

GLST  
143  
Gender, Power, and International Development, Spring 2022  
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have influenced American culture.

3. GELO 3: Explain how a culture outside the US has changed in response to internal and external pressures.



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.



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



Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum 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 Paper (30 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 Paper 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.

- Reflection Paper
- Reflection Paper
- Reflection Paper
- Reflection Paper
- Reflection Paper

Title the Reflection Paper as follows: Last name\_Assignment name\_date

E.g., Skinner\_ReflectionPaper21March22

## 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 500-750 words and include: the name of both partners working on the project, the name of the project to present, the name of the organization that manages the project, and a brief list of potential sources of information on the project.

~~18.~~

Title the Presentation Proposal as follows: Last names\_Assignment name\_date

E.g., DiandaSkinner\_PresentationProposal\_16February2022

## 3. Report Outline (5 points)

The Report Outline should provide guidance for your Final Report. It should include a Reference Section. Submit the assignment on Canvas as a Word (.doc or .docx) document, 12pt TNR font, double spaced, with Chicago Style Citation.

~~18.~~

Title the Report Outline as follows: Last names\_Assignment name\_date

E.g.,

Dianda\_Skinner\_ReportOutline18April2022

## 4. Presentation (10 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 8-10 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? Where are the intended recipients of the project? What are the goals of the project?



Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (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.”



1. Critical reading of course materials



**10/12**

**6**

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

**11**

**12**

**13**

**14**





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|---|---------|--|--|
|   |         | Development Paradigm.” <i>International Development: Ideas, Experience, and Prospects</i> edited by Bruce Currie-Alder, Ravi Kanbur, David M. Malone, and Rohinton Medhora. Vol. First edition. Oxford, United Kingdom: OUP Oxford, 116-132.   |  |
| 5 | Feb 28  | <p>Read:</p> <ul style="list-style-type: none"> <li>• Goldin, I. (2016). <i>The pursuit of development: Economic growth, social change and ideas</i> Oxford University Press, Chapter 2, Part 3: 29-36</li> </ul>  |  |
| 5 | March 2 | <p>Read:</p> <ul style="list-style-type: none"> <li>• Cobbett, Mary. 2014. “Beyond ‘Victims’ and ‘Heroines’: Constructing ‘Girlhood’ in International Development.” <i>Progress in Development Studies</i> 14(4): 309-320.</li> </ul> <p><a href="#">https://doi.org/10.1007/s11067-014-9211-4</a></p> <p><a href="#">https://doi.org/10.1007/s11067-014-9211-4</a></p>  |  |
| 6 | March 7 | <p>Read:</p> <ul style="list-style-type: none"> <li>• Moran, Michael, and Diane Stone. 2016. “The New Philanthropy: Private Power in International Development Policy?” In <i>The Palgrave Handbook of International Development</i> edited by Jean Grugel and Daniel Hammett, 297–313. London: Palgrave Macmillan UK. <a href="https://doi.org/10.1057/978-1-137-42724-3_17">https://doi.org/10.1057/978-1-137-42724-3_17</a></li> <li>• French Gates, Melinda. 2014. “Putting women and girls at the center of development”. <i>Science</i>, 345(6202), 1273.</li> </ul> |  |

&

- Radcliffe, Sarah A. 2016. "Civil Society:





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|----|----------|--|--|
|    |          | <ul style="list-style-type: none"> <li>• Kari-Oca 2 Declaration. 2012. 'Indigenous Peoples Conference on Rio+20 and Mother Earth'. June 17, 2012. Available at: <a href="http://www.ienearth.org/docs/DECLARATION-of-KARI-OCA-2-Engpdf">http://www.ienearth.org/docs/DECLARATION-of-KARI-OCA-2-Engpdf</a></li> </ul>             |  |
| 12 | April 25 | <p>Read:</p> <ul style="list-style-type: none"> <li>• Iyabo Obasanjo. 2018. "Leadership in International Development." In Leadership and power in international development: navigating the intersections of gender, culture, context, and sustainability. Edited by Thompson, Randal Joy, and Julia Storberg-Walker.</li> </ul> |  |

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|----|----------|--|--|
| 12 | April 27 | <p>Read:</p> <ul style="list-style-type: none"> <li>• Anne M. Spear. 2018. What About the Grassroots Leaders-8 ( a.08 -1.151 (e)-6 L)1 (e)-6 (a)4 (de)44.1 (rl)3 (. o51 (e) T</li> </ul> |  |
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