

## Contemporary Issues in Gender and Development

INTD 3116

Thursday 1:35-4:25, LSC – Common – C334

International Development Studies

Dalhousie University

Winter 2011

Instructor: Dr. Theresa Ulicki

Office: Henry Hicks 339

Email: [ulickit@dal.ca](mailto:ulickit@dal.ca)

Office Hours: Tuesday 1:30-3:30

### **Course description**

The course seeks to critically examine how development processes affect women and men and gender relations. Most development projects and policies have actually had a negative impact on women's lives. The course has two sections: the first provides a theoretical and conceptual grounding by reviewing debates around women/gender and development, while the second part explores the gendered impact of development policies and processes by examining substantive issues such as, globalisation, masculinity, HIV/AIDS, female circumcision and food. Case studies are utilised from different regional and cultural contexts. The course also explores the diversity of women's resistance, struggles and activism at the local, national and transnational levels.

After completing the course the students should understand the main perspective and debates in gender and development and be able to evaluate their strengths and weaknesses; have a sense of how competing perspectives on women and development are connected to particular interests and concerns, and be able to develop a critical awareness of issues facing women of the South.

### **Reading**

Most readings for the course will be posted on OWL, but students are also required to purchase a course reader (for additional required readings) and a novel "Brick Lane" by Monica Ali (available at Bookmark bookstore on Spring Garden Rd. just passed South Park on the south side).

### **Course Format and Evaluation Procedures**

This course combines lectures, large and small group discussions, and large and small group activities. All course assignments are described in the syllabus. Course evaluation will be based on the following criteria:

Breakdown of Course Requirements and Evaluation:

<u>Assignment</u>	<u>% of Grade</u>
1. Attendance and participation	20%
2. Critical Analysis Papers	15%
3. Brick Lane paper	30%
4. Group Magazine	25%
Magazine topic presentation	10%
<b>TOTAL</b>	<b>100%</b>

**1) Participation and attendance: (20%)**

The success of this class is dependent upon your participation and discussion. You must come to class prepared to discuss **all the assigned readings** for the week. Participation grades are based on both quality and quantity of participation. I understand that some students are uncomfortable speaking out in class; however, this style of class necessitates your participation. Come and see me if you have concerns and we'll work on strategies for participation.

Each class will usually start with a short presentation/lecture by the instructor, followed by a general discussion of the readings. Students who are submitting critical analysis papers (see (2) below) for the week are asked to prepare discussion-generating questions. It is the responsibility of all students to make this format an effective and successful learning experience, so everyone must come prepared!

If you wish to check out how well you are doing in your participation, you might ask yourself the following questions:

Did I initiate a topic or question?

Did I provide some information when it was needed?

Did I give some positive opinions or reactions?

Did I give some negative opinions or reactions?

Did I ask for positive or negative opinions or reactions?

Did I confront someone whom you thought was wrong?

Did I give examples when they were needed?

Did I ask others to provide some examples?

Did I sponsor, encourage, help or reward others in the group?

**2) Critical Analysis papers: (15%)**

Students are required to prepare 3 three-page critical analysis papers based on the weekly readings. Questions to guide you/get you started are generally included in the syllabus for each week. You should draw upon your responses

to participate in the class discussions. As mentioned above, as part of this assignment, students are required to prepare 2 questions to help guide class discussion (to be included in the submitted paper).

These assignments not only reflect your views and perspectives, but also call for reflection upon the readings in response to the questions I provide most weeks. Note how new information from readings and class sessions relate to your prior knowledge, beliefs and/or experiences; current beliefs and understandings and your anticipated future understandings and beliefs. Your response should cite and critically analyse the ideas in the relevant readings. The purpose of these assignments is to help facilitate a meaningful, in-depth class discussion. In this regard, what is meant by "critical" is NOT that you as the student is expected to *criticise* the readings or the author, but rather that you are expected to engage in a critical analysis process, assessing the facts and arguments presented in a reading and examining the extent to which they help us understand the respective issues.

Due on the day the reading is assigned for class.

### **3) Brick Lane novel assignment (30%):**

Expanding women's access to economic and financial resources, and understanding the consequent impact on women's empowerment, is an essential component of development. This novel covers many of the themes related to this as well as a number of themes and concepts we will read about and discuss in class, such as: empowerment, globalisation/global economy, gender identities and relations. Reflecting on these themes and concepts discuss the linkages between women's empowerment and employment as explored in Brick Lane.

