

INTL 421/521: Gender and International Development (Online)

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Department Global (International) Studies

Office hours: Tuesdays 9:00-10:00 (online, Canvas Conference), or by appointment (online)

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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 Goals

1. Critical thinking:

- Use analytical tools to examine the relationship between gender and development, and the chronology and significance of the field of gender and development. Critically analyze the complex interrelationships that exist among nations and between peoples/communities in the interdependent modern world.
- Employ methods of interdisciplinary social science research: use library databases to find relevant literature, evaluate the strengths and weaknesses of academic arguments, use evidence to support arguments.
- Adapt and apply a critical and well-grounded understanding of multiple worldviews and perspectives, experiences, power structures, and ethical and cultural positions in relation to contemporary global problems.

2. Content knowledge:

- Describe, explain and apply basic knowledge of the historic and contemporary role and effects of different international actors in the global system and how gender relates to development (e.g., multilateral and bilateral organizations, development agencies, nation-states, philanthropic and non-governmental organizations).
- Describe, explain and apply basic knowledge of the gender and development professional concentration area in International Studies that maps onto a real-world career objective.

3. Communication:

- Convey complex information and ideas through public speaking and written English that are clear, robust, carefully edited, well organized, and stylistically engaging and accessible.
- Use knowledge and skills to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.

Required Materials

I have chosen to use all open access materials so that you, as students, do not have to purchase additional course books and materials. I hope this helps support making the costs of your education more affordable this term.

Please keep in mind that there are a number of required readings for the class that will be available online on our course Canvas site. Each week of the course has its own module in Canvas; please complete all tasks in each module for the week assigned in order to stay on track! As always, please let me know if you have any questions.

Course Rhythm/Schedule and Evaluation

The University will continue to issue more details about our situation and our syllabus and course activities may need to be adjusted after the start of the term. I will be mindful of the many impacts the unfolding events related to COVID-19 may be having on you. During this unusual time, if you are not able to do an assignment, please communicate with me and we will strive to create an alternative plan to complete required coursework.

Barring a specific need for adjustment, work is always due in this course Sundays at 11:59pm—I hope this regular deadline simplifies what you need to keep in mind about the routine of the course.

If you foresee challenges to fulfilling any of the requirements please speak to me privately as soon as possible (ybraun@uoregon.edu). I understand this is an exceptional time we are in, so please let me know if you have any obstacles to access or full participation in the course. I want to support you to be successful in this course!

Course Rhythm and Schedule

Please use Canvas as your guide for readings and assignments. Each week has its own module and you should complete each task in the module in order to stay on track throughout the term. Please note readings and activities may change throughout the term and you are responsible for keeping up to date with these changes.

In general, each week will have a consistent rhythm (except for week 10):

Check the module for each week of the class. Complete all tasks in the module for the week.

Reading and assignment activities will be due by Sunday at 11:59 PM each week unless otherwise announced.

For more information about discussion board posting please see [Discussion Board Guidelines and Assignments](#).

Evaluation

Participation is essential in any class, even online courses. Active participation will be demonstrated by engagement in discussion activities. Reading worksheets will be distributed for students to work through important concepts and ideas in the readings. These will be graded for completion, not accuracy of content, and will be worth **5%** of your grade.

Students will also engage the discussion board forum on Canvas, through guided posts in which students will offer comments and questions regarding the assigned material and then respond to other students' posts. See the details above and the requirements posted in the [Discussion Board Guidelines and Assignments](#). Discussion activities will count towards **30%** of your grade.

There will be a midterm exam that will count towards **30%** of your grade.

Each student will work with the instructor to choose a research project related to the course material. The research project will require a proposal to be approved by the instructor. The research project will include development of a short presentation on the research project in the form of powerpoint slides/prezi to be shared on Canvas with other students in the class in week 10, and a final essay on the research project topic. The proposal is worth **5%**, the presentation worth **15%**, and the final paper worth **15%** of your final grade.

Discussion Activities: 30%

Midterm: 30%

Reading Worksheets: 5%

Research Project Proposal: 5%

Research Project presentation post (powerpoint/prezi format): 15%

Final Essay: 15%

Graduate Students:

Graduate students will complete all of the assignments except they will be weighted differently (see revised evaluation below). In addition, graduate students will do extra readings and turn in a 15-20 page research paper (instead of the final essay the undergraduates do) 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 third week of the term).

