H637 Seminar on Gender, Education, and Development 9:30-12:15 TH, SoE Rm1084
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There is…an intimate relationship between ways of thinking and ways of doing. In particular, the inclusions and exclusions that characterize different ways of thinking will help to determine what is considered worth thinking about and what is considered worth doing. Naila Kabeer (1996). Reversed Realities. Gender Hierarchies in Development Thought. New Delhi: Kali for Women, 303.

Teaching is also learning. Teach what you need to learn. Audre Lorde

I. COURSE DESCRIPTION

This course explores the relationships among education, international development, and gender relations in different regions and countries. We will read and discuss relevant studies in anthropology, economics, history, and sociology, as well as interdisciplinary scholarship in the fields of development and women’s studies. We will critically evaluate these studies (and our own experiences) in order to build a comprehensive understanding of current debates and policies concerning gender and education around the world, with a particular emphasis on the structures and challenges that have come to be labeled as “development.” To promote a common analytical vocabulary for seminar participants we will discuss contrasting theoretical perspectives on gender, education, and development, including still dominant modernization frameworks as well as culturalist and feminist frameworks of critical and post-colonial theorists.

We will also examine how our understandings of gender affect our research questions and methodologies, and the gender frameworks in use today by governments, NGOs and international organizations, including Women in Development (WID) and Gender and Development (GAD).

Both comparative and development education have come under recent fire for practically (if not theoretically) treating “gender” as female. We will discuss this critique through masculinities theorizing, even as we pay particular attention to research on female education in primarily 5 regions of the world (Southeast and South Asia, Latin America, Africa, the Mideast, and post-socialist central/southeastern Europe). For well over a decade a major policy trend among national governments, nongovernmental agencies, and international assistance agencies has been to promote education and schooling for girls and women. Yet, this support is rarely contextualized in either serious discussion of gender ideologies and relations in specific societies or feminisms/masculinities theorizing. We will try to remedy that oversight just a bit in our seminar.

II. LEARNING OBJECTIVES

- acquire keys to major schools of thought about gender, education and development;
- develop an understanding of how theoretical perspectives on gender influence the setting of policies and the defining of practice of local, national and international actors;
• appreciate the variability of international thinking on gender and of the political, social, and economic issues surrounding the study of gender, education and international/development policy;
• identify and examine assumptions behind policy and practice aimed at reducing gender inequalities;
• develop a language for challenging and refining some of the prevailing assumptions in international policy about gender and education.
• research a specific sub-topic of interest and produce a proposal, literature review, website, or paper on the way to publication.

III. REQUIRED TEXTS AND OTHER MATERIALS AND RESOURCES

1) Frances Vavrus *Desire and Decline*
2) Heward and Bunwaree, *Gender, Education, and Development: Beyond Access to Empowerment*
3) Tsitsi Dangarembga, *Nervous Conditions*
4) *Comparative Education Review*, volume 48:4, November 2004
5) Sheila Aikman and Elaine Unterhalter (EDs) *Beyond Access* (available on line at http://publications.oxfam.org.uk/oxfam/display.asp?isbn=0855985291)

Articles on E-reserve: http://ereserves.indiana.edu/courseindex.asp

Recommended for further reading and/or for your personal library:
8) Mohanty, *Feminism Without Borders, Decolonizing Theory, Practicing Solidarity* 2004

On-line Gender Resources from the IU Gender Studies Program:
feminist theory website: http://www.cddc.vt.edu/feminism/index.html
gender research links: http://www.indiana.edu/~gender/html/research_using_the_web.html

Other Links:
Elaine Unterhalter:
http://loewebserver.ioe.ac.uk/ioe/cms/get.asp?cid=7746&7746_0=4787

The Gap Report:
http://www.weforum.org/site/homepublic.nsf/Content/Global+Competitiveness+Program me%5CWomen's+Empowerment:+Measuring+the+Global+Gender+Gap

MULTILATERALS & Global initiatives on line:
World Bank:
DEVELOPMENT GATEWAY: http://topics.developmentgateway.org/gender/
UNIFEM: http://www.unifem.org/
IV. COURSE ASSIGNMENTS AND EXPECTATIONS

Class participation. Each seminar member is expected to come to class prepared, having read and reflected on the material assigned. Every member will lead class discussion once during the semester. All members are encouraged to bring their personal and professional experiences to bear on class discussions. The sharing of diverse views is desired. 100 points

