

- ! Have a greater understanding of the role gender relations can play in project planning and management, and a basic knowledge of some gender analysis tools and frameworks

What countries have the greatest gender gaps? What countries have the smallest gaps? Why?

Sept 7
(Week 2)

The Sustainable Development Goals (SDGs) and Gender

[Sachs, J.D.](#) (2012) From Millennium Development Goals to Sustainable Development Goals. *The Lancet*, Volume 379, Issue 9832, Pages 2206

Case Study: “What is Development? Who is the Community? Voices from a Town Meeting in Indigenous Costa Rica,” UC Santa Barbara Case Method Website at <http://www.soc.ucsb.edu/projects/casemethod/vandergrift.html> Review case carefully as preparation for role play in class.

Discussion Questions

- " What is the definition of sustainable development? What are its three pillars?
- " What are the four goals that Sachs proposes we can achieve in the coming decades to reach sustainable development?
- " What are the six trends that Sachs says will shape this century?
- " What is Sachs’ proposed strategy for sustainable development?
- " What are some of the planetary boundaries that Rockstrom describes? Which have we reached?

How do the results of the survey vary across countries? Which country appears to have the greatest gender equality based on the survey? Which country has the least gender equality?

W Students: Abstract of Paper Due

Sept 28
(Week 5)

Gender Analysis Frameworks and Gender Debates

Candida Marsh, Ines Smyth, and Maitrayee Mukhopadhyay, “A Guide to Gender Analysis Frameworks,” [Oxfam](#) (1999). Read pages 1 – 29, then choose and read about two of the gender analysis frameworks presented on pp. 30-119 and be prepared to discuss in class.

“Good Practices Framework: Gender Analysis,” [CARE International Gender Network](#), (May 2012) Glossy report, 15 pages. Get to know CARE’s framework.

We will be dividing up in groups in class to discuss the framework used by CARE and the frameworks in the Marsh, et al. Guide to Gender Analysis Frameworks, with each group taking a different framework to describe. To summarize, each

" What progress has been made in enrolling girls and women in primary, secondary, and tertiary education worldwide? Where are there the greatest

What did the study on providing risk information in schools re HIV find?
How was the randomized control trial (RCT) designed?

“Gender and Climate Change,” Gender and Developmen

Nov 16
(Week 11)

Women, Men, Children and Migration
Temporary Workers; Human Trafficking and Forced Labor

“The Female Face of Migration,” Background Paper for the Forum on Women, Migration and Development, Caritas (2010). At
<http://www.caritas.org/includes/pdf/backgroundmigration.pdf>

Jacqueline Bhabha, “Trafficking, Smuggling, and Human Rights,” Migration Policy Institute (2005) <http://www.migrationpolicy.org/article/trafficking>

Rwanda Case Study

[Swami Hunt](#), “The Rise of Rwanda’s Women: Rebuilding and Reuniting a Nation,” *Foreign Affairs*, May/June 2014 (**10 pages**).

US Case Study

Kira Sanbonmatsu, “Why Women? The Impact of Women in Elected Office,” *Political Parity* 2015, **7 pages**

<https://www.politicalparity.org/wp-content/uploads/2015/08/Parity-Research->

“Women Matter

For W Students: A substantial research paper (12-15 pages) on a gender and development-related topic (must be approved) is required for this course. Please choose a research question and design your paper around answering that question. See the syllabus for dates that the abstract, outline and rough and final drafts are due. I am happy to work with you on successive drafts if you would like to discuss them and improve your paper. I do require at least one rough draft. This process is designed to help you improve your writing—a skill that will serve you well in the future in nearly any field you pursue.

Readings

All students are expected to complete all of the readings every week and to be familiar with the major arguments made. Discussion questions are provided on the syllabus to help guide your reading. Be prepared to discuss these questions in class. In addition

1. Each week, students are required to post on Blackboard talking points reflecting on the readings for that week, by Wednesday at midnight prior to the Thursday seminar. The talking points should offer critical reflections on all of the readings. Instead of summarizing or synthesizing the readings, they should highlight puzzles, make comparisons, present your reflections, relate to your experiences, and/or identify contradictions, thereby stimulating class discussion. They can be in the form of a narrative, bullet points, and/or a table and will be graded on a pass/fail basis.
2. Most weeks, a group of two to three students will work together create and deliver in class a short presentation (no more than 12 minutes) regarding the topic of the week. Detailed instructions will be provided to guide the development of the presentation. Presentations will require some outside research. In some cases, presentations will also draw on aspects of the readings but are not meant to reproduce or synthesize the main points of the readings. Student presentations will serve as a jumping off point for class discussion and add a new angle to the week's topic. W students may elect to present on their paper instead of this weekly presentation, or in addition to it.
3. Class discussion is an important part of the course. I expect all students to read each week's assigned readings, be prepared to discuss them, and to participate actively. Discussion questions are offered for each week to help guide your reading.

All readings are available online and/or via electronic reserves on Blackboard.

W Paper Due Dates

Abstract

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Final Paper

Dec 16

I will work with you on multiple drafts if you would like to improve your writing. We will also hold a writing workshop (1-2 hours) with other W students in the class to read and comment on each other's drafts.

Grading

Class Discussion, Talking Points, & Presentation	25%
Mid-term	35%
Final	40%

For W Students

Research Paper	30%
Class Discussion, Talking Points & Presentation	20%
Mid-term	