

San José State University
Department of Environmental Studies, Global Studies Program
GLST 143: Gender, Power, and International Development, Fall 2019

Course and Contact Information

| | |
|---------------------------|--------------------------------------|
| Instructor: | Nadine Ann Skinner |
| Office Location: | WSQ 111-Wetlab |
| Telephone: | TBA |
| Email: | nadine.skinner@sjsu.edu |
| Office Hours: | Tuesdays, 12:30-1:30, by appointment |
| Class Days/Time: | Tuesday/Thursday, 1:30 - 2:45pm |
| Classroom: | Clark 224 |
| GE/SJSU Studies Category: | V |

Course Format

Faculty Web Page/ Canvas

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website.

Course Description

Explore issues of poverty, gender, economic transformations, and inequality while examining the history of development. Consider various meanings given to development by women and men, primarily as residents of particular regions, but also as aid workers, policy makers, and government officials. Explore the underlying political, economic, social, and gender dynamics that make "development" an ongoing problem worldwide.

GE Learning Outcomes (GELO)

GLST 143 is an Area V course: Courses in Culture, Civilization, and Global Understanding should give students an appreciation for human expression in cultures outside the U.S. and an understanding of how that expression developed over time. These courses should also increase students' understanding of how traditions of cultures outside the U.S. have influenced American culture and society, as well as how cultures in general both develop distinctive features and interact with other cultures.

Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better, and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, and V shall be required of all students. See university Policy S14-5 at <http://www.sjsu.edu/senate/docs/S14-5.pdf>.

Upon successful completion of this course, students will be able to:

1. GELO 1: Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S.

2. GELO 2: Identify the historical context of ideas and cultural traditions outside the US and how they have influenced American culture.
3. GELO 3: Explain how a culture outside the US has changed in response to internal and external pressures.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Analyze gender and social inequality from a transnational perspective.
2. Compare various understandings and experiences of development in different contexts.
3. Identify the dynamics of power, privilege, and oppression in international development.

Required Texts/Readings

Textbook

Visvanathan, Nalini, Lynn Duggan, Nan Wieggersma, and Laura Nisonoff. 2011. *The Women, Gender, and Development Reader*, 2nd Edition. New York: Zed.

Other Readings

Various readings available as PDFs on Canvas as indicated in the course schedule.

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus.

This course combines lectures, large and small group discussions, and large and small group activities. Each session will consist of three sections: presentation of materials, discussion, and activity. All course assignments are described in the syllabus and more details are provided in Canvas. The assignments in the course are as follows:

1. Reflection Papers (30 points)

After each section, students are required to submit a 1-2 page Reflection Paper on the readings for that section. Submit the assignment on Canvas as a Word (.doc or .docx) document, 12pt TNR font. The paper should include at least two (2) of the readings from the section. This is not an essay. It will not be something that you will revise later on and improve. It is also not a summary of the readings. Instead, the Reflection Papers should include your thoughts about the reading in question. It may include questions about the reading, arguments on the issue raised by the author, relevant point not raised by the author, and connections with your own experiences. **Due dates for the Reflection Papers are:**

- **Reflection Paper 1: History of International Development and Discourses on Gender (Sept. 19)**
- **Reflection Paper 2: Households, Families, and Work (Oct. 1)**

- **Reflection Paper 3: Gender and the Global Economy (Oct. 15)**
- **Reflection Paper 4: Gender and Social Transformation (Nov. 12)**
- **Reflection Paper 5: Women Organizing for Change (Nov. 19)**

Title the Reflection Paper as follows: Last name_Assignment name_date

E.g., Skinner_ReflectionPaper1_19September2019

2. Presentation Proposal (5 points)

Students will work in pairs to present on an international development project. Each pair will select a project based on their own interests and submit a proposal for their presentation to ensure that there is no overlap and that we have a mix of topics. Submit the assignment on Canvas as a Word (.doc or .docx) document, 12pt TNR font. The Presentation Proposal should be 1-2 pages and include: the name of both partners working on the project, the name of the project select to present, the name of the organization that manages the project, and a brief list of potential sources of information on the project.

