

San José State University
Department of Environmental Studies, Global Studies Program
GLST 143: Gender, Power, and International Development, Fall 2022

Course and Contact Information

Instructor: Nadine Ann Skinner
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Office Hours: TBA, by appointment
Class Days/Time: MoE8d6TT2 1 Tf0.002 Tc -0.002 Tw 12 -0 0 12 41.4 573.72 Tm(C)-1 8d6TT2

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

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 (300 points)

After each section, students are required to submit a 500-750 word 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: Introduction to Development (September 12)

Reflection Paper 2: Critiques and New Approaches (October 12)

Reflection Paper 3: Sustainable Development (October 26)

Reflection Paper 4: Global Challenges (November 9)

Reflection Paper 5: Women Organizing for Change (November 21)

Title the Reflection Paper

6. Final Report (200 points)

In the final report, 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 2,250-2,500 words.

Final Report is due: Monday, December 12, 2022.

Title the Final Report as follows: Last name_Assignment name_date

E.g., Skinner_FinalReport_20May22.

Grade	Points	Percentage
A minus	900 to 929	90 to 92%
B plus	860 to 899	86 to 89 %
B	830 to 829	83 to 85%
B minus	800 to 829	80 to 82%
C plus	760 to 799	76 to 79%
C	730 to 759	73 to 75%
C minus	700 to 729	70 to 72%
D plus	660 to 699	66 to 69%
D	630 to 659	63 to 65%
D minus	600 to 629	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. 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 and 2) 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. If 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 T(1a)DC -1iTc 0.06k3(s)1 (,)2 (3 (ontiv)2 (itie)6 (s)1 (.)2 ()TJ0 Tc 0 Tw 13.44 0 Td()TjEMC E Plagiarism will not be tolerated and is a seaious offense. All references must be cit. 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/>.

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Course Schedule

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

Week	Date	Session Topics and Readings	Participation Topics and Assignment Deadlines
1	Aug 22	Introduction to the Course	
1	Aug 24	<p>History of International Development: Early Transnational Movements and Actors</p> <p>Read:</p> <p>Berkovitch, Niza. 1999. "The Emergence and Transformation of the International Women's Movement." In <i>Constructing world culture: international nongovernmental organizations since 1875</i>. Edited by Boli, John, and George M. Thomas, Stanford, Calif: Stanford University Press.</p>	
2	Aug 29	<p>History of International Development: Early Transnational Movements and Actors</p> <p>Read:</p> <p>Goldin, Ian, and Kenneth Reinert. <i>Globalization for Development: Meeting New Challenges</i>, Oxford University Press, Incorporated, 2012. ProQuest Ebook Central, Chapter 5, 1-5</p>	
2	Aug 31	<p>History of International Development: Modernization Theory & Development Economics</p> <p>Read:</p> <p>Goldin, I. (2016). <i>The pursuit of development: Economic growth, social change and ideas</i>. Oxford University Press, Chapter 2, Part 1: 18-26</p> <p>Watch:</p> <p>Celina Viner. 2014. Theories of Development - Modernization and Structuralism. https://www.youtube.com/watch?v=Zo7MTHG1Zxg</p>	
3	Sept 7	<p>Gender and the Global Economy: Formal Sector</p> <p>Read:</p>	

Sarah Bradshaw, Sylvia Chant & Brian Linneker.
2019. Challenges and Changes in Gendered
Poverty: The Feminization, De-Feminization, and
Re-

		<p>French Gates, Melinda. 2014. "Putting women and girls at the center of development". <i>Science</i>, 345(6202), 1273.</p>	
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Oct 3

Gender & New Approaches?: NGOs & Microfinance

Read one:

Radcliffe, Sarah A. 2016. "Civil Society: Management, Mismanagement and Informal Governance." In *The Palgrave Handbook of International Development*, edited by Jean Grugel and Daniel Hammett, 227–42. London: Palgrave Macmillan UK.

https://doi.org/10.1057/978-1-137-42724-3_13.

Nalini Visvanathan and Karla Yoder. 2011.

"Women and microcredit: a critical introduction".

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8	Oct 12	<p>Development & Human Capability Theory</p> <p>Read: Sen, Amartya. "Development as Freedom: An India Perspective." Indian Journal of Industrial Relations 42, no. 2 (2006): 157–69. http://www.jstor.org/stable/27768063.</p> <p>Guest Speaker: Catherine Galloway, Education Project Design Coordinator at USAID, https://www.linkedin.com/in/catherine-galloway-528b0b106/</p> <p>Note: This class will be remote to accommodate our international guest. Parts of the class may include interviews recorded at an earlier time due to time zone differences.</p>	Reflection Paper 2 Due
9	Oct 17	Develop r 48.8 472.68 287.12 1546190.24 .G.r8 287.12 1	

		<p>Paul Collier. 2008. "The Bottom Billion" TEDX. https://www.ted.com/talks/paul_collier_the_bottom_billion</p> <p>GLST 143 Ongoing Critiques & Questions</p> <p>Note: This class will be asynchronous. Parts of the class require watching and responding to videos recorded at an earlier time.</p>	
10	Oct 26	<p>Sustainable Development & the Global Economy</p> <p>Read:</p> <p>Sachs, Jeffrey. "A Pioneering Perspective: The Global Social Movement Against Extreme Poverty." Harvard International Review 33, no. 1 (2011): 78–82. http://www.jstor.org/stable/42763451.</p>	Reflection Paper 3 Due