Discussion Activities: 20%

Midterm: 30%

Research Project Proposal: 5%

Research Project presentation post (powerpoint/prezi format): 10%

Research Paper: 35%

Grading Rubric

I will assign letter grades roughly corresponding to the table below. However, in some cases, I may curve course grades, in order to more fairly distribute letter grades. Letter grades will always be curved in the students' favor, e.g. a "92" might be an A- or an A, but not a B+; similarly, a 70 might be a C- or C, but never a D+.

A+	99-100
A	94-98
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79

C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	< 60

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 plagiarismLinks to an external site.](#)
5. To uphold the University of [Oregon's Student Conduct and Community StandardsLinks to an external site.](#)

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' in this course and UO Dean of Students will be notified.

Citation Guides and support:

<http://library.uoregon.edu/guides/citing/index.html>Links to an external site.

Definition of plagiarism and tips for how to avoid it:

<http://libweb.uoregon.edu/guides/plagiarism/students/>Links to an external site.

Outcomes and consequences of academic dishonesty at UO:

<http://uodos.uoregon.edu/Student-Conduct-and-Community-Standards>Links to an external site.

Campus Resources and Technology Support (including Canvas)

Here are a few resources 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, and counseling, health, and sexual violence support available on campus and in the Eugene/Springfield community.

Canvas and/or Technology Support:

If you have questions about accessing and using Canvas, visit the [Canvas support page](#)[Links to an external site.](#). Canvas and Technology Support also is available by phone or live chat:

Monday–Sunday | 6 a.m.–12 a.m.

541-346-4357 | livehelp.uoregon.edu[Links to an external site.](#)

If you face Internet access challenges: computer labs are open for students at the Eugene campus. Some companies are offering free access during this challenging time. To learn more about options visit Information Services’ [web page on going remote](#)[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. You are also encouraged to contact the Accessible Education Center at 541-346-1155 or uoaec@uoregon.edu

Here are some additional 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]

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

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-SAFE [7244], or the non-confidential Title IX Coordinator/OICRC at 541-346-3123.

Students experiencing any other form of prohibited discrimination or harassment can find information and resources at investigations.uoregon.edu or contact the non-confidential Office of Investigations and Civil Rights Compliance 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 in the [Employee Responsibilities section](#) of the Office of Investigations and Civil Rights Compliance website.

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 link 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.

Discussion Board Guidelines and Assignments

Guidelines and Best Practices for Communication

We will communicate primarily through email and discussion boards so we all will benefit from thoughtful communication. I have created an "Internet Cafe: Class Questions and Answers" discussion board forum for chat, socializing, and for general questions that the community might answer. Please note this board will not be private. When privacy is needed or preferred, please email your question or your communication to me via email at ybraun@uoregon.edu.

General Guidelines for Remote Class Participation

Taking an online course means each of you, as a communicator, need to overcome the lack of nonverbals in communication. We can't see you smile when you write something you think is funny! When taking a course online, it is important to remember several points of etiquette that will smooth communication between students and the instructor.

1. **Participate and Contribute:** Students are expected to participate by sharing ideas and contributing to the collective learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. More specific participation guidelines and criteria for contributions will be provided for each specific activity.
2. **Use Proper Netiquette:** Please use good “net etiquette”: identify yourself with your real name, write or speak in the first person, and use a subject line that clearly relates to your contribution. Good netiquette also means using humor or sarcasm carefully, remembering that non-verbal cues (such as facial expressions) are not always possible or clear in a remote context. In addition, your language should be free of profanity, appropriate for an academic context, and exhibit interest in and courtesy for others’ contributions. Certain breaches of netiquette can be considered disruptive behavior.
3. **Interact Professionally:** Our learning environment provides an opportunity to practice being professional and rigorous in our contributions. As much as possible, use correct spelling, grammar, and style for academic and professional work. Use discussions and activities as opportunities to practice the kind and quality of work expected for assignments. Moreover, seize the chance to learn from others and develop your interpersonal skills, such as mindful listening and awareness of one’s own tendencies (e.g. Do I contribute too much? Too little?).
4. **Expect and Respect Diversity:** All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.
5. **Help Everyone Learn:** Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together and build on our strengths. Not everyone is savvy in remote learning, including your instructor, and this means we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and advice from others. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

Specific guidelines for best practices using Canvas Discussion:

1. Use subject lines that clearly communicate the content of your post
2. Write clearly and concisely and be aware that humor or sarcasm often doesn’t always translate in an online environment.
3. Be supportive and considerate when replying to others’ posts. This means avoiding use of jargon or inappropriate language, and it means disagreeing with respect and providing clear rationale or evidence to support your different view.