Sign up for development gateway at http://home.developmentgateway.org/ by January 19th

Assignment 1. Personal “biographical” reflection on your educational experiences, both positive and negative, that have influenced your gendered identity, beliefs, aspirations. 4-5 pages. Due Week 3 Jan 26 50 points

Assignment 2. Critical Response Essay on Theory, Due week 5 Feb 9, 6-8 pages, 150 points

Assignment 3a, or 3b Due Weeks 12-14 300 points

3A Organizational Case Analysis. Working with a classmate, you will research an organization operating at the international, national or state/provincial level and analyze its approach to gender and education in its program and in its organizational structure (staff, placement of gender unit). You will prepare a report that summarizes the organization’s approach and the scope of its activities, critiques its work in light of class readings and makes recommendations for changes in current policy and practice. An oral presentation and a written report are required. The report should be a maximum of 12 pages. We will discuss a due date.

3B Content Analysis. Working with a classmate, you will use content analysis techniques to critically examine the gender assumptions and theories underlying a recent major policy document on gender, education and development (EFA policies, millennium development goals, etc) OR website contents of a multilateral, bilateral, or other development agency/firm. An oral presentation and a written report are required. Mary Ann Maslak’s chapter on E-reserve will provide an example of content analysis. The report should be a maximum of 12 pages. We will discuss due date.
Assignment 4: Research Project 350

Research Project  Choose a topic of your choice related to gender and education and complete a research project. This project can be in the form of a proposal for funding (following specific guidelines), a critical literature review, a paper on the way to publication or a gender, education and development website. We will discuss these possibilities in more detail. Several steps will be included in this assignment: a 3-page proposal explaining the project (due week 7) Feb 23; a “draft” of the project (due week 14, Apr 13); a presentation to the class about the project (due one of last two class sessions); and the final completed project (due May 4).

Assignment 5: ungraded reflection on your experiences in the course (due by Apr 27)

As you know, completion of reading prior to our seminar meeting is of paramount importance. Discussions and presentations are central to this course and will be developed around the reading materials. Active class participation is expected and will be evaluated accordingly. I take dialogue within community as a foundation for learning and teaching. Finally, I understand why it is tempting to send papers as an email attachment, but please don’t. I need hard copies of your papers so I can read and react to them with the seriousness they deserve.

V. TENTATIVE COURSE OUTLINE

Week 1: Jan 12 Introduction to Ourselves and Our Seminar

- What is gender and what is development?
- How do gender, education and development intersect in the creation and implementation of policy?
- What are “feminisms?” Does a rose by any other name smell as sweet?

Week 2: Jan 19 Development & “Feminisms:” Universalist & Post-structuralist Thoughts on Women’s Capabilities, Power and Empowerment


Shahrzad Mojab “Muslim Women and Western Feminists” Monthly Review (E-reserve)

Gustavo Esteva “Development” from Sachs’s The Development Dictionary (Zed Books) (E-reserve)

Arturo Escobar “Power and Visibility” from Encountering Development (Princeton, 1995) (E-reserve)

Mohatny “Introduction: Decolonization…”(E-reserve)

RECOMMENDED:


Join development gateway (see above)
Week 3: Jan 26: WID & GAD Frameworks: Theorizing from Functional Modernization to Post-structuralism
Unterhalter, *Beyond Access*. Introduction and Part One

RECOMMENDED
Mo Sibbons in *GED* “From WID to GAD: Experiences of Education in Nepal
Stromquist in *GED* “The Impact of Structural Adjustment Programmes in Asia and Latin America”

Assignment 1: PERSONAL REFLECTION DUE

Week 4: Feb 2 Feminisms and Research
Chandry Talpade Mohanty “Under Western eyes, revisited (E-reserve)

RECOMMENDED
Lila Abu-Lughod “Orientalism and Middle East feminist studies” *Feminist Studies* 2001 (E-reserve)
Leslie Bloom “Interpreting interpretation” *Qualitative Studies in Education* 1999 (E-reserve)

Week 5: Feb 9 Gender, Development and Comparative Education
Read all of *Comparative Education Review*, volume 48:4, November 2004
Read Nelly Stromquist “Women’s Education in the 21st Century from Arnove and Torres *Comparative Education* (Rowman and Littlefield 2003) E-reserve

