

San José State University
Department of Geography & Global Studies

GLST 143: Gender, Power, and International Development, Fall 2018

Course and Contact Information

Instructor:	Dr. Tanya Bakhru
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Office Hours:	T/Th 12:00-1:00pm and by appointment
Class Days/Time:	T/Th 4:30-5:45pm
Classroom:	DMH 149B

Faculty Web Page/Canvas

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website.

Email Etiquette

When contacting me via email, please remember that email is a formal form of correspondence. Write carefully, identify yourself completely within the email, and be clear about your questions. In the subject line include your name, course information (Jane Doe, GLST 143), and the subject of your email. Begin emails with appropriate formality: Dear/Hi Dr. Bakhru and conclude your email with a salutation and your name.

Be aware I will not answer questions via email that can be found in the syllabus. I will refer you to the syllabus. I also will not answer questions via email about missed classes – you are required to come to class and fully participate. If you miss class, ask a classmate to share information about what you missed. Substantial questions and questions about assignments should be addressed during my office hours. I do not answer these via email.

Course Description

(Catalog): Explore issues of poverty, gender, economic transformations, inequality while examining the history of development. Consider various meanings given to development by women and men, primarily as residents of particular regions, but also as aid workers, policy makers, and government officials. Explore the underlying political, economic, social, and gender dynamics that make “development” an ongoing problem world-wide.

This course investigates the major theoretical, empirical, and methodological contributions of feminist scholars to the topic of gender, development, and globalization. Using theoretical texts and case studies, we will examine gender and social (in)equality in terms of globalization and development discourses. In addition students will develop tools to think about issues of gender, race, class, nationality, etc. in a transnational context.

GE Learning Outcomes (GELO)

GLST 143 is an Area V course: Courses in Culture, Civilization, and Global Understanding should give students an appreciation for human expression in cultures outside the U.S. and an understanding of how that expression developed over time. These courses should also increase students' understanding of how traditions of cultures outside the U.S. have influenced American culture and society, as well as how cultures in general both develop distinctive features and interact with other cultures.

Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better, and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, and V shall be required of all students. See university Policy S14-5 at <http://www.sjsu.edu/senate/docs/S14-5.pdf>.

Upon successful completion of this course, students will be able to:

- GELO 1: Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S. (In Class Activities)
- GELO 2: Identify the historical context of ideas and cultural traditions outside the US and how they have influenced American culture. (Essay 1)
- GELO 3: Explain how a culture outside the US has changed in response to internal and external pressures. (Essay 2)

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

- Identify feminist responses to mainstream theories of development and globalization. (In Class Activities)
- Analyze gender and social inequality from a transnational perspective. (Final Paper)
- Describe examples of the ways in which women, as a social minority, challenge economic and social injustice in a global context. (Essay 3)

Required Texts/Readings

Visvanathan, Nalini, Lynn Duggan, Nan Wiegersma, and Laura Nisonoff. 2011. *The Women, Gender, and Development Reader, 2nd Edition*. New York: Zed. (WGD)

Various reports available as PDFs on Canvas as indicated in the course schedule.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

In Class Activities: 10x 10 = 100 points

Ten times throughout the course you will be asked to do an in class writing response or group activity based on either the readings for that week, a film shown in class, or guest speaker. These responses are my way of

assessing that you are completing the reading as well as coming to class. You cannot make up these responses. If you are not in class when they are assigned you will lose your points.

Class Facilitation: 200 points

One time during the course of the semester you will be asked to facilitate a class session with several of your classmates. This will require synthesizing the readings, creating discussion questions for the class, making a presentation on the material for the week, and leading a discussion. More details on this assignment will follow.

Take Home Exam Essays 3x 200 = 600 points

Three times in the semester I will give you a set of questions to respond to regarding readings assigned for the class. The response will be due about 1 week after I give out the prompt. You will be assessed on your ability answer the prompt fully, provide your own stance in relation to the reading response prompt, and draw connections to the assigned reading. Each short essay should be 1000 words, typed, double spaced, proof read and include a bibliography. Due dates for these assignments are in the course schedule.

Final Paper 100 points

More details on this assignment will be given later in the semester.

Extra Credit

Throughout the semester I will give you several opportunities for extra credit. Details of these opportunities will be announced throughout the term. Extra credit assignments cannot be turned in late.

Late Work

I do not accept late work.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading Policy

I grade using a point system. My grading system is very straightforward and simple. Your final grade is an accumulation of points you have earned throughout the semester.

The grading scale is as follows: 900-939 = A-; 940-969 = A; 970-1000 = A+; 800-839 = B-; 840-869 = B; 870-899 = B+; 700-739 = C-; 740-769 = C; 770-799 = C+; 600-639 = D-; 640-669 = D; 670-699 = D+.

