

Gender and International Development

ANG 6304

University of Florida

Department of Anthropology

Spring 2014

Venue: Turlington Hall 2341

M: 4:05 – 7:05 (9-11)

Instructor: Dr. Marit Ostebo

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Office: Grinter Hall 496

Office Hours: T 2:00 – 3:30 and R 2:00 – 3:30

Course description

Over the last decades gender has emerged as a crosscutting issue in international development. Following a number of world conferences on women during the 1980's and 1990's, the number of actors that are involved in promoting gender equality and women's rights has increased steadily, and gender equality norms have been established as an integral part of international law. Transnational organizations such as the World Bank and the UN, a wide range of civil society organizations, national governments and donor countries all have developed gender policies and strategies to which they claim their commitment. What are the underlying assumptions and the rationale for the increased focus on gender in international development and what characterize the different 'gender and development' strategies and interventions? Who are the actors in these processes, and how do they relate to, implement and translate the policies? And is the meaning of key concepts such as 'gender equality', 'empowerment' and 'development' as cohesive as the global policy discourse suggests?

In this seminar we will critically scrutinize the assumptions, theories, policies, practices and strategies that have informed development interventions in general and initiatives aimed at promoting women's empowerment and gender equality in particular. The course readings reflect the interdisciplinary nature of the field and include selected journal articles and four selected ethnographies of aid. Since the role of religion in development in general and with regards to gender and development in particular is a topic that is gaining increased attention in both development theory and practice, this is among one of the topics that will be thoroughly discussed.

Learning outcomes

By the end of the course students will have

1. Acquired knowledge about

- a. Different development theories
 - b. The role of the various actors in development (the state, market, transnational actors, civil society organizations, communities and individuals) and the relationship between them
 - c. Different anthropological approaches to development
 - d. Feminist theories that are of relevance to the gender and development field
 - e. Strategies and approaches to gender in international development
2. Developed the ability to critically analyze and discuss
- a. The underlying assumptions and theoretical underpinnings of the different approaches to gender and development
 - b. Representations of gender relations in the global south
 - c. Gender and development interventions/projects as a set of complex and context dependent social practices
 - d. The interplay between structure and agency in international development

Required texts

Bradley, T. (2011) Religion and Gender in the Developing World: Faith Based Organizations in India (Used copies available at Amazon starting from \$ 19.90)

Hilhorst, D. (2003) The real world of NGOs. Discourses, Diversity and Development (used copies available at Amazon starting from \$3)

Munk, N. (2013) The Idealist: Jeffrey Sachs and the Quest to End Poverty (Kindle edition available. Used or new copies available at Amazon starting from \$ 12.50)

Willis, K. (2011) Theories and Practices of Development (used and new copies available at Amazon starting from \$35. Also available for rent via Amazon)

PDF files of other required readings are available at the course e-learning website (Sakai).

Class requirements and assignments

Participation (25 % of grade)

Since the course only meets once a week, full attendance in all classes is essential. More than one absence may lower your grade. If you have an excusable absence (see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) let me know in advance and I will consider whether you have to make up for the absence in one or another way. Students are expected to come to class having done all the assigned readings and to be ready to participate in discussions. Everyone will have an opportunity to play a part in facilitating the weekly discussions. I will strive to create an open,

informal and inclusive environment. I also encourage students to give me constructive feedback on the course syllabus and readings.

Short papers (25% of grade)

Students will write three 4-5pp papers during the course. Instructions for each paper will be available on Sakai.

Final paper (50 % of grade)

The final paper, which should be approximately 20-22pp in length, is due at the end of the semester. Proposals for these papers, including abstract, a short outline and a preliminary bibliography should be submitted to me before spring break. These papers may focus on a suitable research question, or may be a literature review of a specific topic of relevance to the course. Every student is expected to give an oral presentation of his or her selected topic on April 21.

All the papers must be uploaded to Sakai in .doc or .docx form, with no spaces in the file name, before class on the due date. Plagiarism of any sort will not be tolerated and the papers may be subject to control through Turnitin.

Please note that acts of plagiarism include:

- Turning in a paper or assignment that was written by someone else.
- Copying verbatim a sentence or paragraph of text from the work of another author without proper citation and quotation marks
- Paraphrasing or restating in your own words, text or ideas written by someone else without proper citation.

Student should use a proper citation style, e.g. the American Anthropological Association citation style: http://www.aaanet.org/publications/style_guide.pdf

UF Policies

Academic Honesty: When students enroll at UF they commit themselves to honesty and integrity. As a result of completing the registration form at the University of Florida, every student has signed the following statement: *“I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”*

On work submitted for credit by UF students, the following pledge is either required or implied: *“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”*

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 UF Counseling and Wellness Center provides confidential counseling services at no cost for currently enrolled students.

1. *Counseling and Wellness Center*, <http://www.counseling.ufl.edu/cwc/>
2. *Student Health Care Center*: <http://shcc.ufl.edu/>

For an overview of various resources see <http://www.distance.ufl.edu/getting-help>

Disabilities: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, 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.

Technical assistance: For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

Class schedule

(Note: The instructor reserves the right to modify the course schedule. However, no changes will be made to the assignment due dates.)

Week 1 (Jan 6) Introduction / Course preview

READINGS

Willis, K. (2011) Theories and Practices of Development (p 1-35)

The United Nations Commission on the Status of Women see

<http://www.un.org/womenwatch/daw/CSW60YRS/>

The Beijing Plan for Action (summary version)

Video: Half the sky

Week 2 (Jan 13) Theoretical perspectives on development

READINGS

Willis, K. (2011) Theories and Practices of Development (p 36-102)

Jones, P.S. (2000) 'Why is it alright to do development 'over there' but not 'here'?

Changing vocabularies and common strategies of inclusion across the 'First' and 'Third' Worlds'

Mosse, D. & Lewis, D. (2006) Theoretical Approaches to Brokerage and Translation in Development

Week 3 (Jan 20) PUBLIC HOLIDAY – NO CLASS

Week 4 (Jan 27) Feminist theory

Beasley, C. (1999) Starters on the feminist menu: liberal, radical and Marxist/socialist feminism

Holli, Anne Maria (1997) On Equality and the Trojan Horses. The Challenges of the Finnish Experience to Feminist Theory

Moghadam, Valentine M. (2002) Islamic Feminism and Its Discontents: Toward a Resolution of the Debate

Nzegwu, N. (2001) Gender Equality in a Dual-Sex System: The case of Onitsha

Week 5 (Feb 3) Contemporary gender and development policies

READINGS:

The Millennium Development Goals see <http://www.un.org/millenniumgoals/>

The World Bank (2011) World Development Report 2012. Gender Equality and Development. A PDF version of the report is available on Sakai. Can also be downloaded as an Ipad App. See <https://itunes.apple.com/us/app/world-development-report-2012/id474883289?mt=8>

FIRST ASSIGNMENT DUE

Select the web-page of an international NGO (e.g. USAID, OXFAM, DFID, SIDA, CARE International, Save the Children, Plan International, Concern, World Vision etc.

For an overview of faith-based organizations see

<http://web.worldbank.org/WBSITE/EXTERNAL/EXTABOUTUS/PARTNERS/EXTDEVIALOGUE/0,,contentMDK:22363829~pagePK:64192523~piPK:64192458~theSitePK:537298,00.html>)

Explore critically the organization's gender policy and compare the policy to the MDGs and The 2012 World Development Report. How is gender equality defined in the policies? What key areas of concern are outlined? Students are expected to critically reflect on the selected organization's gender policy. Be prepared to give a 10 minute presentation in class.

Week 6 (Feb 10) ETHNOGRAPHY OF AID I

READINGS

Munk, N. (2013) The Idealist: Jeffrey Sachs and the Quest to End Poverty (Kindle edition available. Used or new copies available at Amazon starting from \$12.50)

Week 7 (Feb 17) Gender strategies: WID, WAD and GAD

READINGS

- Rathgeber, E.M. (1990) WID, WAD, GAD: Trends in Research and Practice
Cornwall, A. (2007) 'Revisiting the 'Gender Agenda'', *IDS Bulletin*, 38(2): 69-78
Tripathy, J. (2010) How gendered is Gender and Development? Culture, masculinity, and gender difference

Week 8 (Feb 24) Critical Perspectives on development policy and discourse

READINGS:

- Shore, C. & Wright, S. (2011) Conceptualising Policy: Technologies of Governance and the Politics of Visibility
Cornwall, A. & Brock K. (2005) What do buzzwords do for development policy? a critical look at 'participation', 'empowerment' and 'poverty reduction'
Ulvin, P. (2007) From the right to development to the rights-based approach: how 'human rights' entered development
Abu-Lughod, L. (2009) Dialects of Women's Empowerment: The International Circuitry of The Arab Human Development Report 2005

SECOND ASSIGNMENT DUE: Essay on feminist theory (instructions will be available on Sakai)

SPRINGBREAK

Week 9 (March 10) Rethinking representations of women in the global south

READINGS

- Mohanty, C.T. (1988) Under Western Eyes: Feminist scholarship and Colonial Discourses
Van Allen, J. (1972) "Sitting on a Man": Colonialism and the Lost Political Institutions of Igbo Women
Chant, S. (2008) The 'Feminisation of Poverty' and the 'Feminisation' of Anti-Poverty Programmes: Room for Revision?
Kandiyoti, D. (1988) Bargaining with patriarchy

Week 10 (March 17) Contested meanings of gender equality

READINGS

- Verloo, M. & Lombardo E. (2007) Contested Gender Equality and Policy Variety in Europe: Introducing a Critical Frame Analysis Approach
Longo, P. (2001) Longo, P. Revisiting the Equality/Difference Debate: Redefining Citizenship for the New Millennium
Baden, S. and Goetz, A. M. (1997) Who Needs [Sex] When You Can Have [Gender]? Conflicting Discourses on Gender at Beijing
Arnfred, S. (2011) Women, Men and Gender Equality in Development Aid – Trajectories, Contestations

Week 11 (March 24) ETHNOGRAPHY OF AID III

READINGS

Hilhorst, D. (2003) The real world of NGOs. Discourses, Diversity and Development (used copies available at Amazon starting from \$ 3)

Week 12 (March 31) Gender and development – mainstreaming and ‘ngoization’

READINGS

Willis K. (2011) Theories and Practices of Development (p 103-163)

Moser, C. (2005) Has gender mainstreaming failed?

True, J. (2003) Mainstreaming Gender in Global Public Policy

Nazneen, S. & Sultan, M. (2009) Struggling for Survival and Autonomy: Impact of NGO-ization on women's organizations in Bangladesh

THIRD ASSIGNMENT DUE: Essay based on readings

Week 13 (April 7) Religion, Development and Gender

READINGS

Clarke, G. (2007) Agents of Transformation? Donors, Faith-Based Organisations and International Development

Razavi, S. & Jenichen, A. (2010) The Unhappy Marriage of Religion and Politics: problems and pitfalls for gender equality

Tadros, M. (Tadros, 2011) Introduction: Gender, Rights and Religion at the Crossroads

Østebø, M. & Østebø, T. (forthcoming) Religious leaders: A magic bullet when addressing gender sensitive issues? The case of Religious leaders and Female Genital Mutilation in Ethiopia

Week 14 (April 14) ETHNOGRAPHY OF AID IV

Bradley, T. (2011) Religion and Gender in the Developing World: Faith Based Organizations in India

Week 15 (April 21) Oral presentations

Week 16: (April 28) Final papers due

COMPLETE REFERENCE LIST

Abu-Lughod, L. (2009) 'DIALECTS OF WOMEN'S EMPOWERMENT: THE INTERNATIONAL CIRCUITRY OF THE ARAB HUMAN DEVELOPMENT REPORT 2005', *International Journal of Middle East Studies*, 41(01): 83-103.

Arnfred, S. (2011) 'Women, Men and Gender Equality in Development Aid – Trajectories, Contestations', *Kvinder, køn & forskning*.

- Bradley, T. (2011) *Religion and Gender in the Developing World: Faith Based Organizations in India*, London and New York: I.B. Tauris.
- Chant, S. (2008) 'The 'Feminisation of Poverty' and the 'Feminisation' of Anti-Poverty Programmes: Room for Revision?', *The Journal of Development Studies*, 44(2): 165-197.
- Clarke, G. (2007) 'Agents of Transformation? Donors, Faith-Based Organisations and International Development', *Third World Quarterly*, 28(1): 77-96.
- Cornwall, A. (2007) 'Revisiting the 'Gender Agenda'', *IDS Bulletin*, 38(2): 69-78.
- Cornwall, A. and Brock, K. (2005) 'What do buzzwords do for development policy? a critical look at 'participation', 'empowerment' and 'poverty reduction'', *Third World Quarterly*, 26(7): 1043-1060.
- Jones, P. S. (2000) 'Why is it alright to do development 'over there' but not 'here'? Changing vocabularies and common strategies of inclusion across the 'First' and 'Third' Worlds', *Area*, 32(2): 237-241.
- Kandiyoti, D. (1988) 'Bargaining with patriarchy', *Gender & society*, 2(Special Issue to honor Jessie Bernard): 274-290.
- Longo, P. (2001) 'Revisiting the Equality/Difference Debate: Redefining Citizenship for the New Millennium', *Citizenship Studies*, 5(3): 269-284.
- Moser, C. (2005) 'Has gender mainstreaming failed?', *International Feminist Journal of Politics*, 7(4): 576-590.
- Mosse, D. and Lewis, D. (2006) 'Theoretical Approaches to Brokerage and Translation in Development', in Mosse, D. and Lewis, D. (eds) *Brokers and Translators. The Ethnography of Aid and Agencies*. Bloomfield, Kumarian Press, Inc.
- Nazneen, S. and Sultan, M. (2009) 'Struggling for Survival and Autonomy: Impact of NGO-ization on women's organizations in Bangladesh', *Development*, 52(2): 193-199.
- Rathgeber, E. M. (1990) 'WID, WAD, GAD: Trends in Research and Practice', *The Journal of Developing Areas*, 24(4): 489-502.
- Razavi, S. and Jenichen, A. (2010) 'The Unhappy Marriage of Religion and Politics: problems and pitfalls for gender equality', *Third World Quarterly*, 31(6): 833-850.
- Shore, C. and Wright, S. (2011) 'Conceptualising Policy: Technologies of Governance and the Politics of Visibility', in Shore, C., Wright, S. and Però, D. (eds) *Policy Worlds. Anthropology and the Analysis of Contemporary Power*, pp. 1-25. New York, Berghahn Books.
- Tadros, M. (2011) 'Introduction: Gender, Rights and Religion at the Crossroads', *IDS Bulletin*, 42(1): 1-9.
- The World Bank (2011) 'World Development Report 2012. Gender Equality and Development'. Washington DC.
- Tripathy, J. (2010) 'How gendered is Gender and Development? Culture, masculinity, and gender difference', *Development in Practice*, 20(1): 113-121.
- True, J. (2003) 'Mainstreaming Gender in Global Public Policy', *International Feminist Journal of Politics*, 5(3): 368-396.

Uvin, P. (2007) 'From the right to development to the rights-based approach: how 'human rights' entered development', *Development in Practice*, 17(4-5): 597-606.