Guest Speaker: Professor Peg Sutton

Assignment 2: CRITICAL RESPONSE ESSAY #1 DUE

Week 6: Feb 16 EFA, MDG’s and Girls as the Magic Bullet of Development?
UNTHERHALTER *Beyond Access*, PART TWO
RECOMMENDED:
Unterhalter in *GED* “The Schooling of South African Girls”
Rose and Tembon in *GED* “Girls and Schooling in Ethiopia
Wynd in *GED* “Education, Schooling and Fertility in Niger”
Bendera in *GED* “Education for Girls in Tanzania”

**Week 7: Feb 23 Content Analysis “Workshop”**
Read Maslak “Repositioning Females….” (E-reserve)

**3-PAGE RESEARCH PROJECT PROPOSAL DUE**

**PART II: Interlude to Re-collect, Think, Begin Writing Final Paper**

**Week 8 Mar 2 NO CLASS, Ross at Development Education Conference**

*Interesting lecture across campus:*

March 3 Siobhan Somerville, English Dept, University of Illinois, part of the
“Homeland Insecurities” lecture series

********** March 8 – International Women’s Day! **********

**Week 9 Mar 9 NO CLASS, Ross in Taiwan**

**Week 10 Mar 16 NO CLASS, Spring Holiday & CIES in Honolulu (see note at the end of syllabus)**

**PART III: Gender, Education and Development in the “Post-modern” World**

**Week 11 Mar 23 Globalization and Post-Colonialism - What does it mean for Decolonizing Theory, Practicing Solidarity, Engaging Universals?**

“Globalization is the type of phrase that Antonio Novoa calls *planet speak*. It is a ubiquitous word that travels across the media, academic literatures, and the local bars a something that everyone “knows” and that seems to need no author. Yet globalization is an empty signifier whose spaces are filled continually with multiple and differentiated meanings. It is a name to signal the fulfillment of the progress that modernity was to bring, spoke about with a reverence once reserved for the worldwide Church’s redemption of the soul. But globalization also produces talk about the degeneration of culture, the erosion of national identity, and the end of diversity… (from T. Popkewitz’s Foreword to *The Global Politics of Educational Borrowing and Lending* by Gita Steiner-Khamsi)

Kathryn M. Anderson-Levitt “A World Culture of Schooling?” from *Local Meanings, Global Schooling* (Palgrave Macmillan 2003) (E-reserve)
Nelly Stromquist “Gender within Globalized Education from *Education in a Globalized World* (Rowman and Littlefield, 2003) (E-reserve)
“Responding to Globalization: Can Feminists Transform Development?” by Joanna Kerr in
Anna Lowenhaupt Tsing excerpt from *Friction, an Ethnography of Global Connection* E-reserve
Amrita Basu, Globalization of the Local (E-reserve)

**RECOMMENDED:**
Leon Tilky, “Globalisation and Education in the Postcolonial World: towards a conceptual framework”
Ann Brooks “Citizenship, identity and social justice: the intersection of feminist and post-colonial discourses in Arnot and Dillabough *Challenging Democracy* (Routledge) (E-reserve)

**Week 12 Mar 30** A “Post-colonial” ethnography: *Desire and Decline*
Read all of *Desire and Decline*

**Week 13 Apr 6 Mar 30** “Post-colonial” novel: *Nervous Conditions*
Read *Nervous Conditions*
“Dangeremba portrays the social and emotional costs paid by two women who attain rare levels of education in pre-independence Zimbabwe. Both must find their own balance between the female roles open to them and the desires and aspirations created through their learning.”

**Guest Speaker Pheobe Wakhungu**

**Week 14 Apr 13** Gendered Schools & Masculinities Theorizing
Barrie Thorne “Do Girls and Boys have Different Cultures?” from *Gender Play* (Buckingham, Open University Press, 1993) (E-reserve)

**RECOMMENDED:**
Jane Kenway et al “Australian Boys at Risk” from *Gender Issues in International Education* (Galmer, 1999) (E-reserve)
Weaver-Hightower, “The Boy Turn....” E-reserve

**RESEARCH PROJECT DRAFT DISTRIBUTED TO ROSS AND PEER READER**

**Week 15 Apr 20** Policy as/and Practice – Reflections on Where Comes From?
Unterhalter, *Beyond Access* Part Three
Nelly Stromquist “Mapping Gendered Spaces” from Paulston’s *Social Cartography* (Garland) E-reserve
Sutton, “Refusing to Refuse” E-reserve