Presentation Proposal is due: Thursday, September 12.

Title the Presentation Proposal as follows: Last names_Assignment name_date

E.g., Dianda_Skinner_PresentationProposal_12September2019

3. Presentation (15 points)

Students will work in pairs to present on an international development project. Each pair will select a project based on their own interests. Each presentation will be between 10-15 minutes, including time for questions. Presentations will need to answer: Who manages the project/ Who is involved in the project? Where does the project take place? Who are the intended recipients of the project? What are the goals of the project? How is gender integrated into the project? Additionally, the presentation will need to critique the project using one or more of the theories presented in the course.

Presentation Dates are: Nov. 21, 26 & Dec. 3, 5.

4. Final Paper (20 points)

In the final paper, students will compare two international development projects. One of the projects may be the same as the project in the student's presentation, but the second one must be a unique project. Each student can select any two projects based on their own areas of interest. In addition to answering the questions in the presentation for both projects, students should compare and contrast the projects. Additionally, the students should answer the following questions: How is development conceived of by different stakeholders in the projects? How is gender conceived of and treated by different stakeholders in the projects? What is the role of power in the different projects? Submit the assignment on Canvas as a Word (.doc or .docx) document, 12pt TNR font. The paper should be between 7-10 pages.

Final Paper is due: Monday, December 16.

Title the Final Paper as follows: Last name_Assignment name_date

Grading Information

Determination of Grades

Grades will be calculated as followed:

- 5 Reflection Papers (6 points each) = 30 points
- Presentation Proposal = 5 points
- Presentation = 15 points
- Final Paper = 20 points
- Attendance & Participation = 30 points

Late work will be marked down by 1 point for every day that it is late. After seven (7) days, late work will no longer be accepted. I will grant extensions of up to one week (7 days) for all assignments except the presentation. However, extension requests must be sent either via email or Canvas four (4) days prior to the due date. All assignments should be submitted on Canvas and grades will posted there as well. The grading scale is below:

| Grade | Points | Percentage |
|---------|-----------|------------|
| A plus | 96 to 100 | 96 to 100% |
| A | 93 to 95 | 93 to 95% |
| A minus | 90 to 92 | 90 to 92% |
| B plus | 86 to 89 | 86 to 89 % |
| B | 83 to 82 | 83 to 85% |
| B minus | 80 to 82 | 80 to 82% |
| C plus | 76 to 79 | 76 to 79% |
| C | 73 to 75 | 73 to 75% |
| C minus | 70 to 72 | 70 to 72% |
| D plus | 66 to 69 | 66 to 69% |
| D | 63 to 65 | 63 to 65% |
| D minus | 60 to 62 | 60 to 62% |

Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.”

Classroom Protocol

1. *Critical reading of course materials:* Students are expected to come to class having critically read each of the assigned readings and are expected to raise questions, challenge the findings and opinions raised in the readings, and otherwise be outspoken about the course materials. Please be aware of your conduct in class. Racist, sexist, homophobic, crude, or inappropriate remarks of any kind will not be tolerated. Respect your classmates and instructor. Always use civil discourse in class. My hope is that we will work together to create an atmosphere that is safe and open to a range of ideas, perspectives, and

opinions. This course is a discussion and activity-based course, therefore it is important that everyone is engaged and willing to interact.

2. *Attendance:* Students are required to attend class, arrive on time, and stay for the duration of each class meeting. The instructor must be notified of absences ahead of time. If you miss a class, you will need to submit a 1-paragraph weekly reaction journal. The journal should be reflective, and include thoughts, questions, and ideas about any aspects of the class during the week. They can be about the readings, class discussions, or how the class relates to other aspects of your life. The reaction journal will need to be submitted within seven days of the missed class. Each missed class counts for -1 missing point, the reaction journals can only make up to -5 points and will only be counted if you have notified me of your absence and intent to complete a reaction journal. Students are responsible for all assignments and announcements presented in class. If you are late or absent, it is your responsibility to contact another student.
3. *Original Work:* Plagiarism will not be tolerated and is a serious offense. All references must be cited. Penalties for plagiarism range from an F in the course to expulsion from the university. Students suspected of plagiarism will be reported to the Office of Judicial Affairs for disciplinary action. For more information please see <http://tutorials.sjlibrary.org/plagiarism/>.
4. *Cell Phones:* Cell phones are to remain silent during class.

