

**THE UNIVERSITY OF WESTERN ONTARIO**

**DEPARTMENT OF GENDER, SEXUALITY AND WOMEN'S STUDIES**

**WS9592/WS4464: Gender and Development: Engaging with Theory and Practice**

**WINTER 2021**

Western University is situated on the traditional land of the Anishinaabeg, Haudenosaunee, Lenape and Attawandaron peoples who have longstanding relationships to the region of southwestern Ontario and the City of London. Within close proximity to Western, there are 3 First Nations communities: the Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region of southwestern Ontario, there are 9 First Nations and a growing Indigenous urban population. Western recognizes the significant historical and contemporary contributions of local and regional First Nations and all 11 of the Original peoples of Turtle Island (North America) to the development of Canada.

**Class:** Mondays, 10:30 am - 1:30 pm, January 11 to April 12, 2021

**Course Delivery:** Synchronous online: we will meet weekly as a group

**Instructor: Professor Bipasha Baruah**

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**Office Hours:** I will hold virtual office hours on Zoom every Friday from 10 to 11 am. Please email me ([bbaruah@uwo.ca](mailto:bbaruah@uwo.ca)) to make an appointment for a specific time slot during this time. You will need an appointment to meet me during weekly office hours, or at a different time if the weekly office hours do not work for you.

**Technical Requirements for Course:** Stable Internet connection, Laptop or computer, Working microphone and webcam.

**Course Description and Objectives:**

This course will introduce students to the theory and practice of gender and development. Course content is informed by the interests and needs of future scholars and practitioners of gender equality - i.e. students who hope to engage in research, project design and implementation, policy formulation and analysis, monitoring and evaluation, advocacy and/or networking in international development, global cooperation or other related domains. A few readings and lectures will be devoted to providing students with a historical perspective on the evolution of the theory of gender

and development. The rest of the course will focus almost exclusively on key contemporary gender issues in development. The course seeks to provide students with a strong theoretical and conceptual grounding in gender and development as well as applied skills to work as development professionals. Students will study development policy and learn tools and methodologies that will enable them to pursue careers as gender equality practitioners with the United Nations system, other intergovernmental organizations, state agencies, NGOs and other civil society organizations, think-tanks, bilateral and multi-lateral agencies, and private foundations.

### **Student Learning Outcomes**

At the end of this course, students will be able to:

- Understand key areas of tension and contestation between gender and development theory and practice;
- Identify the different (and occasionally conflicting) roles of the main actors in gender and development in different contexts;
- Critically evaluate the gender equality policy-making processes and the application of these policies in different world regional contexts;
- Recognize and engage with the structures and factors that facilitate and/or impede gender equality policies and programs in different contexts;
- Conduct independent research by locating, evaluating and using journals, professional reports, working papers, policy briefs, websites, blogs, and other resources;
- Write grant proposals and policy briefs;
- Present grant proposals and policy briefs;
- Understand how to use and navigate the UN Human Development Index and other global development indices;
- Understand and critically analyze methodologies for gender mainstreaming;
- Understand and critically analyze tools for monitoring and evaluation (M&E) such as logical framework analysis (LFA) and outcome mapping.
- Identify resources for conducting development-oriented job searches (including internships, consultancies and volunteer appointments).

### **Course Text**

There is no required text for this course. However, I recommend the special issues published by the journal *Gender & Development* as a good resource for this course.

### **Assessment**

Research Paper: 25%

Policy Brief: 15%

Grant proposal: 25%

Presentation of policy brief: 10%

In-Class Quiz on HDI: 5%

Job Search Report 10%

Class participation: 10%

**Research Paper:** The purpose of the research paper is to encourage in-depth research as well as clear and systematic argument on a topic of interest to the student and of relevance to the course. The literature that will be reviewed and synthesized for the research paper should ideally support the rationale for the grant proposal. The papers are expected to be **no longer than 4,000 words** (inclusive of title, 150-word abstract, keywords, and bibliography) and referenced in APA style. I expect to see about 15-20 references in the bibliography. The paper should follow the format of **Introduction** (including objectives and rationale for the research and selected background literature), **Methodology** (explain which databases searches were conducted in, what the inclusion and exclusion criteria were, why the scholarly and/or practitioner literature included in the paper were selected, and how they were analyzed (inductive or deductive thematic analysis, for example), **Results/Findings, Discussion, Conclusion** and **Bibliography**. Look under Assignments on OWL for an example of a research paper based on Literature Review and Knowledge Synthesis.

