

Gender and International Development

Course Number: GST 4379, Section 002

Day/Times: Monday 2:30 – 5:15 p.m.

Location: GR 3.302

Professor Information

Dr. Jillian M. Duquaine-Watson

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Office Hours:

- Monday, 12:00 – 2:00 p.m.
- Tuesday and Thursday, 11:00 a.m. – 12:30 p.m.
- By appointment

Course Description

This interdisciplinary course will introduce students to the social, political, and economic factors that shape international development. Drawing from diverse fields including economics, anthropology, sociology, history, gender studies, and political science, we will situate our analysis within relevant historical and theoretical frameworks, particularly as they relate to feminist, critical race, and related theories.

In addition to investigating contemporary development goals and policies, we will also explore the history and future directions of the field. Although many of our readings and discussions will focus on the role that governments and international bodies (such as the United Nations, the Organization of American States, the World Bank, and the International Monetary Fund) have assumed in relation to development, we will be equally concerned with the influence of non-governmental organizations (NGOs), local groups, and individual citizens.

Although many themes will arise during our course of study, our primary focus will be on issues of poverty, education, and environmental sustainability. Our central aim is to better understand how gender roles, opportunities, and expectations are influenced—both positively and negatively—by development programs and policies.

Required Texts

The following texts are required for this course and available for purchase at the UTD library:

Black, Maggie. *The No-Nonsense Guide to International Development*. Oxford: New

Internationalist Publications, 2007. (referred to as NNG in course calendar)

Mortenson, Greg, and David Oliver Relin. *Three Cups of Tea: One Man's Mission to Promote Peace... One School at a Time*. New York: Penguin Books, 2007.

Natural Resources Management and Gender: A Global Source Book. Amsterdam: KIT Publishers, 2002. (referred to as NRMG in course calendar)

Visvanathan, Nalini, et al. *The Women, Gender, and Development Reader*. London: Zed Books, 1997. (referred to as WGD in course calendar)

Assignments

Your performance in relation to the following course requirements will determine your grade for the course:

1. **Attendance (100 points):** Attendance is fundamental to the success of this course overall as well as your individual success in the course. Consequently, a significant portion of your grade is based on attendance. You are expected to arrive in class on time, to stay for the entire session, and to miss class only in rare and unavoidable circumstances. Points will be deducted for late arrivals and early departures. If you miss a class for any reason, it is your responsibility to update yourself (from your classmates!) on course activities and any changes to the schedule or activities.
2. **Participation (100 points):** It is expected that students will participate actively and thoughtfully in discussions based on careful reading of course material. The quality of your participation will have a significant influence on your grade. If you must miss a class for medical reasons, religious observance, caring for your sick child, or any other university-excused activity, you are expected to inform me before class and then submit appropriate documentation. Students who miss class sessions are responsible for obtaining notes from classmates and finding out all changes in deadlines and activities.

Since our class is designed as a seminar, I will not lecture. I expect our class meetings to include discussion of the readings, debate, disagreement, critique, and exploration, and for members of the class to draw on their own knowledge and experiences when appropriate. In order for this format to be successful, it is imperative that we maintain an atmosphere of mutual respect for all course participants, including respecting one another by coming to class fully prepared for engaging, stimulating discussions—in other words, if you are in class, I will expect that you have read and thought about the assigned readings and are ready to discuss them.

3. **Reading Response Papers (7 x 20 points each = 140 points):** In order to facilitate our discussion of assigned readings, you will write a total of 7 reading response papers. These can be constructed in a number of ways:
- you might select a specific passage from one of the texts and discuss why you believe it is important;
 - you may create a “discussion question” based on the readings and attempt to answer that question in a narrative format;
 - you might address a point that you feel strongly about (agreeing or disagreeing, for example);
 - you might relate the readings to recent world events (when appropriate).

Each response paper should be approximately 1 ½ - 2 pages for undergraduate students, 2 ½ - 3 pages for graduate students (double-spaced, 1-inch margins, word-processed,—I will NOT accept hand-written entries, so do not ask). While I expect you to check these documents for spelling, grammar, etc., they are meant to be a less formal and more reflexive/exploratory type of writing—in other words, they need not follow a introduction-body-conclusion type of format.

