

# **Seminar in Gender and International Development**

**ANG 6304 – 23HF/ AFS 6304**

**University of Florida**

**Department of Anthropology**

**Fall 2015**

Venue: CBD 0224

R: 9:35- 12:35 (3-5)

Instructor: Dr. Marit Ostebo

Email: [marit.ostebo@ufl.edu](mailto:marit.ostebo@ufl.edu)

Office: Grinter Hall 496

Office Hours: M 1-3 PM and by appointment

## **Course description**

Over the last decades gender has emerged as a crosscutting issue within the development and human rights discourse. 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 explore different ways that anthropology has approached the field of development and critically scrutinize the assumptions, theories, policies, practices and strategies that inform development interventions in general and initiatives aimed at promoting women's empowerment and gender equality in particular. The global focus on education of girls (and women), issues related to women's health and their role in different health systems, women's economic empowerment, and the relationship between development and religion are some of the topics that will be discussed in this class.

Students will also be introduced to N-Vivo, (a qualitative research software) and to pedagogical tools associated with Team-Based-Learning, tools that they can use in their future research and teaching.

## **Learning outcomes**

By the end of the course a successful student 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
3. Developed familiarity with N-Vivo as a tool for qualitative research
4. Gained an understanding of key principles and techniques in ethnographic research, with a particular focus on analysis of qualitative data and literature
5. Improved ability to research a topic in anthropology and write a scholarly paper that presents the research

## **Required texts**

Adely, F. (2012) Gendered Paradoxes. Educating Jordanian Women in Nation, Faith and Progress

Ewig, C. (2011) Second-Wave Neoliberalism: Gender, Race and Health Sector Reform in Peru

Gardner, K. & Lewis, D. (2015) Anthropology and Development. Challenges for the twenty-first century

Hodgson, D. (2004) Once Intrepid Warriors: Gender, Ethnicity, and the Cultural Politics of Maasai Development

Karim, L. (2011) Microfinance and its discontents

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

## **Class schedule**

(Note: I reserve the right to modify the course schedule).

### **Week 1 (Aug 27) Introduction**

Course preview and expectations

Introduction to N-VIVO

Video: Half the sky

#### **READINGS**

*I RECOMMEND THAT YOU START READING THIS WEEK. WE WILL DISCUSS GARDNER AND LEWIS' BOOK IN CLASS NEXT WEEK*

Gardner, K. & Lewis, D. (2015) Anthropology and Development. Challenges for the twenty-first century

Cabraal, A. (2012) Why use N-VIVO for your literature review

<https://anujacabraal.wordpress.com/2012/08/01/why-use-nvivo-for-your-literature-review/>

### **Week 2 (Sept 3) Development – theoretical and anthropological perspectives**

#### **READINGS**

Gardner, K. & Lewis, D. (2015) Anthropology and Development. Challenges for the twenty-first century

### **Week 3 (Sept 10) Starters on the feminist menu**

#### **READINGS**

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

de Beauvoir, Simone. The other sex. Introduction. p. 7-29

Irigaray, L. (1993) An ethics of sexual difference (First chapter)

Butler, Judith. 1999 [1990]. Gender trouble. Feminism and the Subversion of Identity (pp 3-22)

Mahmood, S (2001) Feminist Theory, Embodiment, and the Docile Agent: Some Reflections on the Egyptian Islamic Revival

### **Week 4 (Sept 17) Gender and Development – historical and theoretical perspectives**

#### **READINGS**

Beneria, L and Sen, G. (1981) Accumulation, Reproduction and “Women’s Role in Economic Development: Boserup revisited

Rathgeber, E.M. (1990) WID, WAD, GAD: Trends in Research and Practice

True, J. (2010) Mainstreaming gender in Global public policy  
Wilson, K. (2015) Towards a Radical Re-appropriation: Gender, Development and Neoliberal Feminism  
Cornwall, A. (2000) Missing Men? Reflections on Men, Masculinities and Gender in GAD

**Week 5 (Sept 24) Ethnography # 1**

Karim, L. (2011) Microfinance and its discontents (first half)

**Week 6 (Oct 1) Ethnography # 1 cont.**

Karim, L. (2011) Microfinance and its discontents (second half)