**Policy Brief:** Policy briefs are useful tools for presenting research and recommendations to a non-specialized audience. They serve as a vehicle for providing evidence-based policy advice to help readers make informed decisions. A strong policy brief distills research findings in plain language and makes clear policy recommendations. The best policy briefs are clear and concise stand-alone documents that focus on a single topic: <https://www.idrc.ca/en/how-write-policy-brief> (Please look under the Assignments tab on OWL for the template for the 1,000 word policy brief you will use for this course as well as a sample policy brief). Students are expected to prepare brief (10 minute) in-class presentations of their policy brief.

**Grant Proposal:** Students will prepare a research grant proposal using IDRC's proposal guidelines (please look under assignments on OWL for guidelines). Students may work alone or carry out joint/ teamwork.

**Quiz on HDI:** Students will complete a short in-class quiz to demonstrate understanding and application of the Human Development Index (HDI) and associated indicators such as Inequality-Adjusted HDI, Gender Inequality Index, and Multidimensional Poverty Index.

**Job Search Report:** Students will subscribe to a few of these or similar jobsites at the beginning of the semester:

Feminist Jobs: <https://jobs.feminist.org/>

Charity Village: <https://charityvillage.com/>

Work In Non-Profits: <https://workinnonprofits.ca/>

Indev Jobs: <https://indevjobs.org/>

DevNet Jobs: <http://devnetjobs.org/>

Relief Web: <https://reliefweb.int/>

Idealist.org (available in English, Spanish and Portuguese)

Work for Justice (Facebook Group)

CoordinationSud.org (in French only)

They will prepare a brief (1,000-word max.) report on the types of positions they might be interested in and how they expect to prepare for them (graduate degree, fieldwork, language training, coding, web design, conflict resolution skills, volunteer work, etc.) There are no “right” or “wrong” answers for this assignment. It is intended as an activity to encourage future career planning and reflection.

### **Class Participation:**

I may lecture occasionally, and I expect grad students to lead some classes, but this is a seminar. It is primarily focused on discussion. Students are expected to take an active part in learning and to foster mutual understanding and debate. “Active” participation refers to regular attendance in class and frequent participation in discussion and debates. “Qualitative” participation refers to informed discussion, based on close analysis of assigned readings and critical analysis of the topic of the day, and to the student’s ability to interact with classmates in a respectful manner. Graduate students will be required to select a course topic, give a mini lecture, and/or facilitate a discussion. Undergraduate students are expected to participate actively in class discussion. They may also contribute discussion questions for different course topics.

I do not always agree with the readings I assign. You are not always expected to agree with them either. The readings are assigned to enable you to think critically and form your own opinions. Learning to read critically doesn't mean that you must always criticize everything you read. It means engaging with and articulating both the strengths and weaknesses of the arguments presented.

### **Course Policies:**

**Attendance Requirement:** Students are expected to attend all classes virtually. Failure to attend classes regularly, present material in class, or participate in group activities, in the absence of a documented medical reason, will be reflected in the student's final grade.

**Late Papers:** Late papers may be penalized. Students are encouraged to assess their own time commitments and to ask for an extension, if needed, well ahead of time.

The university regulations require that the following plagiarism information be included on course syllabi:

### **Scholastic Offences:**

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>

<http://www.uwo.ca/univsec/handbook/exam/crsout.pdf>

Specifically on Plagiarism:

***“Students must write their essays and assignments in their own words. Whenever students take an idea or passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see the ‘Scholastic Offense Policy’ in the Western Academic Calendar).***

Plagiarism checking: “The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their written work in electronic form for plagiarism checking.” --- U.W.O. Senate statement on plagiarism

## **Winter 2021 Course Schedule<sup>1</sup>**

### **Week 1: 11 January 2021: Introduction to the course**

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<sup>1</sup> Course readings marked with an asterisk (\*) will be uploaded on OWL. It is the student's responsibility to access other readings online through Western libraries.

## **Week 2: 18 January 2021: Why is gender a development issue?**

Shirin Rai, The History of International Development\*

Eva Rathgeber. 1990. WID, WAD, GAD: Trends in Research and Practice. *Journal of Developing Areas* 24(4): 489-502.

Cecile Jackson. 2002. Disciplining Gender? *World Development* 30(3):497–509.

++ *Applied Skill: Navigating the UN Human Development Index*

## **Week 3: 25 January 2021: Gender, Population, Development**

Betsy Hartmann, The Light at the End of the Demographic Tunnel\*

Betsy Hartmann and Elizabeth Barajas-Roman. 2009. The Population Bomb is Back – With a Global Warming Twist. *Women in Action* 2:70-78.

