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
Office Location:	TBA
Email:	nadine.skinner@sjsu.edu
Office Hours:	TBA, by appointment
Class Days/Time:	Monday/ Wednesday 4:30-5:45
Classroom:	Dudley Moorhead Hall 149A
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 co-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 S14-5 at http://www.sjsu.edu/senate/docs/S14-5.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. 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 as follows: Last name_Assignment name_date

E.g., Skinner_ReflectionPaper1_14September22

2. <u>Presentation Proposal (40 points)</u>

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 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: September 21.

Title the Presentation Proposal as follows: Last names_Assignment name_date

3. <u>Presentation Storyboard (10 points)</u>

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 story map to outline their presentation A storyboard is a single page with boxes that flow in a logical order. With a storyboard, you'll be able to visualize the sequence of information before creating your presentation.

Presentation Storyboard is due: October 5.

Title the Presentation Storyboard as follows: Last names_Assignment name_date

E.g., Dianda_Skinner_PresentationStoryboard_5October2022

4. <u>Report Outline (50 points)</u>

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.

Report Outline is due: November 2.

Title the Report Outline as follows: Last names_Assignment name_date

E.g., Dianda_Skinner_ReportOutline_2November2022

5. <u>Presentation (100 points)</u>

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 10-12 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: November 23, 28, 30.

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.

7. Participation (300 points)

You are expected to participate fully and respectfully in class discussions and on discussion boards. We we will be using a variety of tools to communicate including in class discussions, Canvas Discussion Boards, Zoom Chats, Canvas Announcements, and discussions on Zoom. You are expected to participate in each of these various formats. I expect that you will come prepared to talk, write, and think critically about the readings and videos assigned for each class period. This means you must complete assigned reading and videos before class.

Grading Information

Determination of Grades

Grades will be calculated as followed:

- 5 Reflection Papers (60 points each) = 300 points
- Presentation Proposal = 40 points
- Presentation Storyboard = 10 points
- Report Outline = 50 points
- Presentation = 100 points
- Final Report = 200 points
- Participation = 300 points

Late work will be marked down by 1 point for every day that it is late. After 14 (14) days, late work will no longer be accepted. I will grant extensions of up to two weeks (14 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	960 to 1000	96 to 100%
A	930 to 959	93 to 95%

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 remote activities.

3. *Cell Phones:* Cell phones are to remain silent during class.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

Plagiarism

Plagiarism means that you have appropriated material that someone else said or wrote and presented it as your own. Plagiarism and other acts of academic dishonesty will not be tolerated under any circumstances. Plagiarism will not be tolerated and is a serious offense. All references must be cited. 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/.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) http://www.sjsu.edu/aec/ to establish a record of their disability.

SJSU Peer Connections

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning area, 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 rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and the SJSU Writing Center on Facebook.

GLST 143: Gender, Power, and International Development, Fall 2022

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

		• 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, Feminist Economics, 25:1, 119-144 **Guest Speaker:** **Katie Morrow, Executive Director & Co-Founder at Limitless Horizons Ixil** **https://www.linkedin.com/in/katie-morrow-24b89699/** **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.** **Note: There is no class on September 5th for the Labor Day Holiday.**	
4	Sept 12	**Gender and the Global Economy: Informal Sector** Read: • Schneider, Friedrich. 2016. "Outside the State: The Shadow Economy and Shadow Economy Labour Force." In *The Palgrave Handbook of International Development*, edited by Jean Grugel and Daniel Hammett, 185–204. London: Palgrave Macmillan UK. https://doi.org/10.1057/978-1-137-42724-3_11. Watch: • 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/transcript#t-987026	**Reflection Paper 1 Due**
4	Sept 14	**Critiques of Development: Dependency Theory & World Systems Theory** Read: • Drydyk, Jay. 2016. "Ethical Issues in Development." In *The Palgrave Handbook of International Development*, edited by Jean Grugel and Daniel Hammett, 55–76. London: Palgrave Macmillan UK. • Goldin, I. (2016). *The pursuit of development: Economic growth, social change and ideas*. Oxford University Press, Chapter 2, Part 2: Dependency Theory, 26-29	

