

2. GELO 2: Identify the historical context of ideas and cultural traditions outside the US and how they 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

Textbook

Visvanathan, Nalini, Lynn Duggan, Nan Wiegersma, and Laura Nisonoff. 2011. *The Women, Gender, and Development Reader*, 2nd Edition. New York: Zed.

Other 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 (30 points)

After each section, students are required to submit a 1-2 page 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: History of International Development and Discourses on Gender (Sept. 19)

Reflection Paper 2: Households, Families, and Work (Oct. 1)

Reflection Paper 3: Gender and the Global Economy (Oct. 15)
Reflection Paper 4: Gender and Social Transformation (Nov. 12)
Reflection Paper 5: Women Organizing for Change (Nov. 19)

Title the Reflection Paper as follows: Last name_Assignment name_date

E.g., Skinner_ReflectionPaper1_19September2019

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 1-2 pages and include: the name of both partners working on the project, the name of the project select to present, the name of the organization that manages the project, and a brief list of potential sources of information on the project.

Presentation Proposal is due: Thursday, September 12.

Title the Presentation Proposal as follows: Last names_Assignment name_date

E.g., Dianda_Skinner_PresentationProposal_12September2019

3. Presentation (15 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 10-15 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? Who are the intended recipients of the project? What are the goals of the project? How is gender integrated into the project? Additionally, the presentation will need to critique the project using one or more of the theories presented in the course.

Presentation Dates are: Nov. 21, 26 & Dec. 3, 5.

4. Final Paper (20 points)

In the final paper, 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 7-10 pages.

Final Paper is due: Monday, December 16.

Title the Final Paper as follows: Last name_Assignment name_date

Grading Information

Determination of Grades

Grades will be calculated as followed:

5 Reflection Papers (6 points each)	= 30 points
Presentation Proposal	= 5 points
Presentation	= 15 points
Final Paper	= 20 points
Attendance & Participation	= 30 points

Late work will be marked down by 1 point for every day that it is late. After seven (7) days, late work will no longer be accepted. I will grant extensions of up to one week (7 days) for all assignments except the presentation. However, extension requests must be sent either via email or Canvas four (4) days prior to the due date. All assignments should be submitted on Canvas and grades will posted there as well. The grading scale is below:

Grade	Points	Percentage
A plus	96 to 100	96 to 100%
A	93 to 95	93 to 95%
A minus	90 to 92	90 to 92%
B plus	86 to 89	86 to 89 %
B	83 to 82	83 to 85%
B minus	80 to 82	80 to 82%
C plus	76 to 79	76 to 79%
C	73 to 75	73 to 75%
C minus	70 to 72	70 to 72%
D plus	66 to 69	66 to 69%
D	63 to 65	63 to 65%
D minus	60 to 62	60 to 62%

Week	Date	Topics, Readings, Assignments, Deadlines
		Visvanathan, Nalini, Lynn Duggan, Nan Wiegersma, and Laura Nisonoff. 2011. <i>The Women, Gender, and Development Reader</i> , 2nd Edition. New York: Zed. Part 3, Chapters 24 & 26
8	Oct. 8	Gender and the Global Economy: Slavery & Trafficking Readings: International Labour Organization and Walk Free Foundation. 2017. <i>Global Estimates of Modern Slavery: Forced Labour and Forced Marriage</i> , Introduction & Part 1
8	Oct. 10	Gender and the Global Economy: Slavery & Trafficking Readings: Visvanathan, Nalini, Lynn Duggan, Nan Wiegersma, and Laura Nisonoff. 2011. <i>The Women, Gender, and Development Reader</i> , 2nd Edition. New York: Zed. Part 3, Chapter 25
9	Oct. 15	Gender and Social Transformation: Economic Crises & Poverty Readings: Visvanathan, Nalini, Lynn Duggan, Nan Wiegersma, and Laura Nisonoff. 2011. <i>The Women, Gender, and Development Reader</i> , 2nd Edition. New York: Zed. Part 4, Chapters 28 & 29 <i>Reflection Paper 3 Due</i>
9	Oct. 17	Gender and Social Transformation: Economic Crises & Poverty Readings: Visvanathan, Nalini, Lynn Duggan, Nan Wiegersma, and Laura Nisonoff. 2011. <i>The Women, Gender, and Development Reader</i> , 2nd Edition. New York: Zed. Part 4, Chapters 35 & 36
10	Oct. 22	Gender and Social Transformation: Climate Change Readings: Visvanathan, Nalini, Lynn Duggan, Nan Wiegersma, and Laura Nisonoff. 2011. <i>The Women, Gender, and Development Reader</i> , 2nd Edition. New York: Zed. Part 4, Chapters 30 & 31
10	Oct. 24	Gender and Social Transformation: Climate Change Readings: TBA
11	Oct. 29	Gender and Social Transformation: Human Rights Readings: Visvanathan, Nalini, Lynn Duggan, Nan Wiegersma, and Laura Nisonoff. 2011. <i>The Women, Gender, and Development Reader</i> , 2nd Edition. New York: Zed. Part 4, Chapter 33
11	Oct. 31	Gender and Social Transformation: Human Rights Readings: (Select one) Osler, Audrey and Rachel Wahl. (2017). "Challenges and Complexity in Human Rights Education: Teachers' Understandings of Democratic Participation and Gender Equity in Post-Conflict Kurdistan, Iraq". In M. Bajaj, <i>Human Rights Education: Theory, Research, Praxis</i> . Philadelphia: University of Pennsylvania Press. 119-146. Pizmony-Levy, O. and Megan Jensen. (2017). "Contentious Human Rights Education: The Case of Professional Development Programs on Sexual Orientation and Gender Identity-Based Refugee Protection" In M. Bajaj,

