and Testing Center (541) 346-3227 [24hr crisis line]
Accessible Education Services (541) 346-1155
Women’s Center (541) 346-4095
Ombuds Office (541) 346-6400

**Community (off-campus)**
White Bird Clinic (24 hour crisis) 541-687-4000
Sexual Assault Support Services Crisis Line (SASS) 541-343-7277
Womenspace Help Line 541-485-6513

**Academic Honesty and Citing Sources**

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented when using someone else's ideas or words.

Why Cite Your Sources? (from UO Libraries)
1. **Professional honesty** and courtesy: writers have an obligation to indicate when they have used someone else's ideas or words.

2. **Citing sources strengthens the authority of your work.** It demonstrates that you have considered others' opinions and ideas in forming your own.

3. Accurate citations **help others locate the materials you used** in your research.

4. **To avoid being accused of plagiarism.**

5. To uphold the University of Oregon's **Student Conduct and Community Standards**.

For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. Additionally, the following specific requirements will be expected in this class: all assignments should include references and citations, if appropriate, and should preferably be presented in MLA, ASA or APA format. Please see the “Citation Guides and support…” resources on the library website. Students committing academic dishonesty will receive a grade of ‘F’ or ‘No Pass’ in this course and UO Dean of Students will be notified.

**Citation Guides and support:**
http://library.uoregon.edu/guides/citing/index.html

**Definition of plagiarism and tips for how to avoid it:**
http://libweb.uoregon.edu/guides/plagiarism/students/

**Outcomes and consequences of academic dishonesty at UO:**
http://uodos.uoregon.edu/Student-Conduct-and-Community-Standards

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**Prohibited Discrimination and Harassment Reporting**

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO’s 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at respect.uoregon.edu or aaeo.uoregon.edu or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at Discrimination & Harassment.

Specific details about confidentiality of information and reporting obligations of employees can be found at titleix.uoregon.edu.

**Mandatory Reporting of Child Abuse**

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This
statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: Mandatory Reporting of Child Abuse and Neglect.

The instructor of this class, as a Designated Reporter, will direct students who disclose sexual harassment or sexual violence to resources that can help and has the responsibility to report the information shared with them to the university administration. The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration.

Safe Ride Shuttle

Safe Ride is an assault prevention shuttle that works to provide free, inclusive, and accessible alternatives to traveling alone at night for UO students, faculty, and staff.

We are a schedule-ahead service and riders can (1) call once we open to schedule a ride with a dispatcher or (2) leave a voicemail on the day of their ride request. We do not call riders ahead of time to confirm due to capacity constraints, but riders are always welcome to call us to double-check that their ride was scheduled. We are a feminist, ‘for-the-students/by-the-students’ organization and operate out of the Women’s Center in EMU 12F.

Operating hours:
Spring term
- Sunday - Thursday | 7p - midnight
- Friday + Saturday | 7p - 2a
Summer term
- Sunday - Thursday | 9p - midnight
- Friday + Saturday | 9p - 2a
Fall/Winter term
- Sunday - Thursday | 6p - midnight
- Friday + Saturday | 6p - 2a

Policy and rules:
1. We are a schedule-ahead service, we do not call ahead, and we can only wait for riders for 5 minutes at their pick-up time and location.
2. We only give rides to groups of 3 or less to prioritize groups that are at higher risk.
3. We are a free service and do not accept tips.