Course participants will be divided into 2 teams—Team “A” and Team “B.” Please see course calendar for due dates. Reading response papers will not be accepted late nor via email. You may not have another class member or proxy submit a reading response paper on your behalf. Also, if you miss a week that a response journal entry is due, you may **not** make it up.

4. **Book Review/Presentation (Graduate students only!! 100 points):** Each graduate student enrolled in this course will select one full-length book that relates to the issues we are discussing in the course and prepare an oral book review/presentation. This is an opportunity for graduate students to select a text that relates to a particular issue or region you are interested and “teach” other course participants about the book.

Book reviews/presentations should last approximately 25-30 minutes. You should prepare a 2-page handout highlighting the main points you will cover in your presentation. In addition to informing your audience of the author’s main argument and providing a general overview of the book, you should be certain to address both the strengths and limitations of the book. Book review/presentations will begin

5. **Research Paper/Project (150 points):** You will complete a significant research paper/project on a topic of your choosing (so long as it relates to course themes). Final papers for undergraduate students should be 8-10 pages in length (double-spaced) while those for graduate students should be approximately 18-20 pages in length. While you are free to choose the citation style you are most comfortable with, I do expect all papers to be free of spelling, grammatical, and other similar errors. Final papers/projects are due as indicated on the course calendar (during finals week).

A brief research proposal is due in class during **week 7** of the semester. Proposals should include two parts: 1. A description of your research project (approx. 250 words); and, 2. A preliminary bibliography of at least 3 sources (journal articles, books, etc.).

NOTE #1: I am happy to meet with you individually to discuss possible research topics, point you in the direction of resources, and generally assist you in whatever ways I am able.

NOTE #2: I strongly encourage you to form research-and-writing groups. This is a wonderful way to provide support and assistance to one another throughout the development of your research projects, to share resources and ideas, and to serve as “peer editors” during the writing process.

Undergraduate students may earn up to 490 points in this course. Final course grades for undergraduate students will be assigned according to the following scale:

<u>Points</u>	<u>Grade</u>	<u>Points</u>	<u>Grade</u>
480 – 490	A+	360 - 374	C
460 – 479	A	345 – 359	C-
440 - 459	A-	330 - 344	D+
425 - 439	B+	315 - 329	D
410 - 424	B	300 - 314	D-
390 - 409	B-	299 & below	F
375 - 389	C+		

Graduate students may earn up to 590 points in this course. Final course grades for graduate students will be assigned according to the following scale:

<u>Points</u>	<u>Grade</u>	<u>Points</u>	<u>Grade</u>
578 - 590	A+	435 - 454	C
555 – 577	A	415 – 434	C-
530 - 554	A-	395 - 414	D+
515 - 529	B+	375 - 394	D
495 - 514	B	355 - 374	D-
470 - 494	B-	354 & below	F
455 - 469	C+		

Course and Instructor Policies

Assignment Format

Assignments must adhere to the following formatting requirements:

- The following information must be included (single-spaced) at the top left margin of page one: your name, the title of the assignment, the course name and number, my name, the date submitted.
- All margins must be 1 inch.
- Font of your document should be Times New Roman, 12-point type.
- The body/content of your document must be double-spaced.
- Graphics, tables, and illustrations need to be clearly identified and explained.
- Documents must be free of spelling, punctuation, and grammatical errors.
- Sources must be documented and/or quoted appropriately in the text as well as in the References/Bibliography at the end of your document.
- Documents **MUST** be stapled together.

NOTE: Failure to adhere to formatting requirements may result in your assignment being considered “incomplete” and, therefore, unacceptable.

Late Work

Deadlines are a serious matter. Missed deadlines cause delays and administrative headaches. In the professional world, they can also compromise professional reputations and careers.

For these reasons, late or incomplete work is not acceptable in this course. Technological problems are not valid excuses for late work, so plan accordingly. Moreover, no late or makeup submissions will be accepted without appropriate documentation.

Extra Credit

I do not curve individual items, nor do I offer “extra credit” work or “special consideration” to allow students a chance to raise their grade. If a personal situation arises during the semester that may affect your classroom performance, please talk to me sooner rather than later. If you wait until the end of the semester, I won’t be able to help you. However, I can work with you more easily if you speak to me when the situation arises.

Classroom Citizenship

All members of our classroom learning community are expected to communicate in a civil and professional manner. Disagreement is acceptable (and even expected in college-level courses); disrespect, however, has no place in this or any classroom.