		Watch: • Lane Report. 2021. "World Systems Theory", https://www.youtube.com/watch?v=O14IoFwi0pQ	
5	Sept 19	**Responding to Critiques of Development: WID & GAD** Read: • Tinker, Irene and Elaine Zuckerman. 2014. "Women's Economic Roles and The Development Paradigm." in *International Development: Ideas, Experience, and Prospects* edited by Bruce Currie-Alder, Ravi Kanbur, David M. Malone, and Rohinton Medhora. Vol. First edition. Oxford, United Kingdom: OUP Oxford, 116-132.	
5	Sept 21	**Financial Crises & Neoliberal Development** Read: • Goldin, I. (2016). *The pursuit of development: Economic growth, social change and ideas*. Oxford University Press, Chapter 2, Part 3: 29-36 • Birdsall, Nancy; Fukuyama, Francis. Mar/Apr2011. "The Post-Washington Consensus". *Foreign Affairs*. Vol. 90 Issue 2, p.45-53. 9p	**Presentation Proposal Due**
6	Sept 26	**Gender & New Approaches?** Read: • Cobbett, Mary. 2014. "Beyond 'Victims' and 'Heroines': Constructing 'Girlhood' in International Development." Progress in Development Studies 14(4): 309-320.	
6	Sept 28	**Gender & New Approaches?: Private Philanthropy** Read: • Moran, Michael, and Diane Stone. 2016. "The New Philanthropy: Private Power in International Development Policy?" In *The Palgrave Handbook of International Development*, edited by Jean Grugel and Daniel Hammett, 297–313. London: Palgrave Macmillan UK. https://doi.org/10.1057/978-1-137-42724-3_17.	

		• French Gates, Melinda. 2014. "Putting women and girls at the center of development". *Science*, *345*(6202), 1273.	
7	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". In *The Women, Gender, and Development Reader*, 2nd Edition. Edited by Visvanathan, Nalini, Lynn Duggan, Nan Wiegersma, and Laura Nisonoff, New York: Zed.	
7	Oct 5	**Critical Theories** Read: • Freire, Paolo, and Myra Bergman Ramos. "Chapter 2 from 'Pedagogy of the Oppressed.'" *Race/Ethnicity: Multidisciplinary Global Contexts* 2, no. 2 (2009): 163–74. http://www.jstor.org/stable/25595010. • Bhat, Ram. "Theory: Postcolonialism". https://beautifultrouble.org/toolbox/tool/postcolonialism Watch: • Kyle Grant Wilson. 2017. "Despite Colonization, We're Still Here." TEDx Bellevue College. https://www.youtube.com/watch?v=qVv0Yae-RZU	**Presentation Storyboard Due**
8	Oct 10	**Critical Theories** Read one: • hooks, bell. "Sisterhood: Political Solidarity between Women." *Feminist Review*, no. 23 (1986): 125–38. https://doi.org/10.2307/1394725. • Mohanty, Chandra Talpade. "'Under Western Eyes' Revisited: Feminist Solidarity through Anticapitalist Struggles." *Signs* 28, no. 2 (2003): 499–535. https://doi.org/10.1086/342914.	

8	Oct 12	**Development & Human Capability Theory** 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. **Guest Speaker:** **Catherine Galloway, Education Project Design Coordinator at USAID,** **https://www.linkedin.com/in/catherine-galloway-528b0b106/** **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.**	**Reflection Paper 2 Due**
9	Oct 17	**Development & Human Rights** Read one: • Beverly Davenport, "Witnessing and the Medical Gaze: How Medical Students Learn to See at a Free Clinic for the Homeless," Medical Anthropology Quarterly, 2000, 14(3): 310-327. • Pizmony-Levy, O. and Megan Jensen. **(**2017). "Contentious Human Rights Education: The Case of Professional Development Programs on Sexual Orientation and Gender Identity-Based Refuge Protection" In M. Bajaj, *Human Rights Education: Theory, Research, Praxis*. Philadelphia: University of Pennsylvania Press. 195-221.	
9	Oct 19	**Sustainable Development Goals** Read: • Transforming our world: the 2030 Agenda for Sustainable Development. https://sdgs.un.org/2030agenda	
10	Oct 24	**Development: Ongoing Critiques & Questions** Watch:	