Some questions to guide you:

How does female employment affect women's autonomy and bargaining ability at the household level?

Is globalisation linked to changes in communities and women's work and empowerment?

Are there varying views about this?

What is involved in the process of decision-making and negotiation (for both Nazneen and her sister)?

What dilemmas, contradictions, struggles, choices or tensions relating to the concepts/themes mentioned above are significant? Explore further.

How does Nazneen's gender identity change over time?

What are the forms of agency or resistance exhibited by characters (this can be overt or passive resistance).

Use the concepts and language we have explored in our readings and class discussions in your exploration. Incorporate the 3 Kabeer readings and any

others you feel are relevant (readings from outside of class are permissible, but not necessary).

Finally, would you recommend this work of fiction to someone interested in gender/women and development? Why or why not?

Proper citation and referencing is required.

Paper must be 6-8 pages (roughly 1,500 - 2,000 words). **Papers are due February 17 in class.**

**4) Group magazine assignment (25%) (presentation 10%):**

In groups of 4 or 5 you will design and produce a 'magazine' devoted to a topic of your choice (see below for possible topics – you are not limited to these topics). Each group must do a different topic (i.e. 2 groups are not permitted to do the same topic). An example of such a magazine will be put on OWL.

The magazine must include:

- 1) An editorial
- 2) Letters to the editor about the topic (5)
- 3) relevant advertisements (3)
- 4) visuals
- 5) 5 articles (4 articles roughly 3-4 pages, one feature article 5-6 pages)
- 6) one of the above articles must cover a development organisation and the work it is doing on your chosen topic)
- 7) 'Did you know' section – facts and figures related to your topic
- 8) A section on recommendations for further reading or films (5 recommendations) with brief (one paragraph) synopses.

You will be provided with some class time for this assignment (roughly 4-6 half hour sections at the end of class).

Possible topics include:

Violence against women  
Gender and conflict  
Sexuality  
Governance  
Education

Religion  
Health  
Girls  
Migration  
Poverty

Presentation component:

Your group will be responsible to lead a one-hour class on your topic.

**Magazines are due in class March 31<sup>st</sup>.**

**General assignment information:**

All assignments are to be typed (double space and size 12 font). Any assignments submitted after the deadline will incur a late penalty of 5% per day, unless you present me with a doctor's note or equally compelling justification. **All assignments are due in class, those handed in after class will be marked one day late. Computer related difficulties are not acceptable excuses for late or unfinished assignments.** Back up all your work to avoid any problems.

Just as the content of your work is important, so is your ability to communicate ideas. Thus, spelling, grammar and clarity will be considered in the grading of your assignments as well as strength of argument and analysis.

Please address any pre-existing special needs or special accommodations with me at the beginning of the semester or as soon as you become aware of your needs. I will work with you to ensure that your needs are met, while simultaneously ensuring your rights to privacy.

### **OSAA Statement:**

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests, quizzes and exams should make their request to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of each academic term (with the exception of X/Y courses). Please see [www.studentaccessibility.dal.ca](http://www.studentaccessibility.dal.ca) for more information and to obtain Form A - Request for Accommodation.

A note taker may be required to assist a classmate. There is an honourarium of \$75/course/term. If you are interested, please contact OSAA at 494-2836 for more information.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom so that students who require their usage will be able to participate in the class.

### **Academic Integrity Statement for Syllabus**

At Dalhousie University, we respect the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a Dalhousie student and a member of the academic community, you are expected to abide by these values and the policies which enforce them.

What is academic integrity?

Academic integrity is ensuring that any work you submit is your own and that you have given appropriate acknowledgement to any sources that you consulted. "Dalhousie University defines plagiarism as the submission or presentation of the work of another as if it were one's own. Plagiarism is

considered a serious academic offence which may lead to the assignment of a failing grade, suspension or expulsion from the University.” (from *Undergraduate Calendar section on Intellectual Honesty*)

Some examples of plagiarism are:

- failure to attribute authorship when using a broad spectrum of sources such as written or oral work, computer codes/programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images;
- downloading all or part of the work of another from the Internet and submitting as one's own
- the submission of a paper prepared by any person other than the individual claiming to be the author
- submitting work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor

How is plagiarism detected?

Professors and TAs are highly skilled at recognizing discrepancies between writing styles, inappropriate citations, and obvious word-for-word copying. In addition, the Senate has affirmed the right of any instructor to require that student papers be submitted in both written and digital format, and to submit any paper to an originality check such as that performed by Turnitin.com. Copies of student papers checked by this process will be retained by Turnitin.com.

