

# Gender and Empowerment in Development

Spring 2018 (3 credits)

Tuesdays, Periods 6-8 (12:50-3:50), CBD 230

AFS 6905 (19FF); LAS 6938 (158A); WST 6935 (2A33)

<i>Instructor Name</i>	<i>Office</i>	<i>Email/Phone</i>	<i>Office hours</i>
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Dr. Sandra Russo	158 HUB	<a href="mailto:srusso@ufic.ufl.edu">srusso@ufic.ufl.edu</a> / 273-1633	M 1:30-3:00 and by appointment

## **Course description**

This course examines the interface between research and development practice around questions of transformation of gender norms, social change, women's empowerment and men's involvement. We will review the key concepts and theories through the latest research on gender equity and women's empowerment; examine questions around the drivers of change, as well as learn how change can be assessed and/or measured, by studying selected research projects and methods. We then examine gender mainstreaming across institutional levels, the assumptions underlying development practice, and the challenges encountered by development organizations in integrating gender considerations into their work. The course will culminate in a symposium, which you, as students, will contribute to organize, and which will focus on comparing regional feminisms and movements to examine and reflect on the ways they interact with development practice in their given contexts.

**Target audience and prerequisites:** This course is designed for graduate students in development studies, women's studies, community development, conservation, and African or Latin American studies, and for those who have an interest in deepening their knowledge on applications of gender to development contexts. Students must have taken previous coursework in gender and development or women in development or have significant relevant field expertise.

## **Course goals**

The course aims to enhance students' analytical abilities and practical skills in order to better understand, analyze and apply to their practical work:

- Key theories and concepts of gender, empowerment, intersectionalities and masculinities
- Methods for data measurement, collection, and management
- Underlying assumptions, changing perceptions and new approaches for gender equity and women's empowerment in development
- The role of feminist movements in development practices across selected historical and geographical contexts.

### **Learning outcomes:**

By the end of the course, successful students will have acquired the:

1. Knowledge of main theories and approaches for explaining gender (in)equality and its impact on development; the influence of colonial and post-colonial practices, and the emergence of human right approaches and other recent global development across different contexts;
2. Ability to critically discuss prevailing assumptions underlying past and current development interventions, identifying what has (or has not) changed in gender and development in the last ten years;
3. Familiarity in locating, interpreting and analyzing key gender and development indicators; comparing prevailing monitoring, evaluation and learning (M&E, MEAL) indicators used in gender and development practice, identifying the pros and cons of qualitative and quantitative indices;
4. Knowledge and capability to re-create a WID/GAD concept map illustrating how gender and empowerment approaches are mainstreamed in a number of different development organizations, critically contrasting and assessing the constraints in those approaches;
5. Capability to identify the information required to conduct a gender and empowerment project, choose appropriate gender analysis tools and techniques for use in a region and sector given a development problem/context, and explain the case (elaborate a theory of change) for why the designed development project would improve gender equity;
6. Ability to examine key differences across time and geographical areas, and appreciation for a comparative regional perspective, especially between the regions of Latin America and Sub-Saharan Africa;
7. Skills to conduct professionally an expert interview;
8. Capability to work in groups to develop, facilitate, and conduct a symposium on campus, and make an oral presentation to a professional audience.

### **Class format and philosophy**

Classes will consist of mini-lectures, class discussions and a variety of individual and group hands-on activities throughout the semester. Since learning is proven to best occur in a collaborative learning environment, there will be reduced lecture time as the semester progresses, and increased use of team-based learning pedagogy (like applications) and other experiential devices. For this method to be successful, however, it is essential that you, as student, take the responsibility for reading the materials before class and do the assignment as required. You are required to come to class prepared for critical, cooperative, and collegial discussions and activities. Your opinions and thinking are more valid when informed by the readings and out of class work. For several activities, you will be working in small groups, which will be formed in week 2, and will remain unchanged throughout the semester. Your responsibility is not only to learn, but also to contribute to your assigned group and overall class learning. For this reason, part of the engagement and participation grade will be assigned by other students in your group.

## Assignments

The description of activities provided below are a brief explanation of what is required for class. Detailed assignment instructions along with specific requirements and grading criteria will be provided on the Canvas course website.

- **Engagement and participation in class activities (10% of total grade):** You will be graded on your attendance, preparation for in-class activities, participation in class discussion, and group activities; and part of the grade will be assigned by other students in your small group.
- **Class presentations/applications (15%):** You will prepare and conduct during the semester 5-minute presentations, Applications, and other activities based on selected readings, with the purpose of promoting a better understanding and reflection on the class material. Some of these will be undertaken individually while some in groups – and their number will vary depending on final class size.
  - **5-minute articles presentations** are to provide 2 key ideas and 1 main weakness of a pre-assigned reading. The presentation will be timed and the 5-minute strictly enforced. This will allow students to develop the ability to synthesize effectively and make a concise argument.
  - **Student-led Applications** according to the Team Based Learning pedagogy is a question/exercise based on the class readings, which presents a significant problem to all groups, gives a specific choice out of a limited options suggested, and is formulated in ways that there is one most plausible answer (which you have selected for that purpose).
- **Expert Interview (10%):** As part of your building skill set, you will interview an expert, in person or via Skype, asking about their knowledge, experience and lessons learnt while conducting research or development work in the field of gender and development. You will develop and learn in class the methods for conducting a professional interview, recording and transcribing it, as well as writing a summary/reflection on it.
- **Individual home assignments (20%):** The individual assignment after each of the first two units is intended to elicit and develop your knowledge of the material and your ability to apply some of the skills. These will consist of:
  - Unit 1. Essay (4-5 pages, double spaced) summarizing and analyzing a given issue stemming from the latest research.
  - Unit 2. Data exercise (3 pages plus tables and graphs): you will select a country for which you will locate, report and interpret data on gender equity and/or women's empowerment, analyzing change over time as well differences with the average for the whole region.
- **Group assignment: *Design your Gender and Empowerment Project* (20%)**