4. Keep focused on the topic and reference readings and other class materials to support your points (as applicable).
5. Try to use correct spelling and grammar and proofread your submissions. After submitting, use the edit feature to make corrections and resubmit (don't create a new or duplicate post that corrects your error).
6. Contribute and interact often!

General Guidelines for Discussion Board Activity (Assignments)

1. What is a new post: you are replying to a prompt from me in the discussion thread for the first time (first post).
2. What is a reply: you are replying to two other classmates' posts on a previous thread. This will generally be in reply to classmates' initial posts.
3. A new post should be between 200-250 words and address the prompt from the instructor. The tone should be professional and conversational. Pose a question in your post.
4. A reply to a post from a classmate should be between 100 and 150 words and engage the ideas or questions in your classmate's post. Continue the conversation in a forward, depersonalized way. You may disagree, critique, or celebrate your classmate's post, but keep your tone professional, curious, thoughtful, and empathetic.
5. You might want to keep a running record of your discussion board posts by copying and pasting your posts and replies to posts into one separate word document.

Course Readings and Schedule

The Canvas site is our main platform for our online course. It is organized by weekly modules with all materials and assignments for the week grouped together. Here are the basic components for each week, but please note our Canvas site has much more detail. These may be subject to change. All assignments are due by Sunday at 11:59 PM unless otherwise noted.

Week One:

1. Welcome Module with first week survey
2. Welcome discussion thread forum – post and reply
3. Watch Week One video lecture
4. Gender and Development Chapter 1 (Development is a Gender Issue) reading
5. Reading worksheet

Week Two

1. Watch Week Two video lecture
2. Globalization and Development pp. 1-16 and 35-52, reading
3. Reading worksheet

4. Discussion thread forum – “International Development in Action,” post and reply after watching film, *Our Friends at the Bank*

Week Three:

1. Watch Week Three video lecture
2. Gender and Development Chapter 8 (Women and the Economy), reading
3. Reading worksheet
4. Discussion thread forum – post and reply after watching film, *Who’s Counting? Marilyn Waring on Sex Lies and Global Economics*

Week Four:

1. Watch Week Four video lecture
2. Young, “Gender and Development”
3. Miller, “Gender Advocates and Multilateral Development”
4. Braun, “Left High and Dry: An Intersectional Analysis of Gender, Dams, and Development in Lesotho”
5. Text of the Beijing Platform for Action Declaration, Fourth World Conference on Women
6. Reading worksheet
7. Discussion thread forum – post and reply after watching video, *NGO Forum at United Nations Conference in Beijing*

Week Five:

1. Watch Week Five video lecture
2. Gender and Development Chapter 5 (Environment)
3. “Women, the Environment and Sustainable Development”
4. “The Gender and Environment Debate – Lessons from India”
5. Reading worksheet
6. Discussion thread forum – post and reply after watching film, *Taking Root: The Vision of Wangari Maathai*

Week Six:

1. Mueller, “Beginning in the Standpoint of Women”
2. Regmi, “Mainstreaming in Nepal”
3. Midterm Exam

Week Seven:

1. Watch Week Seven video lecture
2. Gender and Development, Chapter 4 (Gender, Health, and Violence)
3. Kanji, Ch.4, “NGOs and Development”
4. Snyder, “Unlikely Godmother”
5. Text of the UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
6. Reading worksheet
7. Discussion thread forum – post and reply after watching film, *Who’s Counting? Marilyn Waring on Sex Lies and Global Economics*

Week Eight:

1. Watch Week Eight video lecture
2. “Rethinking Empowerment” pp. 3-21
3. Slayter, Ch. 1
4. Reading worksheet
5. Discussion thread forum – post and reply after watching film, *Where Water Meets the Sky*

Week Nine:

1. Watch Week Nine video lecture
2. Choose 2 readings from list on Canvas; choose readings of interest and that support your research project
3. Reading worksheet
4. Work on research project – due week 10

Week Ten:

1. Gender and Development Chapter 9 (How Far Have We Come?)
2. “Planning from a Gender Perspective – Making a World of Difference”
3. Discussion thread forum – post final research project presentations and comment on classmates’ presentations