Classroom Protocol

You are expected to do all of the assigned reading for the week before class. You are expected to bring that day’s reading to class, arrive on time, and participate in class discussion by asking and answering questions.

I expect you to attend class regularly and participate in class discussions. Class will be a combination of lecture, discussion, guest speakers, and films. All activities during class time, including guest speakers, films, and discussions, are part of the class and may be part of your exams or assignments.

I have a no late work policy. Also, I do not accept any work by email. You may submit your work or take an exam early by prior arrangement.

Furthermore, students are responsible for all assignments and announcements presented in class. If you are late or absent, it is your responsibility to contact another student.

Plagiarism will not be tolerated and is a serious offense. All references must be cited. Penalties for plagiarism range from an F in the course to expulsion from the university. Students suspected of plagiarism will be reported to the Office of Judicial Affairs for disciplinary action. For more information please see <http://tutorials.sjlibrary.org/plagiarism/>

Please be aware of your conduct in class. Racist, sexist, homophobic, crude, or inappropriate remarks of any kind will not be tolerated. Respect your classmates and instructor. Always use civil discourse in class.

And lastly, please turn off all phones during class sessions. I REALLY don't like it when students text during class!!

Guidelines for Civil Discourse

“Democracy is a means of living together despite our differences. Democratic deliberation is an alternative to physical violence. It is predicated on the assumption that it’s possible to disagree agreeably, that it’s better to laugh than cry, that one can vigorously contest the positions of one’s adversary without questioning his or her personal integrity or motivation, and that parties to a debate are entitled to the presumption that their views are legitimate if not correct.” –Thomas Mann

A climate of mutual respect requires free expression, critical investigation, and the open discussion of ideas. All of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment or personal attack. This means opening ourselves to the lived experiences of others, which may not be our own, and treating those experiences as valid. No one is entitled to harass, discriminate, or belittle another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. On the other hand, we cannot permit ourselves to be silenced because we feel awkward discussing politically sensitive issues.

Participating as a good listener while your peers are speaking is also critical. This is your role as members of the audience. Good listening requires effort and energy; “audience member” is not a passive role. Good listening entails offering attentive, supportive nonverbal feedback, and asking questions or offering comments.

When you are involved in a class discussion reflect on the following:

Do you lead? Do you follow? Do you dominate the conversation? Are you hesitant to speak up? Are you aware of other people’s desire to join in the conversation? Do you make sure everyone has a chance to contribute?

When you have an emotional reaction to something someone says, how do you handle it?

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>” **Make sure to review these university policies and resources.**

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Course Schedule *Schedule is subject to change with fair notice*

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 21/23	Introduction to The Course and Class Planning
2	Aug 28/30	History of International Development and Discourses on Gender WGD- Part 1 Introduction, Nos. 1 and 2 Canvas- Progress of the World's Women: Executive Summary
3	Sep 4/6	WGD- Nos. 3, 4, 5, and 6 Canvas- Progress of the World's Women: Section 1
4	Sep 11/13	WGD- Nos. 7, 8, and 9 Canvas- Progress of the World's Women: Section 2
5	Sep 18/20	WGD- Nos. 10, 11, and 12 Canvas- Progress of the World's Women: Section 3
6	Sep 25/27	WGD- Nos. 13, 14, and 15 Canvas- Progress of the World's Women: Section 4
7	Oct 2/4	Households, Families, and Work WGD- Part Two Introduction and Nos. 16, 17, and 18 Canvas- Transformation by 2030: Engaging Men and Boys Essay 1 Due
8	Oct 9/11	WGD- Nos. 19, 20, and 21
9	Oct 16/18	Women in the Global Economy WGD- Part Three Introduction and Nos. 22, 23, and 24 Canvas- Economic Crises and Women's Work pgs. 1-32
10	Oct 23/25	WGD- Nos. 25, 26, and 27 Canvas- Economic Crises and Women's Work pgs. 33-end
11	Oct 30/Nov 1	International Women in Social Transformation WGD- Part Four Introduction and Nos. 28, 29 Essay 2 Due

Week	Date	Topics, Readings, Assignments, Deadlines
12	Nov 6/8	WGD- Nos. 30, 31, and 32 Canvas- Women and Climate Change
13	Nov 13/15	WGD- Nos. 33, 34, 35, and 36
14	Nov 20	Women Organizing Themselves for Change WGD- Part Five Introduction and Nos. 37, 38, and 39 Thanksgiving Break November 21-25
15	Nov 27/29	WGD- Nos. 40, 41, 42, 43, and 44 Essay 3 Due
16	Dec 4/6	Review