Technology Requirements

The course is taught using WebCT, and you should develop the habit of checking both WebCT and your UTD email often for assignments and announcements. Reliable and frequent internet connectivity is indispensable. It is your responsibility to ensure that you have access to the course through WebCT for the duration of the semester. Failure to check UTD or WebCT email, errors in forwarding email, and email bounced from over-quota mailboxes are not acceptable excuses for missing course-related emails or announcements.

Additionally, to protect your privacy rights, I will only send email through your official UTD email address or WebCT email. If you choose, you can redirect both of these addresses to external addresses.

Classroom and Equipment Use Policies

No laptops, cell phones, pagers, or other electronic messaging services may be used in the classroom. I recognize that many of us carry cell phones and other electronic communication devices so we can be contacted in the event of emergencies or other serious situations. During class time, however, I expect all members of our classroom learning community to turn these off or set them to vibrate/silent.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, A to Z Guide, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3, and in Title V, Rules on Student Services and Activities of the university's Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty.

Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's Handbook of Operating Procedures.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting rules & regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

Phone: (972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

These descriptions and timelines are subject to change at the discretion of the Professor.

COURSE CALENDAR

I: Examining the Past, Understanding the Present

Week 1--August 24: The Current State of International Development

- Introduction to course, policies, requirements, each other
- In-class reading: The UN Millennium Development Goals Fact Sheets (handed out)
- Lecture/Discussion: Contemporary Issues in International Development

Week 2--August 31: The History of International Development

- Black, Chapters 1-4 (pp. 10-93 in NNG)
- Charlton, "Development as History and Process" (pp. 7-13 in WGD)
- Team "A" Reading Response Papers Due (1)

September 7: Memorial Day/No Class

II. Theoretical Perspectives

Week 3--September 14: Theories of Gender and Development

- Boserup, "Male and Female Farming Systems" (pp. 3-24) *
- Østergaard, "Gender" (pp. 1-10)*
- Overholt, et al., "Gender Analysis Framework" (pp. 9-20)*
- Jacobson, "Introduction" (pp. 5-9) and "The Dimensions of Gender Bias" (pp. 9-19) *
- Beneria and Sen, "Accumulation, Reproduction, and Women's Role in Economic Development: Boserup Revisited" (pp. 42-51 in WGD)
- Team "B" Reading Response Papers Due (1)

Week 4--September 21: Toward a More Nuanced Analysis

- Visvanathan, “Introduction to Part I” (pp. 17-32 in WGD)
 - Tinker, “The Making of a Field” (pp. 33-41 in WGD)
 - Young, “Gender and Development” (pp. 51-54 in WGD)
 - Mohanty, “Under Western Eyes: Feminist Scholarship and Colonial Discourses” (pp. 79-86 in WGD)
 - Kandiyoti, “Bargaining with Patriarchy” (pp. 86-92 in WGD)
 - Black, “Chapter 6: Development is Political” (pp. 116-135 in NNG)
- Team “A” Reading Response Papers Due (2)

III. Economics and Poverty

Week 5--September 28: Women in the Global Economy

- Nisonoff, “Introduction to Part 3” (pp. 177-190 in WGD)
 - Elson and Pearson, “The Subordination of Women and the Internationalization of Factory Production” (pp. 191-202 in WGD)
 - Fernandez-Kelly, “Maquiladoras: The View from the Inside” (pp. 203-215 in WGD)
 - Lim, “Capitalism, Imperialism, and Patriarchy: The Dilemma of Third World Women Workers in Multinational Factories” (pp. 216-229 in WGD)
 - Arizpe, “Women in the Informal Labor Sector: The Case of Mexico City” (pp. 230-237 in WGD)
- Team “B” Reading Response Papers Due (2)

Week 6--October 5: Microcredit and Microfinance

- Yunus, “Chapter 3: The Microcredit Revolution” (pp. 43-76)*
- Yunus, “Chapter 4: From Microcredit to Social Business” (pp. 77-102)*
- FINCA International Website (www.villagebanking.org), including the following pages:
 - “Mission and Vision”
 - “Narrative History” (on the “FINCA’S History” page)
 - “Microfinance and Village Banking”
 - “Business Model”
 - “Client Stories”

In-Class Video Viewings:

- “Microfinance Success Stories: Odette” from the Grameen Foundation
 - “FINCA International—A Donor’s Perspective”
- Team “A” Reading Response Papers Due (3)

