

THE UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF GENDER, SEXUALITY AND WOMEN'S STUDIES
GSWS9592/GSWS4464: Gender and Development: Engaging with Theory and Practice

WINTER 2025

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 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 Timing: In-person, Mondays, 1:30 to 4:30 pm (January 6, 2025, to April 4, 2025)

Instructor: Professor Bipasha Baruah

Professor & Western Research Chair, Gender, Sexuality and Women's Studies (GSWS)

Instructor Office: Lawson Hall 3244, Western University

Email: bbaruah@uwo.ca

Telephone: (519) 661-2111 (ext. 86316)

Office Hours: Mondays: 10 am to 11 am; Tuesdays: 2:30 pm to 3:30 pm, or by appointment.

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. *Students will earn two micro-credentials within this course: a Gender-based Analysis Plus completion certificate, and a certificate for completing the TCPS2 course on Research Ethics.*

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 operationalizing gender equity and inclusion (GEI);
- Understand and critically analyze tools for monitoring and evaluation (M&E);
- 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: 20%

Policy Brief: 15%

Grant proposal: 20%

Presentation of policy brief: 10%

In-Class Quiz on HDI: 5%

Job Search Report 10%

Completing [Gender-based Analysis Plus](#) certificate and [TCPS 2: CORE-2022](#) (Course on Research Ethics): 10%

Class participation: 10%

Research Paper: The purpose of the research paper is to encourage in-depth research as well as clear and systematic arguments 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 4,500 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 and a report 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.

GBA+ Certification and TCPS 2: CORE-2022 course: You will earn two micro-credentials within this course. You can complete each course online at your convenience. Everyone who presents the completion certificate before the last day of class will receive the full 10% of the course grade. Each course will take about 2-4 hours to complete.

I also recommend completing the 3 optional modules of the GBA+ course (The History of GBA+, GBA+ Roles and Responsibilities, Building a Framework to Support GBA+ in your Organization) but there is no additional grade for doing so.

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 short (15 min) 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. 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:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_under_grad.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

Using Generative AI Language Apps

ChatGPT and its various analogues are not “research help” nor are they “grammar checkers.” They produce text based on a predictive model as to what word is most likely to come next. When asked to cite “research,” they have no capacity to do actual research, so they invent articles and books. You may find yourself citing a work whose author and title are complete fictions; more often, the AI attributes its imaginary research paper to a real scholar, but not necessarily one who even works in the area. Using a Generative AI app may seem like an easy way to manage your time or to simplify your workload, but if you use it without acknowledging that you are doing so, you are cheating. You are also depriving yourself of the value of education, since by using ChatGPT you are not building your own skills in critical thinking, research, or communication, all of which are areas of significant interest to potential employers. In brief, if you use a Generative AI app to help with your assignment, you must identify every part of your assignment that you did not write yourself. Anything else is a violation of academic integrity and subject to all the same penalties as more traditional types of plagiarism. If ChatGPT use is suspected, you may be asked to show your rough work, to answer questions about your sources and your research process, and to explain your argument orally.

Winter 2025 Course Schedule¹

Week 1: 6 January 2025: 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.

Ilan Kapoor. 2015. The Queer Third World. *Third World Quarterly* 36(9): 1611-1628.

Week 2: 13 January 2025: 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.

¹ 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.

https://www.isiswomen.org/phocadownload/print/isispub/wia/wia2009-2/2wia09_17features_betsy.pdf

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

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

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

Week 3: 20 January 2025: Gender and the Environment

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.

Sheena Wilson, Gendering Oil: Tracing Western Petrosexual Relations*

Chika 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. <https://www.theguardian.com/environment/2019/may/17/why-the-guardian-is-changing-the-language-it-uses-about-the-environment>

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

Week 4: 27 January 2025: Economy and Equity

^^ In-class quiz on HDI

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.

Masikini and Baruah. 2020. Gender Equity in the "Sharing" Economy: Possibilities and Limitations*

Baruah, 2022, Gender Equality and Empowerment in the Social and Solidarity Economy*

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

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/>

Week 5: 3 February 2025: Humanitarian Aid, Development, and the Politics of “Vulnerability”

Guest Lectures: Deeplina Banerjee and Florence Anfaara

Deeplina Banerjee. 2024. Moving from gender responsive to gender transformative action: What Canada achieved and missed in its Rohingya response strategy in Bangladesh. *International Journal* 79(1): 126–137.

Anfaara, F. W., Lawson, E., & I. Luginaah. 2024. Similar Health Emergencies, Different Commitments: Comparative Strategies to End Ebola and COVID-19 in “Post-Conflict” Liberia. *Social Science & Medicine*, 117609

++*Applied Skill: Complete GBA+ Analysis Course*

Week 6: 10 February 2025: Gender and Transport/Mobility

Alam, M.M, Kurshitashvili, N., Gonzalez K.D. & B. Baruah. 2022. [*Is a Mile for One a Mile for All? A Knowledge Synthesis Report on Gender and Mobility \(2000–20\)*](#). Washington DC: The World Bank.

Baruah, B. 2021. Women on Wheels in New Delhi, India: Can Social Innovation Promote Gender Equality? In Kim, E. & H. Miura (eds.) *Social Economy in Asia: Realities and Perspectives*. New York and London: Lexington Books. pp. 173-196.

Masikini, N. and B. Baruah. (2021). Gender Equity in the “Sharing” Economy: Possibilities and Limitations. Saraswati, L.A., Shaw, B. and H. Rellihan (eds). *Introduction to Women’s, Gender & Sexuality Studies: Interdisciplinary and Intersectional Approaches* (3rd Edition). New York and London: Oxford University Press.

++ *Applied Skill: Grant Writing*

Week 7: Spring Break (17-21 February 2025) NO CLASSES!

Week 8: 24 February 2025: Agricultural Labour, Land and Asset Ownership

Baruah, B. 2024. Persistent Gendered Inequality, Property, and Unsustainability. The Helsinki Institute of Sustainability Science Global South Blog. November 13. <https://blogs.helsinki.fi/helsusglobalsouth/>

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 and Bipasha Baruah. 2024. Beer, barley, livestock, milk: Who adopts agricultural innovations in rural Rajasthan? *World Development Perspectives*. <https://doi.org/10.1016/j.wdp.2024.100643>

++ *Applied Skill: Grant Writing*

Week 9: 3 March 2025: 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: How to Write a Policy Brief*

Week 10: 10 March 2025: Gender, Militarism, Peacekeeping, Postwar societies

Guest Lectures: Sandra Biskupski-Mujanovic and Arun Jentrick

Karen Brounéus, Erika Forsberg, Kristine Höglund & Kate Lonergan. 2024. The burden of war widows: gendered consequences of war and peacebuilding in Sri Lanka. *Third World Quarterly* 45:3(458-474).

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

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/>

Sandra Biskupski-Mujanovic. 2022. The “lucky ones” and those that weren’t: sexual misconduct in the Canadian Armed Forces. *Canadian Foreign Policy Journal* 28(2): 144-159.

++ *Applied Skill: Complete TCPS 2: CORE-2022 (Course on Research Ethics)*

Week 11: 17 March 2025: Feminist Values in Development Research

^^ Policy Brief Due

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.

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.

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

Week 12: 24 March 2025: Student Conference

Policy Brief Presentations

Week 13: 31 March 2025: Student Conference and Course Wrap Up

Policy Brief Presentations

^^ Grant Proposal Due

^^ Job Search Report

Research Paper Due: April 18, 2025