

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

Visvanathan, Nalini (Co-ordinator), Lynn Duggan, Laurie Nisonoff, and Nan Wiegersma (eds.). 2011. *The Women, Gender and Development Reader*. London: Zed Books. Second edition.

Momsen, Janet. 2010. *Gender and Development*. New York: Routledge Press. Second edition.

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/> -- 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.

3. Shirin M. Rai, Gender and Development: Theoretical Perspectives, pp. 28-37.

Lynn Duggan, Introduction to Part 2, pp. 107-113.

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.

Watch: *Who's Counting? Marilyn Waring on Sex, Lies, and Global Economics*. (94 min., 1996)

Momsen, "Gender in Rural Areas" (Ch. 6, pp.140-175)

Visvanathan et al.

7. Nalini Visvanathan and Karla Yoder, Women and Microcredit: A Critical Introduction, pp. 47-54.

8. K. Kalpana, Negotiating Multiple Patriarchies: Women and Microfinance in South India, pp. 55-63.

WEEK THREE:

WID/WAD/GAD – "As if Women Counted..."

Tuesday, April 16:

Visvanathan et al.

18. Diana Wolf, Daughters, Decisions and Dominations: An Empirical and Conceptual Critique of Household Strategies, pp. 137-153.

19. Subordination and Sexual Control: A Comparative View of the Control of Women, pp. 154-161.

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

22. Diane Elson and Ruth Pearson, The Subordination of Women and the Internationalization of Factory Production, pp. 212-224.
23. Maria Patricia Fernandez-Kelly, Maquiladoras: The View from the Inside, pp.225-236.

Thursday, April 18:

Kate Young, Gender and Development, pp. 51-54. [CANVAS]

Visvanathan et al.

13. Sarah C. White, The 'Gender Lens': A Racial Blinder?, pp. 95-98.
14. Kalpana Wilson, From Missionaries to Microcredit? 'Race', Gender, and Agency in Neoliberal Development, pp. 99-101.
15. Sonia Correa and Susie Jolly, Development's Encounter with Sexuality: Essentialism and Beyond, pp. 102-106.
21. Sylvia Chant, The 'Feminization of Poverty' and the 'Feminization' of Anti-Poverty Programmes: Room for Revision?, pp. 174-193.

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.

6. Gender and Environment Series Editorial Committee (GESEC), Feminist Political Ecology, pp. 43-46.

30. The Women's Environment and Development Organization (WEDO), Gender, Climate Change and Human Security: Lessons from Senegal, pp. 317-326.

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) Mueller, Adele. 1995. "Beginning in the Standpoint of Women: An Investigation of the Gap between *Cholas* and 'Women of Peru.'" Pp. 96-107 in *Knowledge, Experience, and Ruling Relations: Studies in the Social Organization of Knowledge*, edited by M. Campbell and A. Manicom. Toronto: University of Toronto Press.

(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

(CANVAS) Coleman, Isobel. 2004. "The Payoff from Women's Rights."

Momsen, Ch. 4, "Gender, Health and Violence" pp. 78-108

Thursday, May 9: Re-thinking Rights and Empowerment

(CANVAS) Miller, Carol. 1998. "Gender Advocates and Multilateral Development Organizations: Promoting Change from Within." Pp. 138-171 in *Missionaries and Mandarins: Feminist Engagement with Development Institutions*, edited by Carol Miller and Shahra Razavi. London: Intermediate Technology Publications.

(CANVAS) Parpart, Jane L., Shirin M. Rai, and Kathleen Staudt. 2002. "Rethinking Em(power)ment, gender and development: An introduction." Pp. 3-21 in *Rethinking Empowerment: Gender and Development in a Global/Local World*, edited by Jane L. Parpart, Shirin M. Rai, and Kathleen Staudt. New York: Routledge.

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

(CANVAS) Desai, Vandana. 2002. “Informal Politics, Grassroots NGO’s and Women’s Empowerment in the Slums of Bombay.” Pp. 218-235 in *Rethinking Empowerment: Gender and Development in a Global/Local World*, edited by Jane L. Parpart, Shirin M. Rai, and Kathleen Staudt. New York: Routledge.

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.

Lila Abu-Lughod, *Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and its Others*, pp.89-94.

Thursday, May 23:

(CANVAS) Braun and Dreiling. 2010. “From Developmentalism to HIV/AIDS: The Amplification of Women’s Rights in Lesotho.”

(CANVAS) Desai, Manisha. 2002. “Transnational Solidarity: Women’s Agency, Structural Adjustment, and Globalization.” Pp. 15-33 in *Women’s Activism and Globalization: Linking Local Struggles and Transnational Politics*, edited by Nancy A. Naples and Manisha Desai. New York: Routledge.

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:

(CANVAS) Parpart, Jane L. 2002. "Rethinking Participatory Em(power)ment, gender and development: The PRA Approach." Pp. 165-181 in *Rethinking Empowerment: Gender and Development in a Global/Local World*, edited by Jane L. Parpart, Shirin M. Rai, and Kathleen Staudt. New York: Routledge.

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>

Canvas support for students: 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> (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>

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.