At the end of Unit 3, each group will select one bi- or multilateral donor or Foundation as the funder, and one geographical context, and will design a project that empowers women and/or bring gender equity, applying what you have learned

about the donors' approaches to gender and development while taking into account local/regional feminisms. You are to describe how you would approach the project – what would be your target sector, for example, target audience, country or region, potential partners; and what types of data and through which methodology you would collect and interpret, so that you could measure impact.

• **Contribution to symposium and research on regional feminism (25%)**

The culmination of the course, and main assignment for Unit 4, will be the preparation and organization of a symposium at which each student/group will make a presentation on regional feminism. There will be two components:

- Research on regional feminism and preparation of a presentation (15%): for building knowledge, research ability, and presentation skills.
- Contribution to the organization of the symposium (10%): for skill developments, especially networking, organizing, leading and facilitating.

**Final grades will be assigned following the scale below:**

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Tot	94-	90-	87-	83-	80-	77-	73-	70-	67-	63-	60-	<60
%	100	93	89	86	82	79	76	72	69	66	62	

**Readings**

Most required readings consist of journal articles, book chapters, policy reports, videos and various online resources, fully listed in a separate document. Many items will be available on UF's Canvas e-learning site (Modules sections).

There are also two required books:

- Hodgson, D.L. 2017. *Gender, Justice, and the Problem of Culture. From customary Law to Human Rights in Tanzania*. Indiana University Press. (This monograph examines the evolution of gender meanings and approaches in the context of emerging legalistic and human right approaches throughout time and in a specific, historicized location.)
- Harcourt, W. ed. 2016. *The Palgrave Handbook of Gender and Development. Critical Engagements in Feminist Theory and Practice*. Palgrave McMillan. (We will read several chapters from this book, and given its high cost, it will be made available via the University Library system, as licensed e-book for unlimited user access.)

You are required to do the reading in advance of class and be prepared to engage with the class material at a high level – appropriate for a graduate level class. The weekly reading/study load is 5-6 hours at a minimum, so please make sure you put aside sufficient time for this.

### PROVISIONAL CLASS TIME SCHEDULE

- You are required to do the reading before each class
- The instructors reserve the right to make changes to this schedule during the semester.

Week	Date	Topic	Guest Lectures/Deadlines
<b>Unit 1: Key concepts in the literature</b>			
1	1/9	Introduction + first discussion about GAD myths	
2	1/16	Myths more in depth, intra-HH relations and allocations	
3	1/23	Masculinities and intersectionality	Susan Paulson (tbc)
4	1/30	Women's empowerment under scrutiny	<b>Unit 1 Essay due</b>
<b>Theme 2: Applied research tools and measurement issues</b>			
	2/6	Women's Empowerment in Agriculture Index	
6	2/13	GAAP1 and GAAP2 (IFPRI)	
7	2/20	Gender asset gap project	Carmen Diana Deere
8	2/27	Value chains analyses	<b>Unit 2 Data exercise due</b>
Spring break: March 2-10			
<b>Theme 3: Development Practice</b>			
9	3/13	Gender, law and culture (Hodgson monograph)	
10	3/20	Development approaches in practice	Marit Ostebo (tbc)
11	3/27	Agencies, actors and their gender and development approaches	WID/GAD Concept Map
12	4/3	Engaging and empowering whom?	<b>Gender and Empowerment Project due</b>
<b>Theme 4. The role of local and regional feminisms in comparative perspective</b>			
13	4/10	Symposium organization/planning	<b>Expert Interview due</b>
14	4/17	In-class research	
15	4/24	Presentation rehearsals	
Date tbc		Symposium	<b>Final Presentations due</b>

## **University Policies**

Requirements for class attendance, make-up exams, assignments and other work are consistent with University policies. Excuses for missing a class test or a deadline for assignments will only be accepted if appropriately documented and due to illness, serious family circumstances, religious holidays, and other reasons approved by the University. You should give me prior notice whenever possible.

### **Academic Honesty, Software Use, Services for Students with Disabilities, UF Counseling**

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. If you have any questions or concerns, please consult with the instructor.

#### **Software Use**

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

#### **Campus Helping Resources**

Students experiencing crisis or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling and Wellness Center provides confidential counseling services at no cost for currently enrolled students. Contact information: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575. University Police Department: 392-1111.

#### **Students with Disabilities Act**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.