*DRAFT SYLLABUS*

Gender and International Development
INTL 421/521
Spring 2015
Tuesday/Thursday 8:30-9:50am
Class location: 30 Pacific Hall

Professor Yvonne A. Braun
Office: 318 Hendricks
Office hours: Tuesday 10-12 or by appointment
Phone: 346-5752
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Graduate Teaching Fellow:
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Description of course:
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.

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 Blackboard site (noted as online or BB on the syllabus).

Accessing course materials:
There is a Blackboard site available for this class at https://blackboard.uoregon.edu/ -- you will need your UO email and password to access the site. The syllabus, selected readings, and general information on the class are and 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)**

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.

Beyond daily participation, each student will be responsible for preparing questions for and leading small group discussion activities as well as being an active participant in their discussion groups. Small group discussion leadership and participation are worth 10% of your grade. Each student will also be assigned *three days* in which they are responsible for leading discussion. On the date you are assigned to lead, each student should bring in *five typed questions* regarding the readings/class material assigned for the day (these will also be turned in at the end of class). Each student leader will share their questions with a small group of students and lead/facilitate a discussion on the class material on the day they are assigned, if time allows.

There are two required exams – midterm and final – that will make up 45% of your grade (22.5% each). There are no early or make-up exams so plan now on being in class those days. All students will also complete a substantial group research project on a “guided” topic of your choice 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 (a 750 word, 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 all of these assignments will be discussed later in the course.

**Attendance/Participation:** 10%
**Small group leadership:** 10%
**Midterm Exam:** 22.5%
**Final presentation:** 10%
**Final project:** 25%
**Take Home Final Exam:** 22.5%
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.

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 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: 7.5%
Small group leadership: 7.5%
Midterm exam: 20%
Final project and presentation: 25%
Final Essay/Paper: 40%

Technology in the Classroom

All electronic equipment - cell phones, headphones, etc.- should be turned off and put away during class time. Laptops may be used for taking notes and for class-related purposes as long as they do not disturb the learning environment in the classroom. 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.

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.

Some important resources:
University Teaching and Learning Center 346-3226
Counseling Center 346-3227
Disability Services 346-1155
Women’s Center 346-4095

Academic Honesty:
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. 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 “How to cite…” resources on the library
website. Students committing academic dishonesty will receive a grade of ‘F’ in this course and UO Student Judicial Affairs will be notified.

**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://studentlife.uoregon.edu/programs/student_judi_affairs/index.htm

**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, March 31:**
Introduction to course

**Thursday, April 2:**
FILM [Professor Braun is at Pacific Sociological Association conference]

Momsen, “Introduction: Gender is a Development Issue” (ch. 1, pp. 1-19)

**Tuesday, April 7 – 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:**
(BB) 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 9**
Momsen, “Gender in Rural Areas” (Ch. 6, pp.140-175)

Visvanathan et al.

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

**Tuesday, April 14:**

Visvanathan et al.

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

**Thursday, April 16:**

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

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 21:**

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.[BB]
Bina Agarwal, The Gender and Environment Debate: Lessons from India, pp. 68-75. [BB]
Thursday, April 23: Gender, Environment and Development

Water, gender, and development; investigating development practices

(BB) 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 28: Gender, Dams and Development
(BB) Jackson, “Building Dams” (pp. 149-177)
(BB) Braun, “Left High and Dry: An Intersectional Analysis of Gender, Dams and Development”

Thursday, April 30: *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 5:
(Online) Text of the UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) [http://www.un.org/womenwatch/daw/cedaw/cedaw.htm]

(BB) “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 7: Re-thinking Rights and Empowerment


Recommended:
(BB) 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 12:
**Group work time in class: Please come prepared to work with your group on your project**

Thursday, May 14:
(BB) 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.

Tuesday, May 19: Feminist Organizing, Planning from a Gender Perspective, Social Change

Visvanathan et al.

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

Thursday, May 21: Conclusions

Momsen, “How Far Have We Come?,” (Ch. 9, pp. 230-254)

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

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

Recommended:

WEEK NINE:

Tuesday, May 26:

Thursday, May 28:

WEEK TEN: Final project presentations and final essays due

Tuesday and Thursday, June 2 and 4: Group Presentations of Final Projects

Final Op-ed essays due in class Thursday, June 4th: papers need to be uploaded to Blackboard by 2pm, hard copy due in class

PLEASE NOTE: THE FINAL EXAM FOR THIS CLASS IS A TAKE HOME EXAM. DETAILS TO BE ANNOUNCED.
Research Project Description: There are three components to our research projects this term:
1) Group research (Fact and action sheets, development of presentation)
2) Group presentations (Teach-ins)
3) Individual essays

Each student will be assigned to one group. Each group has a theme in which you will focus your group and individual research. You will work collaboratively to develop the teach-in and fact and action research and will work individually to each write an op-ed essay (see below) based on the group and individual research done. Some recent topics have been: 1) Reproductive Rights; 2) Environmental Justice; 3) Refugees; 4) Immigration/Migration; 5) Queering Development 6) Gender Violence; 7) Microfinance; 8) Agriculture and Food Security; 9) Intellectual Property.

Fact-and-Action Sheets
Each group will conduct research on their theme and identify relevant and important developments, patterns, and information on the topic and should reflect geographic diversity and intersectionality in your research. The group will put together a “Fact-and-Action Sheet” on their theme that is designed to summarize their research very concisely for a public audience (see template example on back). This fact and action sheet should include, at a minimum, a concise research report on your issue, identification of positive or significant developments or actions related to your issue, a diverse list of important actors and institutions, a list of sources used and important resources for further information or action.

In-class presentations
In week ten, each group will present their research projects to the class as a “teach-in” and hand out their fact and action sheets to the class. There will be approximately 7-8 presentations during week ten. Each group will have approximately 16-18 minutes to present their work. Each group member should take an active role in the presentation. The teach-in presentation will be 10% of your total grade. Each undergraduate group needs to meet with Heather outside of class at least once and turn in all materials related to their project to be graded (including a complete list of sources). The research portion of your group work is worth 10% of your final grade.

Individual essays on research projects:
In addition to the group components of the research project that will generate a visual and oral presentation of your work, each student is expected to write a research based opinion editorial (also called op-ed essay) on their research project. This essay will be 750 words, will follow the guidelines for written assignments described below, and will be due at the end of the term (Thursday, June 4th, last day of class – hard copy in class, upload to BB by 2pm). The op-ed essay will be worth 15% of your total grade.

Evaluations (self, group, and class):
Each member of every group will be responsible for completing a self evaluation of their participation in the group project as well as an evaluation of each member in their group and an evaluation of other groups’ projects based on their presentations. In week ten, each student will present their project with their group and then they will complete the self evaluation and the evaluation of each member in their group. Each student will also be expected to be an engaged and respectful audience for other groups.

Please note that ALL WRITTEN ASSIGNMENTS should be typed, double-spaced, 12 pt Times New Roman font, with one inch margins all around and page numbers clearly marked. Your name and ID number should be clearly visible. Please no title pages or covers and avoid excessive spacing. Any references and sources should be properly cited in the text and listed at the end of the assignment in a works cited page using APA, MLA, or ASA citation style. Reference pages do not count in the total page count.
[Title Here]

Background Information

Ten Things Every Person Should Know…
1.

Five Things You Can Do…

*Pictures here*

Information Sources

How You Can Learn More…

Fact and Action sheet created by:

Date: