

## Interdisciplinary Programmes

Academic year 2021-2022  
Wednesday 10h15 - 12h00

### Gender and Development: From Theory to Practice

DEV139 - Fall - 6 ECTS  
[Schedule & Room](#)

#### Course Description

This course explores the evolving field of gender and development. It does so through tracing paradigm shifts in this arena over time, including through key concepts such as gender-mainstreaming and empowerment, as well as through focusing on specific policy areas such as education, work, and reproductive health. By paying attention to global and intersecting inequalities, we will grapple with the question of how the gender and development sphere can be more inclusive and equitable.

#### > PROFESSORS

Isabel Pike  
[isabel.pike@graduateinstitute.ch](mailto:isabel.pike@graduateinstitute.ch)

[Office hours](#)  
Office: P1-521

#### > ASSISTANT

[Camilla Della Giovampaola](#)

[Office hours](#)

## Syllabus

### Course structure:

The first four weeks provide an important foundation to the course. In these weeks, we explore: how to conceptualize gender and development theoretically; the history of gender and development as a policy arena; its inequalities, both historical and present; as well as its discursive politics. After having established this foundation, we then move to various topical concerns of gender and development: from the potential and pitfalls of concepts such as empowerment and mainstreaming to the question of “engaging men.” For this portion of the course, lecture classes will alternate with debate classes. More information on the debate format is below. Lecture classes will also have an interactive component, with group discussion and activities.

### Assignments and Grade Distribution:

Attendance and class participation	10%
Reflection memos	15%
Position paper and debate presentation	35%
Final paper	40%

### Attendance and participation:

Attending class is crucial to your learning in this course: lectures will cover key ideas of the week’s

theme and we will then explore these ideas together through discussion and debate. Please let the TA know if you are not able to attend class and why. Given the interactive component of the course, student engagement is vital to the course's success. Effective participation requires careful, thoughtful reading of the course materials before class.

### **Reflection memos:**

Students should submit reflection memos on the readings assigned for **three** of the weeks, excluding the last week of the semester and the week when you are submitting a position paper for the debate. These memos are brief (no more than **350 words**) and there is no set format or style. The idea is to critically engage with the readings. You can approach the memo in a variety of ways: for example, you can focus on a common broad theme of the readings and discuss how they deal with it in different ways or you can go in-depth on one particularly aspect of a couple of the readings. The key is not to simply summarize the readings but to give your analysis.

The memos should include **two discussion questions**. These can be integrated into the text and indicated through bolding or underlining; or they can be included at the end.

Memos should be submitted via Moodle and posted in the Moodle Forum by **12 pm on Tuesday** before class.

### **Position Paper (before class) and Debate (in-class):**

We will hold four debates throughout the semester. Students will be able to sign up for a topic and position at the beginning of the semester.

In advance of the debate, each student will submit an individually prepared position paper. In this position paper, you will present arguments for your position, bring in supportive evidence, and address potential counter arguments. The paper should reference the required readings of the week and at least three additional readings. It should be a maximum of **1,500 words** (excluding reference list) and submitted via Moodle by **12 pm on Friday** before the debate class.

Before the debate, meet with your group to organize and plan your group presentation. Student groups can decide how best to present their position e.g., as a group, a few spokespeople, etc. Whatever option you choose, be sure that multiple speakers do not to repeat the same argument but rather that as a group, you present a well-rounded set of arguments.

The classes when we have a debate will proceed as follows:

- 10 minutes for each side to present their arguments, followed by five minutes each for rebuttals
- 10 minutes for questions from the audience
- Short break
- 50 minutes of class discussion

The key idea with the debates is to discuss a particular topic from a variety of perspectives. As such, there will not be a winner, rather through the debate, we will explore the conditions under which particular positions hold.

### **Final paper (proposal due November 19, final paper due December 23):**

The final paper is an opportunity for students to explore specific themes of gender and development that are of most interest to them. The final paper can review existing research or it can draw on primary data. Whatever the topic of your paper, it should pose a question that it answers with some type of argument (e.g., not just describe, but analyze). The paper should be a maximum of **2,500 words** (excluding reference list).

For a review of existing research, you could, for example, focus on a particular gender and development intervention (e.g., microfinance, cash transfers, entrepreneurship training) and discuss

debates around how effective these approaches have been. Or you could discuss a methodological or theoretical debate within gender and development (e.g., North-South power imbalances, how to measure empowerment, etc.) If you take this literature review approach, be sure to make your final paper's topic distinct from your debate position paper. An example of a paper based on primary data is to use a discursive politics lens (Week 4) to analyze a government or NGO gender & development program, drawing text from policy documents, reports, an organization's website and social media, etc.

Proposals for the final paper are due **Friday November 19** (12 pm). Final papers are due **December 23** (midnight).

**Office Hours:**

Please do sign up for office hours. This is a time for you to discuss anything related to the course one-on-one with me. This can be about an assignment, something we touched on in class that you'd like to discuss more, a concern about writing, your research interests or really anything related to the course or your studies. My office hours are 2-4 pm on Thursdays (Doodle poll for sign-ups on the Moodle page) but if you have a schedule conflict with that time, email me and we can set up another time.

**Bilingual policy:**

The Graduate Institute is a bilingual institution. Lectures will be held in English but students may participate in class and complete assignments in French. If applicable, translations in French of assigned texts can be used.

**Late work:**

Assignments submitted late will lose 0.25 for each day past the deadline, unless an extension has been granted beforehand for a legitimate reason.

**Format:**

Please submit all assignments in Word format (not PDF). You can use any reference style you are familiar with, but please make sure that you use author-year in-text citations rather than footnotes. See details here for [Chicago](#) or [Harvard](#) in-text citation styles.

## Course Outline and Readings

### Week 1 (Sept 22): Conceptualizing Gender and Development

*How do we understand “gender” and “development”? How do these understandings relate to “gender and development”? (In this session, we will also go over the structure of the course.)*

Risman, B. J. (2004). Gender as a social structure: Theory wrestling with activism. *Gender & society, 18*(4), 429-450.

Purkayastha, B. (2012). Intersectionality in a transnational world. *Gender & Society, 26*(1), 55-66.

Desai, M., & Rinaldo, R. (2016). Reorienting gender and globalization: Introduction to the special issue. *Qualitative Sociology, 39*(4), 337-351.

### Week 2 (Sept 29): An Evolving Field: WID, WAD, GAD

*How has gender and development as a political arena and theoretical framework evolved since the mid-20<sup>th</sup> century? How do these shifts relate to feminist organizing more generally? How do different gender and development “imaginaries” manifest today?*

Ewig, C., & Ferree, M. M. (2013). Feminist organizing: What’s old, what’s new? History, trends, and issues. In *The Oxford handbook of gender and politics*.

Cornwall, A., & Rivas, A. M. (2015). From ‘gender equality and ‘women’s empowerment’ to global justice: reclaiming a transformative agenda for gender and development. *Third World Quarterly, 36*(2), 396-415.

Wilks, M. C. (2019). Activist, Entrepreneur, or Caretaker? Negotiating Varieties of Women in Development. *Gender & Society, 33*(2), 224-250.

### Week 3 (October 6): Power and Inequality

*How do global inequalities, both historical and current, shape the gender and development arena? To what extent do gender and development programs reify the gender binary?*

Mohanty, C. T. (1984). Under Western eyes: Feminist scholarship and colonial discourses. *Boundary 2, 333-358*.

Roth, S. (2015) *The Paradoxes of Aid Work: Passionate Professionals*. London and New York: Routledge. (Chapters 6 : Othering and Otherness ; pages 128-147)

Jolly, S. 2010. Queering development: Exploring the links between same-sex sexualities, gender, and development. *Gender and Development, Vol. 8*(1): 78-88.

Ahikire, J. (2008) Vulnerabilities of feminist engagement and the challenge of developmentalism in the South: What alternatives? (pages 1-6)

*(There are four readings this week as the third and fourth readings are relatively short.)*

### Week 4 (October 13): The Discursive Politics of Gender and Development

*What are the narratives, metaphors, and keywords that circulate in the gender and development sphere? What can analyzing the discourse of gender and development reveal?*

Cornwall, Andrea. "Buzzwords and fuzzwords: deconstructing development discourse." *Development in practice* 17.4-5 (2007): 471-484.

Anyidoho, N. A. and T. Manuh (2010) Discourses on women's empowerment in Ghana. *Development* 53(1): 267-73

Pike, I. (2020). A Discursive Spectrum: The Narrative of Kenya's "Neglected" Boy Child. *Gender & Society*, 34(2), 284-306.

### **Week 5 (October 20): Empowerment and Mainstreaming**

*How did the concepts of empowerment and mainstreaming emerge in the gender and development arena? What are their contested meanings? How can these concepts be measured?*

Kabeer, N. (1994). *Reversed realities: Gender hierarchies in development thought*. Verso. (Chapter 9: Empowerment from Below: Learning from the Grassroots. Pages 223-263)

Moore, E. V. (2016). Postures of Empowerment: Cultivating Aspirant Feminism in a Ugandan NGO. *Ethos*, 44(3), 375-396.

Springer, E. (2020). Bureaucratic tools in (gendered) organizations: Performance metrics and gender advisors in international development. *Gender & society*, 34(1), 56-80.

### **Week 6 (October 27): Empowerment and Mainstreaming (Debate)**

**Debate 1:** Is gender mainstreaming a valuable concept and strategy in advancing gender equality? (Positions: Yes/No)

Mukhopadhyay, M. (2009) 'Mainstreaming gender or "streaming" gender away: feminists marooned in the development business', *IDS Bulletin* 3(4): 95-103

Ransom, E., & Bain, C. (2011). Gendering agricultural aid: an analysis of whether international development assistance targets women and gender. *Gender & Society*, 25(1), 48-74.

Rees, T. (2005). Reflections on the uneven development of gender mainstreaming in Europe. *International Feminist Journal of Politics*, 7(4), 555-574.

Optional:

Sweetman, C. (2015) 'Gender mainstreaming: changing the course of development?' in Coles, A. L. Gray and J. Momsen (eds.) *The Routledge Handbook of Gender and Development*, Oxon: Routledge

Mehra, R., & Gupta, G. R. (2006). Gender mainstreaming: making it happen. *International Center for Research on Women (ICRW)*.

Walby, S. (2005). Introduction: Comparative gender mainstreaming in a global era. *International Feminist Journal of Politics*, 7(4), 453-470.

### **Week 7 (November 3): Girls and Women as "Smart Economics"**

*How did girls' and women's empowerment become seen as "smart economics"? At the same time, how did women become seen as ideal workers in certain sectors? Where does masculinity fit in interpreting the global economy?*

Prügl, E., & True, J. (2014). Equality means business? Governing gender through transnational public-private partnerships. *Review of International Political Economy*, 21(6), 1137-1169.

Barrientos, S. and B. Evers, "Gendered Production Networks: Push and Pull on Corporate Responsibility?" In *New Frontiers in Feminist Political Economy*, eds. Shirin M. Rai and Georgina Waylen (London: Routledge, 2014): 43-61.

Salzinger, L. (2016). Re-marking men: Masculinity as a terrain of the neoliberal economy. *Critical Historical Studies*, 3(1), 1-25.

### **Week 8 (November 10):** Girls and Women as "Smart Economics" (Debate)

#### **Debate 2:** Can neoliberal institutions advance a feminist agenda? (Positions: yes/no)

Elias, J. (2013). Davos woman to the rescue of global capitalism: Postfeminist politics and competitiveness promotion at the World Economic Forum. *International Political Sociology*, 7(2), 152-169.

Moeller, K. (2018). *The Gender Effect*. University of California Press. (Chapter 4: Searching for Third World Potential, pages 120-143)

Boeri, N. (2018). Challenging the gendered entrepreneurial subject: gender, development, and the informal economy in India. *Gender & Society*, 32(2), 157-179.

Optional:

Calkin, "Feminism, interrupted? Gender and development in the era of 'Smart Economics' *Progress in Development Studies* 15, 4 (2015) pp. 295–307

Bexell, M. (2012). Global governance, gains and gender: UN–business partnerships for women's empowerment. *International Feminist Journal of Politics*, 14(3), 389-407.

Wilson, K. (2015). Towards a radical re-appropriation: Gender, development and neoliberal feminism. *Development and Change*, 46(4), 803-832.

Kantola, J., & Squires, J. (2012). From state feminism to market feminism?. *International Political Science Review*, 33(4), 382-400.

### **Week 9 (November 17):** Education and Poverty

*How is education understood to lead to women's empowerment? How have women become seen as "agents" in combatting poverty?*

Nelly Stromquist. 2003. Education as a means of empowering women. In: Jane L. Parpart, Shirin M. Rai, and Kathleen A. Staudt (eds.) *Rethinking Empowerment: Gender and Development in a Global/Local World*. London: Routledge, pp. 22-38.

Mojola, S. (2014). *Love, Money, and HIV: Becoming a Modern African Woman in the Age of AIDS*. Berkeley, CA: University of California Press (Chapter 5)\*

Khurshid, A. (2015). Islamic traditions of modernity: Gender, class, and Islam in a transnational women's education project. *Gender & Society*, 29(1), 98-121.

\*Suggested reading: Introduction of "Love, Money, and HIV"

### **Week 10 (November 24): Education and Poverty (Debate)**

#### **Debate 3:** Is education the best route to women's empowerment? (Positions: yes/no)

Kabeer, N. (2005). Gender equality and women's empowerment: A critical analysis of the third millennium development goal 1. *Gender & Development*, 13(1), 13-24.

Chant, S. (2016). Women, girls and world poverty: empowerment, equality or essentialism?. *International Development Planning Review*, 38(1), 1-24.

Unterhalter, E. (2009). Gender and poverty reduction: The challenge of intersection. *Agenda*, 23(81), 14-24.

Optional:

Musto, M. (2019). Brilliant or bad: The gendered social construction of exceptionalism in early adolescence. *American Sociological Review*, 84(3), 369-393.

Moeller, K. (2013) 'Proving "The Girl Effect:" Corporate knowledge production and educational intervention', *International Journal of Educational Development* 33(6): 612-21

Weiler, K. (1991) 'Freire and a Feminist Pedagogy of Difference', *Harvard Educational Review* 61(4): 449-74

Unterhalter, E. (2006) 'Gender, education and development', in C. Skelton, B. Francis and L. Smulyan (eds.): *The Sage Handbook in Gender and Education*, London: Sage, pp. 93-108

### **Week 11 (December 1): Violence and "Bringing Men In"**

*What are the gendered dimensions of violence, both in the home and in war? How do these relate to cultural ideals of masculinity and femininity? How have men responded to greater policy attention to women's rights? And to what extent should men be targets of gender and development programs?*

Sweet, P. L. (2019). The sociology of gaslighting. *American Sociological Review*, 84(5), 851-875.

Enloe, C. (2004) *All the Men are in the Militias, All the Women are Victims: The Politics of Masculinity and Femininity in Nationalist Wars*. *The Curious Feminist*, Berkeley, CA: University of California Press, 99-108

Ssewakiryanga, R. (2002). 'That Beijing thing!': challenging transnational feminisms in Kampala, Uganda. *Agenda*, 17(54), 16-30.

### **Week 12 (December 8): Violence and "Bringing Men In" (Debate)**

Debate 4: Should gender and development programming target boys and men as much as it targets girls and women? (Positions: yes/no)

Datta, K. (2004). A coming of age? Re-conceptualising gender and development in urban Botswana. *Journal of Southern African Studies*, 30(2), 251-268.

Izugbara, C., Tikkanen, R., & Barron, K. (2014). Men, masculinity, and community development in Kenyan slums. *Community Development*, 45(1), 32-44.

Pierotti, R. S., Lake, M., & Lewis, C. (2018). Equality on his terms: Doing and undoing gender through men's discussion groups. *Gender & Society*, 32(4), 540-562.

Optional:

Stites, E. (2013) A Struggle for Rites: Masculinity, Violence and Livelihoods in Karamoja, Uganda in *Gender, Violence, and Human Security: Critical Feminist Perspectives* (Chapter 6)

Wyrod, R. (2008). Between women's rights and men's authority: masculinity and shifting discourses of gender difference in urban Uganda. *Gender & Society*, 22(6), 799-823.

Lwambo, D. (2013) 'Before the war, I was a man': Men and masculinities in the Eastern Democratic Republic of Congo in *Gender and Development*, 21(1):47-66

Chant, S. and M. Gutmann (2000) *Mainstreaming Men Into Gender and Development: Debates, Reflections, and Experiences*. Oxfam GB: United Kingdom

Kandiyoti, D. (2019). Mainstreaming Men and Masculinities: Technical Fix or Political Struggle?. *Masculinities: A Journal of Identity and Culture*, (12), 30-41.

### **Week 13 (December 15): Intimate Interventions: Sexual and Reproductive Health**

*What are the tensions and alliances in the population and development sphere? How do these relate to women's empowerment and rights?*

Hodgson and Watkins. (1997) Feminists and Neo-Malthusians: Past and Present Alliances. *Population and Development Review*. 23(3): 469-523.

DeJong, J. (2000). The role and limitations of the Cairo International Conference on Population and Development. *Social Science & Medicine*, 51(6), 941-953.

Senderowicz, L. (2019). "I was obligated to accept": A qualitative exploration of contraceptive coercion. *Social Science & Medicine*.

Optional:

Root, L., & Johnson-Hanks, J. (2016). Gender, honor, and aggregate fertility. *American Journal of Economics and Sociology*, 75(4), 904-928.

### **Week 14 (December 22): Course wrap-up and discussion of final papers**