**Week 7 (Oct 8) 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  
Kandiyoti, D. (1988) Bargaining with patriarchy  
Narayan, U. (1998) Essence of culture and a sense of history. A feminist Critique of Cultural Essentialism

**Week 8 (Oct 15) Ethnography # 2**

Hodgson, D. (2004) Once Intrepid Warriors: Gender, Ethnicity, and the Cultural Politics of Maasai Development

**Week 9 (Oct 22) Ethnography # 2 cont.**

Hodgson, D. (2004) Once Intrepid Warriors: Gender, Ethnicity, and the Cultural Politics of Maasai Development

**Week 10 (Oct 29) Gender equality – a contested and changing concept**

READINGS

Arnfred, S. (2011) Women, Men and Gender Equality in Development Aid – Trajectories, Contestations  
Baden, S. and Goetz, A. M. (1997) Who Needs [Sex] When You Can Have [Gender]? Conflicting Discourses on Gender at Beijing  
Selbervik, H. & Østebø, M.T. (2013) Gender Equality in International Aid: What has Norwegian Gender Politics Got to Do With It  
Østebø, M. (2015) Translations of Gender Equality among Rural Arsi Oromo in Ethiopia

**Week 11 (Nov 5) Ethnography # 3**

Adely, F. (2012) Gendered Paradoxes. Educating Jordanian Women in Nation, Faith and Progress

**Week 12 (Nov 12) Ethnography # 3 cont.**

Adely, F. (2012) Gendered Paradoxes. Educating Jordanian Women in Nation, Faith and Progress

**Week 13 (Nov 19) Ethnography # 4**

Ewig, C. (2011) Second-Wave Neoliberalism: Gender, Race and Health Sector Reform in Peru

**Week 14 (Nov 26) THANKSGIVING****Week 15 (Dec 3) Ethnography # 4 cont.**

Ewig, C. (2011) Second-Wave Neoliberalism: Gender, Race and Health Sector Reform in Peru

**Week 16 (No class – final papers due)****Class requirements and assignments****Attendance (100 points)**

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.

**Oral Participation in Class (130 points)**

You are expected to keep up with the readings and to come to class well prepared and make thoughtful, relevant contributions to class discussions.

**Reflections on Canvas/ Preparing applications for class discussions (130 points)**

Each week you will, as part of preparation for class, do an individual assignment linked to the readings. Some weeks, your assignment will be to post reflections and responses on the Canvas discussion board. Other weeks, you will be asked to prepare applications that we will use in class. More instruction on how to prepare the applications will be given in class. The applications are modeled after the Team-Based-Learning methodology and preparing the applications and doing them in class will give you a pedagogical tool that you can use in your teaching. The individual assignments are due 6 PM the day before class.

**Formal Proposal for Research Paper (100 points)**

For this assignment, you will write a detailed proposal outlining your plans for the final paper. There is no length requirement for this document, but I expect that a successful proposal for this assignment would be around 3 single-spaced pages. Your proposal should include the following: Introduction, Background, Literature Review, Research Plan, Timeline, and Conclusion. The assignment is due Wednesday September 24.

### **N-Vivo project (100 points)**

At the beginning of the semester you will be introduced to N-VIVO qualitative research software. I will ask you to use the software as a tool for your research paper, which is due at the end of the semester. N-VIVO will help you organize and analyze your research data and your literature. The point of this assignment is for you to spend some time getting familiar with NVivo and determining whether or not it might be useful to you at some point. Be aware that, unless you decide to purchase a license (which is rather expensive, but may be worth it!) the time you have to work on this project is limited to one month. UF does not have a license to N-VIVO, but QRS is offering a one-month free trial. For this assignment you will turn in an N-VIVO project file, which among others should include an explanation of how you used the software and what you accomplished with it. The assignment is due Wednesday October 29.

### **Final Research paper (300 points)**

The final paper, which should be between 6000 – 8000 words in length, is due at the end of the semester. Choose a topic, which is relevant to the course AND to your research interest. You should aim to write a paper that you could submit to a journal for review. I strongly encourage you to meet with me at the beginning of the semester to discuss your research paper. If you already have conducted preliminary research for your graduate research project, I encourage you to write a paper using this data. If you not yet have conducted field research, your paper can be a systematic literature review of a particular topic related to your field of interest.

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