What happens if I am accused of plagiarism?

Instructors are required to forward any suspected cases of plagiarism to the Academic Integrity Officer (AIO) for the Faculty. You will be informed of the allegation by the AIO and a meeting will be convened. You may contact the Dalhousie Student Advocacy Service who will be able to assist you in preparing a defence. Until the case is resolved, your final grade will be an "INC". If you are judged to have committed an offence, penalties may include a loss of credit, F in a course, suspension or expulsion from the University, or even the revocation of a degree (for more information see Academic Integrity website listed below).

How can I avoid plagiarism?

- Give appropriate credit to the sources used in your assignment
  - Use RefWorks to keep track of your research and edit and format bibliographies in the citation style required by the instructor - <http://www.library.dal.ca/How/RefWorks>
- If you are ever unsure about ANYTHING, contact your instructor or TA
- Prepare your paper completely independently
- Make sure you understand Dalhousie's policies on academic integrity

Where can I turn for help?

- Academic Integrity website - <http://academicintegrity.dal.ca>
  - Links to policies, definitions, online tutorials, tips on citing and paraphrasing

- Writing Center - <http://writingcentre.dal.ca/>
  - Proofreading, writing styles, citations
- Dalhousie Libraries - <http://www.library.dal.ca/How/>
  - Workshops, online tutorials, citation guides, Assignment Calculator, RefWorks

## **Topic and Reading Schedule**

### **Week 1     January 6**

#### **Introduction**

### **Week 2     January 13**

#### **Gender and Development: The Emergence of Women/Gender in/and Development**

This week will focus on theoretical influences and main presuppositions of different perspectives on women, gender and development planning and feminist critiques of international development.

Lewis, Stephen (2005) "Women: Half the world, barely represented", in *Race Against Time*. <http://www.aidsfreeworld.org/Our-Issues/Womens-Rights/~media/DCBC75B7EFD24DE79890D5EF699EDC21.pdf> (OWL)

Smythe, Ines (2007) "Talking of gender: words and meanings in development organizations", *Development in Practice*, 17, 4-5.

Highly recommended and a good read:

Parpart, Jane (1995) "Deconstructing the Development 'Expert': Gender, Development and the 'Vulnerable Groups'", in Jane L. Parpart, and Marianne Marchand *Feminism, Postmodernism and Development*. London: Routledge.

Discussion questions:

- (1) How have the shifts from WID to GAD transformed our understanding of international development issues?
- (2) What are the sources of tensions between and among feminist academics, advocates, and practitioners of international development?
- (3) How are these tensions shaped, or exacerbated by, some of the highly contested concepts in development studies?
- (4) What are the differences between instrumentalist and feminist perspectives of gender and development?

### **Week 3     January 20**

#### **Empowerment**

Empowerment, once seen as a radical concept, has been 'mainstreamed' within and outside of development - and in this process, has lost its power and become 'en-ment' or 'empowerment-lite'. Ideas of empowerment have often been taken up by development agencies in ways which turn women into 'instruments' - of economic growth, better child nutrition, or any number of other goals that do not have women in mind. There is a neglect of the structural problems women face such as unequal access to resources. This provides little scope for transforming unequal gender relations or providing any encouragement for those women who use their agency to choose a different path of empowerment than the ones offered by development agencies. So how can we put the power back into empowerment? One important starting point is to ask women in different contexts what empowerment means to them. This is imperative in order to bring to light the sources of power in women's lives that development agencies have tended to overlook, and to re-design interventions so that they build on the pathways of empowerment that women themselves are taking.

Batliwala, Sriwathla (2007) "Taking the power out of empowerment - an experiential account", *Development in Practice*, 17:4-5.

Kabeer, Naila (2000) "Renegotiating purdah: women workers and labour Market decision making in Dhaka", Chapter 4 in *The Power to Choose*. London: Verso.

(also included is Kabeer's Chapters 7 and 8 - "Reconstituting structure: homeworkers and labour market decision making in London" and "Mediated entitlement: home-based piecework and intra-household power relations" from the same book. You will find them essential for your *Brick Lane* assignment.)

### **Week 4     January 27**

#### **Gender and the Global Economy - Formal Sector**

Gaerlan, Kristina, et al (2010) "Feminised recession: impact of the global financial crisis on women garment workers in the Philippines", *Gender and Development*, 17:2.