University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>".

GLST 143: Gender, Power, and International Development, Fall 2019

Course Schedule

The course schedule is subject to change with fair notice. All notifications of changes will be made available via Canvas and email.

Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|-----------|--|
| 1 | August 22 | Introduction to the Course |
| 2 | August 27 | History of International Development and Discourses on Gender: Introduction Readings: <ul style="list-style-type: none"> • Visvanathan, Nalini, Lynn Duggan, Nan Wieggersma, and Laura Nisonoff. 2011. <i>The Women, Gender, and Development Reader</i>, 2nd Edition. New York: Zed. Part 1, Chapters 1 & 3 |
| 2 | August 29 | History of International Development and Discourses on Gender: Social Determinants of Health Readings: <ul style="list-style-type: none"> • Visvanathan, Nalini, Lynn Duggan, Nan Wieggersma, and Laura Nisonoff. 2011. <i>The Women, Gender, and Development Reader</i>, 2nd Edition. New York: Zed. Part 1, Chapter 9 |
| 3 | Sept. 3 | History of International Development and Discourses on Gender: Microfinance Readings: <ul style="list-style-type: none"> • Visvanathan, Nalini, Lynn Duggan, Nan Wieggersma, and Laura Nisonoff. 2011. <i>The Women, Gender, and Development Reader</i>, 2nd Edition. New York: Zed. Part 1, Chapters 7 & 8 • Sarah Bradshaw, Sylvia Chant & Brian Linneker. 2019. <i>Challenges and Changes in Gendered Poverty: The Feminization, De-Feminization, and Re-Feminization of Poverty in Latin America</i>, <i>Feminist Economics</i>, 25:1, 119-144 |
| 3 | Sept. 5 | History of International Development and Discourses on Gender: Theories Readings: <ul style="list-style-type: none"> • Visvanathan, Nalini, Lynn Duggan, Nan Wieggersma, and Laura Nisonoff. 2011. <i>The Women, Gender, and Development Reader</i>, 2nd Edition. New York: Zed. Part 1, Chapters 6 & 15 |
| 4 | Sept. 10 | History of International Development and Discourses on Gender: Critiques Readings: <ul style="list-style-type: none"> • Visvanathan, Nalini, Lynn Duggan, Nan Wieggersma, and Laura Nisonoff. 2011. <i>The Women, Gender, and Development Reader</i>, 2nd Edition. New York: Zed. Part 1, Chapters 11 & 12 |
| 4 | Sept. 12 | History of International Development and Discourses on Gender: Critiques Readings: <ul style="list-style-type: none"> • Visvanathan, Nalini, Lynn Duggan, Nan Wieggersma, and Laura Nisonoff. 2011. <i>The Women, Gender, and Development Reader</i>, 2nd Edition. New York: Zed. Part 1, Chapters 13 & 14 |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|----------|---|
| | | <ul style="list-style-type: none"> Chant, Sylvia (2016) Women, girls, and world poverty: empowerment, equality or essentialism? <i>International Development Planning Review</i>, 38 (1). pp. 1-24. <p>Presentation Proposal due</p> |
| 5 | Sept. 17 | <p>History of International Development and Discourses on Gender: New Approaches?</p> <p>Readings:</p> <ul style="list-style-type: none"> Cobbett, Mary. 2014. "Beyond 'Victims' and 'Heroines': Constructing 'Girlhood' in International Development." <i>Progress in Development Studies</i> 14(4): 309-320. French Gates, Melinda. 2014. "Putting women and girls at the center of development". <i>Science</i>, 345(6202), 1273. |
