

San José State University
Department of Environmental Studies Global Studies Program
GLST 143: Gender, Power, and International Development Spring 2023

Course and Contact Information

Instructor: Nadine Ann Skinner
Office: TBA, by appointment
Class Days/Time: Monday/ Wednesday 1:30-2:45
Classroom: Dudley Moorhead Hall 64
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 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 514 <http://www.sjsu.edu/senate/docs/514.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.

7. Participation(200 points)

You are expected

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. Students are responsible for all assignments and announcements presented in class. If you are late or absent, it is your responsibility to 1) inform me as soon as possible of your absence (contact) another student for missed materials. You are required to [conduct symptom monitoring every day](#) before traveling to (or, for on-campus residents, moving through) campus. Do not come to class if you have ANY symptoms potentially related to COVID-19, have tested positive for COVID-19, and/or are in the process of an isolation or quarantine period due to COVID-19 needed or required by the university due to the ongoing health crises, we will switch to a remote format. Attendance will be required in any remote activities.
3. *Cell Phones:* Cell phones are to remain silent during class.

University Policies

Per University Policy S16, university-city Polij [(1))3 (i)-2 (nf2 (s)-1 (ol)-2 (a)4 (t)-4 (ny)-10)-1 (i)-2 (v-1 (of)3

desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a

GLST 143: Gender, Power, and International Development,

		https://www.youtube.com/watch?v=Zo7MTHGZxg	
3	Feb8	Gender and the Global Economy Formal Sector Read: <ul style="list-style-type: none"> • Sarah Bradshaw, Sylvia Chant & Brian Linneker. 2019. Challenges and Changes in Gendered Poverty: The Feminization, De-feminization, and Re-Feminization of Poverty in Latin America, <i>Feminist Economics</i>, 25:1, 119-144 	
4	Feb 13	Gender and the Global Economy. Informal Sector Read: <ul style="list-style-type: none"> • Schneider, Friedrich. 2016. "Outside the State: The Shadow Economy and Shadow Economy Labour Force." In <i>The Palgrave Handbook of International Development</i>, edited by Jean Grugeland Daniel Hammett, 185–204. London: Palgrave Macmillan UK. https://doi.org/10.1057/978-1-137-42724-3_11. Watch: <ul style="list-style-type: none"> • Waring, Marilyn 2019. "The Unpaid Work That GDP Ignores and Why it Really Counts." TEDX. https://www.ted.com/talks/marilyn_waring_the_unpaid_work_that_gdp_ignores_and_why_it_really_counts 	

5	Feb 20	<p>Responding to Critiques of Development: WID & GAD</p> <p>Read:</p> <ul style="list-style-type: none"> • Tinker, Irene and Elaine Zuckerman. 2014. "Women's Economic Roles and The Development Paradigm." in <i>International Development: Ideas, Experience, and Prospects</i> edited by Bruce Currie, Ravi Kanbur, David M. Malone, and Rohinton Medhora. Vol. First edition. Oxford, United Kingdom: OUP Oxford, 116432. • Randal Joy Thompson. 2018. "Leading Recovery for Women and Children in Post-Communist Romania." In <i>Leadership and power in international development: navigating the intersections of gender, culture, context, and sustainability</i>. Edited by Thompson, Randal Joy, and Julia Storberg-Walker. 	
5	Feb 22	<p>Financial Crises & Neoliberal Development</p> <p>Read:</p> <ul style="list-style-type: none"> • Goldin, I. (2016). <i>The pursuit of development: Economic growth, social change and ideas</i>. Oxford University Press. Chapter 2, Part 3: 236 • Birdsall, Nancy; Fukuyama, Francis. Mar/Apr 2011. "The Post-Washington Consensus's <i>Foreign Affairs</i>. Vol. 90 Issue 2, p.45-53. 9p 	Presentation Proposal Due
6	Feb 27	<p>Gender & New Approaches?</p> <p>Read:</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): 302-320. <p>Guest Speaker: Katie Morrow, Executive Director (H)2 (e) (Feb) 2019 (ct) ITID 4 Limits Horizons Ixi https://www.linkedin.com/in/katie-morrow-24b89699/</p>	

9	March 22	<p>Development: Ongoing Critiques & Questions</p> <p>Watch:</p> <ul style="list-style-type: none"> • Paul Collier 2008. "The Bottom Billion" TEDX. https://www.ted.com/talks/paul_collier_the_bottom_billion • GLST 143 Ongoing Critiques & Questions <p>Note: This class will be asynchronous. Parts of the class require watching and responding to videos recorded at an earlier time.</p>	
		Spring Break	

10	April 3	<p>Sustainable Development Goals</p> <p>Read:</p> <ul style="list-style-type: none"> • Transforming our world: the 2030 Agenda for Sustainable Development 	
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11 April 12 Sustainable Development & Peace & Post-Conflict

Read:

- Michelle J. Bellino, Julia Paulson & Elizabeth Anderson Worden (2017) Working through

15	May 8	Presentations	
15	May 10	Presentations	
16	May 15	Final Class	
16	May 19	Final Report	