Dolan, Catherine and Linda Scott (2009) "Lipstick evangelism: Avon trading circles and gender empowerment in South Africa", *Gender and Development*, 16:2.

Discussion Questions:

1. What are the similarities and contradictions between these case studies in terms of themes, outcomes, etc.?
2. Do women's reproductive roles have an impact in these case studies?



3. How does the concept of empowerment relate to these case studies?
4. Resilience?

Film – Women of Brukman

**Week 5 February 3**  
**Gender and the Global Economy – Informal Sector**

Horn, Zoe Elena (2010) “The effects of the global economic crisis on women in the informal economy: research findings from WIEGO and the Inclusive Cities partners”, *Gender and Development*, 18:2.

Ralston, Meredith and Edna Keeble (2009) “Sex Tourism in Angeles City”, in *Reluctant Bedfellows: Feminism, Activism and Prostitution in the Philippines*, Kumarian Press.

See questions for Week 5

Film: Hope in Heaven

**Week 6 February 10**  
**Food**

Mehra, Rekha and Mary Hill Rojas (2008) *Women Food Security and agriculture in a global marketplace*, International Centre for Research on Women.

Neogy, Suniti (2010) “Gender inequality, mothers' health, and unequal distribution of food: experience from a CARE project in India”, *Gender and Development*, 18,3.

Discussion questions:

1. What are the connections between food security and gender?
2. Is it important to consider the different impacts on and needs of both women and men in the response to food insecurity? Why or why not?

Videos - <http://www.youtube.com/watch?v=1S0eHdHDo6U&feature=related>

**Week 7 February 17**  
**Masculinity**

Cornwall, Andrea. (2000). Missing Men: Reflections on Men, Masculinities and Gender in GAD. *IDS Bulletin*, 3 (2).

Welsh, Patrick. (2010). Community development: A gendered activism? The masculinities question. *Community Development Journal*, 45 (3), 297-306.

Discussion questions:

- 1) What is the role of men in gender and development and gender equity?
- 2) What are the benefits of involving men and what can be the downfalls?

Guest Speaker

## **Week 8 February 24**

### **Reading Week**

## **Week 9 March 3**

### **HIV/AIDS**

Ofosu-Amaah, A. Waafas, Nilufar Egamberdi, and Arunima Dhar (2009) "Gender and HIV/AIDS" in Elizabeth Lule, Richard Seifman and Antonio C. David (eds.) *The changing HIV/AIDS landscape: selected papers for the World Bank's agenda for action in Africa, 2007 – 2011*, World Bank. (whole documented is on OWL, but you read only this chapter).

Reddy, Shakila and Mairead Dunne (2007) "Risking It: Young Heterosexual Femininities in South African Context of HIV/AIDS", *Sexualities*, 10(2).

Gender and Development – In Brief

Discussion question

- 1) What are the various factors involved in women's vulnerability to HIV/AIDS? What are the best ways to overcome them?

## **Week 10 March 10**

### **Female Genital Cutting**

Ahmadu, Fuambai (2007) "Rites and Wrongs: Excision and Power among Kono Women of Sierre Leone", in B. Shell-Duncan and Y. Hemplund (eds.) *Female 'Circumcision' in Africa: Culture, Controversy, and Change*. Lynne Rienner Publishers, Inc.

Creel, Liz et al. (2007) "Abandoning Female Genital Cutting: Prevalence, Attitudes, and Efforts to End the Practice" Population Reference Bureau.

Discussion questions:

- 1) Most of us have pretty strong feelings regarding FGC. Have your views changed at all since reading these articles? Why? What are the complexities involved in the debate?

Film: Moolaade (possibly)

## **Week 11 March 17**

### **Women's Mobilisation and Power**

Datta, Rehka (2003) "From Development to Empowerment: The Self-Employed Women's Association in India", *International Journal of Politics, Culture and Society*, 16:3.

Cornwall, Andrea (2008) "Myths To Live By? Female Solidarity and Female Autonomy Reconsidered", in Andrea Cornwall, Elizabeth Harrison and Ann Whitehead (eds.) *Gender Myths and Feminist Fables: The Struggle for Interpretive Power in Gender and Development*, Blackwell Publishing.

Film: Made in India - SEWA

**Week 12    March 24**  
**Student led presentations**

**Week 13    March 31**  
**Student led presentations**

**Week 14    April 7**  
**Student led presentations and wrap up**