| 5 | Sept. 19 | <p>Households, Families, and Work</p> <p>Readings:</p> <ul style="list-style-type: none"> Visvanathan, Nalini, Lynn Duggan, Nan Wieggersma, and Laura Nisonoff. 2011. <i>The Women, Gender, and Development Reader</i>, 2nd Edition. New York: Zed. Part 2, Chapters 17, 19 & 20 <i>Recommended: Levto, Ruti Galia, Gary Barker, Manuel Contreras-Urbina, Brian Heilman, and Ravi Verma. "Pathways to Gender-Equitable Men: Findings from the International Men and Gender Equality Survey in Eight Countries." Men and Masculinities 17, no. 5 (December 2014): 467-501.</i> <p>Reflection 1 Due</p> |
| 6 | Sept. 24 | <p>Households, Families, and Work: Gender and Education</p> <p>Readings: (Select one)</p> <ul style="list-style-type: none"> Baric, Stephanie. 2013. "Where the Boys Are: Engaging Young Adolescent Boys in Support of Girls' Education and Leadership." <i>Gender & Development</i> 21:1: 147-160. Unterhalter, Elaine and Amy North. 2011. "Girls' Schooling, Gender Equity, and the Global Education and Development Agenda: Conceptual Disconnections, Political Struggles, and the Difficulties of Practice." <i>Feminist Formations</i> 23, 3: 1-22. |
| 6 | Sept. 26 | <p>Households, Families, and Work: Labor & Poverty</p> <p>Readings:</p> <ul style="list-style-type: none"> Visvanathan, Nalini, Lynn Duggan, Nan Wieggersma, and Laura Nisonoff. 2011. <i>The Women, Gender, and Development Reader</i>, 2nd Edition. New York: Zed. Part 2, Chapters 16, 18 & 21 |
| 7 | Oct. 1 | <p>Gender and the Global Economy: Formal Sector</p> <p>Readings:</p> <ul style="list-style-type: none"> Visvanathan, Nalini, Lynn Duggan, Nan Wieggersma, and Laura Nisonoff. 2011. <i>The Women, Gender, and Development Reader</i>, 2nd Edition. New York: Zed. Part 3, Chapters 22 & 23 <p>Reflection Paper 2 Due</p> |
| 7 | Oct. 3 | <p>Gender and the Global Economy: Informal Sector</p> <p>Readings:</p> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|---------|---|
| | | <ul style="list-style-type: none"> Visvanathan, Nalini, Lynn Duggan, Nan Wiegersma, and Laura Nisonoff. 2011. <i>The Women, Gender, and Development Reader</i>, 2nd Edition. New York: Zed. Part 3, Chapters 24 & 26 |
| 8 | Oct. 8 | Gender and the Global Economy: Slavery & Trafficking Readings: <ul style="list-style-type: none"> International Labour Organization and Walk Free Foundation. 2017. <i>Global Estimates of Modern Slavery: Forced Labour and Forced Marriage</i>, Introduction & Part 1 |
| 8 | Oct. 10 | Gender and the Global Economy: Slavery & Trafficking Readings: <ul style="list-style-type: none"> Visvanathan, Nalini, Lynn Duggan, Nan Wiegersma, and Laura Nisonoff. 2011. <i>The Women, Gender, and Development Reader</i>, 2nd Edition. New York: Zed. Part 3, Chapter 25 |
| 9 | Oct. 15 | Gender and Social Transformation: Economic Crises & Poverty Readings: <ul style="list-style-type: none"> Visvanathan, Nalini, Lynn Duggan, Nan Wiegersma, and Laura Nisonoff. 2011. <i>The Women, Gender, and Development Reader</i>, 2nd Edition. New York: Zed. Part 4, Chapters 28 & 29 <i>Reflection Paper 3 Due</i> |
| 9 | Oct. 17 | Gender and Social Transformation: Economic Crises & Poverty Readings: <ul style="list-style-type: none"> Visvanathan, Nalini, Lynn Duggan, Nan Wiegersma, and Laura Nisonoff. 2011. <i>The Women, Gender, and Development Reader</i>, 2nd Edition. New York: Zed. Part 4, Chapters 35 & 36 |
| 10 | Oct. 22 | Gender and Social Transformation: Climate Change Readings: <ul style="list-style-type: none"> Visvanathan, Nalini, Lynn Duggan, Nan Wiegersma, and Laura Nisonoff. 2011. <i>The Women, Gender, and Development Reader</i>, 2nd Edition. New York: Zed. Part 4, Chapters 30 & 31 |