[https://www.isiswomen.org/phocadownload/print/isispub/wia/wia2009-2/2wia09\\_17features\\_betsy.pdf](https://www.isiswomen.org/phocadownload/print/isispub/wia/wia2009-2/2wia09_17features_betsy.pdf)

Bipasha Baruah. 2009. Monitoring Progress towards Gender-Equitable Poverty Alleviation: The Tools of the Trade. *Progress in Development Studies* 9(3):171-186.

Andil Gosine, Non-white Reproduction and Same-Sex Eroticism: Queer Acts against Nature\*

++ *Applied Skill: Navigating the UN Human Development Index*

## **Week 4: 1 February 2021: Gender and the Environment**

### **^^ In-class quiz on HDI**

Joni Seager. 2003. Rachel Carson Died of Breast Cancer: The Coming Age of Feminist Environmentalism. *Signs: Journal of Women in Culture and Society* 28(3): 945-972.

Geraldine Terry. 2009. No climate justice without gender justice: an overview of the issues. *Gender & Development* 17(1): 5-18.

Irene Dankelman & Kavita Naidu. 2020. Introduction: Gender, development, and the climate crisis. *Gender & Development* 28(3): 447-457.

Sophia Huyer, Mariola Acosta, Tatiana Gumucio & Jasmin Irisha Jim Ilham. 2020. Can we turn the tide? Confronting gender inequality in climate policy. *Gender & Development* 28(3): 571-591

Unigwe, It's not just Greta Thunberg: why are we ignoring the developing world's inspiring activists? <https://www.theguardian.com/commentisfree/2019/oct/05/greta-thunberg-developing-world-activists>

Damian Carrington, Why the Guardian is changing the language it uses about the environment. The Globe & Mail. 17 May. <https://www.theguardian.com/environment/2019/may/17/why-the-guardian-is-changing-the-language-it-uses-about-the-environment>

++ *Applied Skill: Introduction to Sustainable Development Goals.*

### **Week 5: 8 February 2021: Climate Change, Low-Carbon Economies**

Sheena Wilson, Gendering Oil: Tracing Western Petrosexual Relations\*

Bipasha Baruah. 2017. Renewable inequity? Women's employment in clean energy in industrialized, emerging and developing economies. *Natural Resources Forum* 41(1): 18-29.

Jemima Baada, Bipasha Baruah and Isaac Luginaah. 2020. Looming crisis – changing climatic conditions in Ghana's breadbasket: the experiences of agrarian migrants. *Development in Practice* DOI: 10.1080/09614524.2020.1854184.

Ines Smyth & Lucy Walters. 2020. 'The seas are rising and so are we!' – a conversation between two women in Extinction Rebellion. *Gender & Development* 28:3, 617-635

++ *Applied Skill: Grant writing*

### **Week 6: Spring Break (February 15-19) NO CLASSES!**

### **Week 7: 22 February 2021: Economy and Equity**

Cecile Jackson. 1996. Rescuing gender from the poverty trap. *World Development* 24(3): 489-504.

Sylvia Chant & Caroline Sweetman. 2012. Fixing women or fixing the world? 'Smart economics', efficiency approaches, and gender equality in development. *Gender & Development* 20(3): 517-529.

Bipasha Baruah. 2021. Women on Wheels in New Delhi, India: Can Social Innovation Promote Gender Equality?\*

Masikini and Baruah. 2020. Gender Equity in the “Sharing” Economy: Possibilities and Limitations\*

Joy Buolamwini, Artificial Intelligence Has a Problem With Gender and Racial Bias. Here’s How to Solve It: <https://time.com/5520558/artificial-intelligence-racial-gender-bias/>

++ *Applied Skill: Grant writing*

### **Week 8: 1 March 2021: Agricultural Labour, Land and Asset Ownership**

Bipasha Baruah, Women and Property in Urban India (Chapters 1,2,8)\*

Dina Najjar, Bipasha Baruah and Aman El Garhi. 2020. Gender and Asset Ownership in the Old and New Lands of Egypt. *Feminist Economics*, DOI: 10.1080/13545701.2020.1743877

Dina Najjar, Bipasha Baruah and Aman El Garhi. 2019. Women, irrigation and social norms in Egypt: ‘The more things change, the more they stay the same?’ *Water Policy* 21 (2): 291-309.

Dina Najjar, Bipasha Baruah, Aden Aw-Hassan, Abderrahim Bentaibi & Girma Tesfahun Kassie. 2018. Women, work, and wage equity in agricultural labour in Saiss, Morocco. *Development in Practice* 28(4): 525-540.