Week 7--October 12: Micro-credit and Microfinance (continued)

- Elahi and Danopoulos, “Microcredit and the Third World: Perspectives from Moral and Political Philosophy” (pp. 643-654) *
- Lewis, “Microfinance from the Point of View of Women with Disabilities: Lessons from Zambia and Zimbabwe” (pp. 28-39) *
- Rahman, “Micro-credit Initiatives for Equitable and Sustainable Development: Who Pays?” (pp. 67-82) *
- Selinger, “Does Microcredit ‘Empower’? Reflections on the Grameen Bank Debate” (pp. 27-41) *

In-Class Audio Presentation: “Microcredit: Solution to Poverty or False ‘Compassionate Capitalism?’ (Shiva and Davis, from Democracy Now!)

- Team “B” Reading Response Papers Due (3)

Week 8—October 19: Activities TBA (possible guest speaker)

IV: Education

Week 9--October 26:

- Klasen, “Low Schooling for Girls, Slower Growth for All?” (pp. 345-373) *
- Leach, “Gender, Education, and Training: An International Perspective” (pp. 9-18) *
- Martin, “Women’s Education and Fertility” (pp. 187-202) *
- McSweeney and Freedman, “Lack of Time as an Obstacle to Women’s Education” (pp. 88-103) *
- Team “A” Reading Response Papers Due (4)

Week 10—November 2: Education and Peace in the Mountains of Pakistan

- Mortenson and Relin, *Three Cups of Tea*, “Introduction” and “Chapters 1-12” (pp. 1-5 and pp. 7-153)
- Teams “B” Reading Response Papers Due (4)

Week 11--November 9: Education and Peace (continued)

- Mortenson and Relin, *Three Cups of Tea*, “Chapters 13-23” (pp. 154-331)
- Team “A” Reading Response Papers Due (5)

V. Environmental Sustainability

Week 12--November 16: Foundations

- Jacobson, “Gender Bias: Roadblock to Sustainable Development” (pp. 19-51) *
- Shiva, “Introduction” (pp. xiv –xx) and “Development, Ecology, and Women” (pp. 1-13) *
- Elmhirst and Resurreccion, “Gender, Environment, and Natural Resource Management—New Dimensions, New Debates” (pp. 3-22) *

Video Viewing and Discussion: “Eternal Seed” by Meera Dewan

- Team “B” Reading Response Papers Due (5)

Week 13--November 23: Sustainable Development--Case Studies

- Hilhorst, “Chapter 1: Changing Rights to Common Pool Resources and Land in West Africa” (pp. 21-31 in NRMG)
- Sengendo, “Chapter 3: Strengthening Institutions for Gender-Responsive Planning in Natural Resource Management: Wetlands Resources in Uganda” (pp. 45-52 in NRMG)
- Imran, “Chapter 4: Empowering Local Communities for Natural Resources Management in Baluchistan, Pakistan” (pp. 53-64 in NRMG)
- Aguilar, “Chapter 5: The Unavoidable Current: Gender Policies for the Environmental Sector in Mesoamerica” (pp. 65-75 in NRMG)

- Team “A” Reading Response Paper Due (6)

Week 14--November 30: Water—Access, Control, and Uses

- Wallace and Coles, “Gender, Water, and Development: An Introduction” (pp. 1-20) *
- Joshi and Fawcett, “The Role of Water in an Unequal Social Order in India” (pp. 39-56) *
- Hutchings and Buijs, “Water and AIDS: Problems Associated with the Home-Based Care of AIDS Patients in a Rural Area of Northern KwaZulu-Natal, South Africa” (pp. 173-188) *
- House, “Easy to Say, Harder to Do: Gender, Equity, and Water” (pp. 209-225) *

- Team “B” Reading Response Paper Due (6)

VI: The Future of Gender and Development

Week 15—December 7: Where do we go from here?

- Young, “Planning from a Gender Perspective: Making a World of Difference” (pp. 366-374 in WGD)
- Black, “Chapter 7: Where Next?” (pp. 136-146 in NNG)
- Anderson, “Practical Guidelines” (pp. 165-197) *

- Teams “A” and “B” Reading Response Papers Due (7)

EXAM WEEK: Final Papers/Projects due in my office by 3 p.m. on Monday, Dec. 14