| 10 | Oct. 24 | Gender and Social Transformation: Climate Change Readings: <ul style="list-style-type: none"> TBA |
| 11 | Oct. 29 | Gender and Social Transformation: Human Rights Readings: <ul style="list-style-type: none"> Visvanathan, Nalini, Lynn Duggan, Nan Wiegersma, and Laura Nisonoff. 2011. <i>The Women, Gender, and Development Reader</i>, 2nd Edition. New York: Zed. Part 4, Chapter 33 |
| 11 | Oct. 31 | Gender and Social Transformation: Human Rights Readings: (Select one) <ul style="list-style-type: none"> Osler, Audrey and Rachel Wahl. (2017). "Challenges and Complexity in Human Rights Education: Teachers' Understandings of Democratic Participation and Gender Equity in Post-Conflict Kurdistan, Iraq". In M. Bajaj, <i>Human Rights Education: Theory, Research, Praxis</i>. Philadelphia: University of Pennsylvania Press. 119-146. Pizmony-Levy, O. and Megan Jensen. (2017). "Contentious Human Rights Education: The Case of Professional Development Programs on Sexual Orientation and Gender Identity-Based Refugee Protection" In M. Bajaj, |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|---------|--|
| | | <i>Human Rights Education: Theory, Research, Praxis</i> . Philadelphia: University of Pennsylvania Press. 195-221. |
| 12 | Nov. 5 | Gender and Social Transformation: Peace & Post- Conflict Readings: <ul style="list-style-type: none"> • Visvanathan, Nalini, Lynn Duggan, Nan Wiegersma, and Laura Nisonoff. 2011. <i>The Women, Gender, and Development Reader</i>, 2nd Edition. New York: Zed. Part 1, Chapter 10, Part 4, Chapter 34 |
| 12 | Nov. 7 | Gender and Social Transformation: Peace & Post- Conflict Readings: <ul style="list-style-type: none"> • Berry, Marie E. and Trishna Rana. 2016. "Policy Brief: Barriers to Women's Progress After Atrocity: Evidence from Rwanda and Bosnia-Herzegovina." 1-5 • Nakaya, Sumie. 2003. Women and Gender Equality in Peace Processes: From Women at the Negotiating Table to Postwar Structural Reforms in Guatemala and Somalia. <i>Global Governance</i>, 9(4), 459-476. • <i>Recommended: Berry, Marie E. "Barriers to Women's Progress After Atrocity: Evidence from Rwanda and Bosnia-Herzegovina." Gender & Society 31, no. 6 (December 2017): 830-53.</i> |
| 13 | Nov. 12 | Women Organizing for Change: Global & Transnational Movements Readings: <ul style="list-style-type: none"> • Visvanathan, Nalini, Lynn Duggan, Nan Wiegersma, and Laura Nisonoff. 2011. <i>The Women, Gender, and Development Reader</i>, 2nd Edition. New York: Zed. Part 5, Chapters 37, 38 & 39 Reflection Paper 4 Due |
| 13 | Nov. 14 | Women Organizing for Change: Global Efforts Readings: <ul style="list-style-type: none"> • Visvanathan, Nalini, Lynn Duggan, Nan Wiegersma, and Laura Nisonoff. 2011. <i>The Women, Gender, and Development Reader</i>, 2nd Edition. New York: Zed. Part 5, Chapters 40 & 41 |
| 14 | Nov. 19 | Women Organizing for Change: Organizing Campaigns Readings: <ul style="list-style-type: none"> • Visvanathan, Nalini, Lynn Duggan, Nan Wiegersma, and Laura Nisonoff. 2011. <i>The Women, Gender, and Development Reader</i>, 2nd Edition. New York: Zed. Part 5, Chapters 42, 43 & 44 Reflection Paper 5 Due |
| 14 | Nov. 21 | Review & Presentations |
| 15 | Nov. 26 | Presentations |
| 16 | Dec. 3 | Presentations |
| 16 | Dec. 5 | Presentations |