++ *Applied Skill: Gender Mainstreaming*

### **Week 9: 8 March 2021: Interpersonal and Structural Violence**

Samer Abdelnour and A. M. Saeed. 2014. Technologizing Humanitarian Space: Darfur Advocacy and the Rape-Stove Panacea. *International Political Sociology* 8: 145-63

Mirna Guha. 2018. Disrupting the ‘life-cycle’ of violence in social relations: recommendations for anti-trafficking interventions from an analysis of pathways out of sex work for women in Eastern India. *Gender & Development* 26(1): 53–69.

Aisha Siddika and Bipasha Baruah. 2017. Can Understanding Phenomenology and Human Capabilities Help Us Address Acid Violence? South Asia: *Journal of South Asian Studies*. DOI: <http://dx.doi.org/10.1080/00856401.2017.1361311>.

Bipasha Baruah and Aisha Siddika. 2018. Acid attacks are on the rise and toxic masculinity is the cause. The Conversation: <https://theconversation.com/acid-attacks-are-on-the-rise-and-toxic-masculinity-is-the-cause-82115>

++ *Applied Skill: Monitoring and Evaluation*



## **Week 10: 15 March 2021: Sexualities in Development**

### **^^ Research Paper Due**

Pauline Oosterhoff and Caroline Sweetman. 2018. Introduction: Sexualities. *Gender & Development* 26(1):1-14.

Nick J. Mulé. 2018. LGBTQI-identified human rights defenders: courage in the face of adversity at the United Nations. *Gender & Development* 26(1): 89-101.

Clare Paine. 2018. Christian Aid and LGBTI rights: breaking the silence. *Gender & Development* 26(1): 155–172.

Evie Browne. 2018. Lesbian and bisexual women in Cuba: family, rights, and policy. *Gender & Development* 26(1): 71-87.

Andil Gosine. 2005. Sex for pleasure, rights to participation, and alternatives to AIDS: placing sexual minorities and/or dissidents in development. *IDS Working Paper*: [http://www.participatorymethods.org/sites/participatorymethods.org/files/sex%20for%20pleasure\\_gosine.pdf](http://www.participatorymethods.org/sites/participatorymethods.org/files/sex%20for%20pleasure_gosine.pdf)

Andil Gosine. 2006. 'Race', Culture, Power, Sex, Desire, Love: Writing in 'Men who have Sex with Men.' *IDS Bulletin* 37(5): 27-33.

++ *Applied Skill: Academic and non-academic careers in international development/global cooperation*

## **Week 11: 22 March 2021: Gender, Militarism, Peacekeeping, Peacebuilding**

### **^^ Policy Brief Due**

Marsha Henry. 2012. Peacexploitation? Interrogating Labor Hierarchies and Global Sisterhood Among Indian and Uruguayan Female Peacekeepers? *Globalizations* 9(1): 15-33.

Sandra Biskupski-Mujanovic. 2019. Smart peacekeeping: Deploying Canadian women for a better peace? *International Journal* 74(3): 405-421.

Bipasha Baruah. 2017. Short-sighted commitments on women in peacekeeping. *Policy Options*: <http://policyoptions.irpp.org/magazines/november-2017/short-sighted-commitments-on-women-in-peacekeeping/>

Rishita Apsani, Bipasha Baruah and Jennifer Shaw. 2019. "Just One of Many Donors:" Canada and Local Civil Society in Afghanistan. *Canadian Foreign Policy Journal* 25(3): 305-324.

Megan Daigle and Henri Myrntinen. 2018. Bringing diverse sexual orientation and gender identity (SOGI) into peacebuilding policy and practice. *Gender & Development* 26(1): 103-120.

### **Week 12: 29 March 2021: Feminist Values in Development Research**

Farhana Sultana. 2007. Reflexivity, Positionality and Participatory Ethics: Negotiating Fieldwork Dilemmas in International Research. *ACME: An International E-Journal for Critical Geographies* 6(3): 374-385.

Tina Wallace. 2020. Re-imagining development by (re)claiming feminist visions of development alternatives. *Gender & Development* 28(1):31-49.

Rebecca Gordon. 2019. 'Why would I want to be anonymous?' Questioning ethical principles of anonymity in cross-cultural feminist research. *Gender & Development* 27(3): 541–554.

### **Week 13: 5 April 2021: Student Conference**

Policy Brief Presentations

### **Week 14: 12 April 2021: Course Wrap-Up**

**^^ Grant Proposal Due**

**^^ Job Search Report**