*Interesting Lecture across campus:*
April 21 Gayatri Gopinath, Women and Gender Studies, University of California, Part of the “Homeland Insecurities lecture series sponsored by Gender Studies

**Week 16 Apr 27 Final Presentations**
Final COURSE REFLECTION due today in class

**Week 17 May 4 Final Presentations, continued**
Final RESEARCH PROJECT due May 4

**Some Key Gender Definitions***
Key definitions, of gender-related and development-related concepts and theories, are provided in many of our readings. I encourage you to pay attention to different definitions, as they provide important clues regarding how various authors think about human relationships, the relationship between education and society, and the relationship between education and social change. Here are some examples of gender-related definitions:

**Gender** refers to the socially constructed roles ascribed to males and females (as opposed to sex which denotes the biological distinction between males and females). These roles, which are learned, change over time and vary widely within and between cultures. [Source: IWTC Women's Word Bank, July 1996 and CIDA's *Policy on Women in Development and Gender Equity* 1995]

**Gender analysis** involves looking at the sexual division of labor, the access and control men and women have over inputs required for their labor and the outputs (benefits) of their labor. Gender analysis refers to a systematic way of looking at the different impacts of development on women and men. [Source: IWTC Women's Word Bank and Developing an Organizational Gender Policy]

**Gender equity** means moving beyond a focus on equal treatment. The concept of gender equity highlights the importance of equality of results. It calls for the differential treatment of groups in order to end inequality and foster autonomy. [Source: CIDA's *Policy on Women in Development and Gender Equity* 1995]

**Gender needs** -- Since men and women have different gender roles, do different types of work, have different degrees of access to services and resources, and experience unequal relations, the needs of men and women are different. [Source: *Gender and Development Planning*]

**Gender perspective** implies analyzing the socio-economic, political, legal, cultural and psychological levels of an issue to understand how the differences between the sexes affect and are affected by policies and practices. [Source: IWTC Women’s Word Bank, July 1996]
**Gender roles** are the culturally and politically defined roles and responsibilities that men and women are socialized into conforming to. Gender roles can and do change over time, between communities and cultures, and as a result of social, economic and political changes. [Source: CIDA's *Policy on Women in Development and Gender Equity* 1995]

**Gender training** is viewed as a technical part of the process which involves passing on practical skills for implementing gender-sensitive policy, planning and training in specific circumstances. Gender training is the application of gender concepts to development interventions to improve their quality [Source: Oxfam's *Development in Practice*, Volume 6, Number 1, February 1996]

Adapted from *Gender Word Bank*, a project of the International Women’s Tribune Center’s WomanSource Documentation Center, August 1996. For more information about the project and full references, please call the IWTC at 212/687-8633; or e-mail: iwtc@igc.apc.org

*this material is from InterAction.org—a premier social justice umbrella organization of 170+ organizations worldwide

**Comparative and International Education and Gender**: If you are going to the 50th annual Comparative and International Education Society meeting in Honolulu, March 14-18, 2006, consider participating in all or part of the day-long gender symposium sponsored by the Gender and Education Committee:

**2006 Gender and Education Committee Symposium • Wednesday, March 15, 2006**
**Gender as a Cross-Cutting Theme: Research, Policy, & Action**

**Part I: Presentations 8:30 – 10:00 a.m.**
Leaders in the field will offer institutional and individual perspectives

- **Gender and Disability Studies in Education**
  Dr. Susan Peters, Professor, Michigan State University

- **Gender and Vulnerable Children in Basic Education**
  Dr. Jane Schubert, American Institutes for Research

- **Gender and Poverty in Education**
  Dr. Mercy Tembon, Senior Education Specialist, The World Bank

- **Gender, Language, and Culture in Education**
  To be announced
  Discussant: Dr. Nelly Stromquist

**Part II: Dialogue with the Presenters 10:15 am. – 11:45 a.m.**
An opportunity for exchange between participants, presenters, and invited guests

**Lunch 11:45 a.m. – 12:45 p.m.**
Generously underwritten by the American Institutes for Research
Part III: Dialogue with Others: Toward an Agenda for Action 12:45 – 3:00 p.m.
Led by Dr. Suzanne Grant Lewis, Harvard University

Part IV: Planning for the Future 3:00 – 4:00 p.m.
Gender Committee Meeting

The fee for the Gender and Education Committee Symposium is $20; $10 for students. Participants will need to register in advance on the CIES 2006 conference web site. Space is limited.