		• Paul Collier. 2008. "The Bottom Billion" TEDX. https://www.ted.com/talks/paul_collier_the_bottom_billion • GLST 143 Ongoing Critiques & Questions **Note: This class will be asynchronous. Parts of the class require watching and responding to videos recorded at an earlier time.**	
10	Oct 26	**Sustainable Development & the Global Economy** Read: • 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.	**Reflection Paper 3 Due**
11	Oct 31	**Sustainable Development & Migration** Read one: • Skeldon, Ronald. 2016. "Mobility, Immobility and Migration." In *The Palgrave Handbook of International Development*, edited by Jean Grugel and Daniel Hammett, 349–63. London: Palgrave Macmillan UK. https://doi.org/10.1057/978-1-137-42724-3_20. • Piper, Nicola. 2016. "'Make Migration a Choice Not a Necessity': Challenging the Instrumentalisation of Migration as a Tool for Development." In *The Palgrave Handbook of International Development*, edited by Jean Grugel and Daniel Hammett, 365–79. London: Palgrave Macmillan UK. https://doi.org/10.1057/978-1-137-42724-3_21.	
11	Nov 2	**Sustainable Development & Peace & Post-Conflict** Read: • Michelle J. Bellino, Julia Paulson & Elizabeth Anderson Worden (2017) "Working through difficult pasts: toward thick democracy and transitional justice in education", *Comparative Education*, 53:3, 313-332, DOI: 10.1080/03050068.2017.1337956 **Guest Speaker:** **Shelby Searles, Training and Development Director, Women Peace Network,** **https://www.linkedin.com/in/shelby-searles-991378141/**	**Report Outline Due**

		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.	
12	Nov 7	**Sustainable Development & Climate Change** Read: • Kari-Oca 2 Declaration. 2012. 'Indigenous Peoples Conference on Rio+20 and Mother Earth'. June 17, 2012. Available at: http://www.ienearth.org/docs/DECLARATION-of-KARI-OCA-2-Eng.pdf	
12	Nov 9	**Sustainable Development & Global Health** Read: • 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. **Guest Speakers:** **Nophiwe Job, Research Analyst at Stanford University, Digital MEdIC South Africa** **https://www.linkedin.com/in/nophiwe-job-78b23239/** **Kira-Leigh Kuhnert, South Africa Program Manager at Digital MEdIC** **https://www.linkedin.com/in/kira-leigh-kuhnert-05b10257/** **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.**	**Reflection Paper 4 Due**
13	Nov 14	**Women Organizing for Change: Local and Global Efforts** Read: • Anne M. Spear. 2018. "What About the Grassroots Leaders? A Model for Culturally Appropriate Leadership Through Empowering Local Women." 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.	
13	Nov 16	**Women Organizing for Change: Tactics & Strategies** Watch: • Nikki Sanchez. 2019. "Decolonization Is for Everyone" TEDxSFU. https://www.youtube.com/watch?v=QP9x1NnCWNY	
14	Nov 21	**Women Organizing for Change: Global Movements** Watch: ● Cahen-Salvador, Colombe. 2020. "A global movement to solve global problems" TED2020, 9:52. https://www.ted.com/talks/colombe_cahen_salvador_a_global_movement_to_solve_global_problems#t-587226	**Reflection Paper 5 Due**
14	Nov 23	**Review & Presentations**	
15	Nov 28	**Presentations**	
15	Nov 30	**Presentations**	
16	Dec 12	**Final Report**	*Final Report Due*