



Syllabus

Gender and Development - 59533

Last update 23-08-2018

HU Credits: 2

Responsible Department: *Glocal International Development*

Academic year: 0

Semester: *2nd Semester*

Teaching Languages: *English*

Campus: *Mt. Scopus*

Course/Module Coordinator: *Dr. Amelia Weinreb*

Coordinator Email: [*Amelia.Weinreb@mail.huji.ac.il*](mailto:Amelia.Weinreb@mail.huji.ac.il)

Coordinator Office Hours: *Mondays and Tuesdays*

Teaching Staff:
Dr. Amelia Weinreb

Course/Module description:

Gender and development constitutes its own academic sub-field and has proven to

be an enduring international policy and planning focus since the 1970s. With this in mind, the foundational questions that underlie this course are:

□ Why should the issue of gender constitute a legitimate planning tradition in its own right?

□ Why do the proliferating numbers of policies and plans for action in gender and development often fail to be implemented?

□ How do transnational relationships shape trends in gender and development?

To address these questions, this course provides a critical overview of classical and contemporary theories of development linked to core concerns in gender and development including: sex ratio, reproductive rights, health and disease, violence, education, agriculture, urbanization and globalization. Each week a □core concepts□ reading explores topic at hand in greater detail and introduces new debates.

Course/Module aims:

This course provides a critical overview of classical and contemporary theories of development linked to core concerns in gender and development including: sex ratio, reproductive rights, health and disease, violence, education, agriculture, urbanization and globalization. Each week a □core concepts□ reading explores topic at hand in greater detail and introduces new debates.

Learning outcomes - On successful completion of this module, students should be able to:

Upon completion of the course, students will have developed skills to:

□ Explain when, how, and why gender emerged as a development issue

□ Articulate central themes of gender and development over time

□ Place course themes within in a wider context of social theory and development policy

□ Converse, with historical and ethnographic sensitivity, about a range of contemporary case studies

□ Analyze possible interventions based on case studies from different areas of the developing world

Attendance requirements(%):

80%

Teaching arrangement and method of instruction: In this two-credit course, the first course credit is self-paced and offered online (thirteen online sessions accompanied by brief assignments and film that are submitted as a final portfolio). This is followed by the second credit of the course, a live, intensive interactive seminar where students are able to discuss and debate course material, present

contemporary research, and sit for an exam (three 4-hour seminar/workshops offered on Hebrew U's campus).

Course/Module Content:

Course Schedule

Part 1:

March 18-May 21, 2018

Self-paced, online completion of the first credit of the course

Each session includes:

- Summary addressing the questions posed at the end of each chapter in Momsen's text
- Exposure to relevant theory and how it may be applied
- An interactive component that asks you to stop, and write for 7 minutes
- A short video that illustrates a key point or argument
- At least one brief assignment option for your final portfolio

Online Sessions occur in the following order:

- Introduction to the Course
- Gender as a Development Issue
- The Sex Ratio
- Reproduction
- Gender Health and Violence
- Gender and Environment
- Gender in Rural Areas
- Info session on Group Assignment
- Gender and Urbanization
- Gender and Globalization
- How far have we come?
- Preparing for the final seminar

Part 2:

Three Intensive, seminar workshops, second course credit

Monday, May 21, 4:30pm-8:00pm

- Submit Portfolios
- Discussions and debates emerging from text (discussion page)
- Discussion of contemporary articles, topics not covered by Momsen (send links)
- Coaching on improving slides

Sunday, May 27, 12pm-4pm

- Group Presentations
- Q&A
- Break down into theory and practice roundtable
- Test preparation and review

Monday, May 28, 4:30pm-8:00pm

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- Exam (1 hour, 30 minutes)
 - Final celebration with food, drink and music
 - Closure, evaluation of the course

Required Reading:

Momsen, Janet. 2013. *Gender and Development*. London: Routledge.
Other readings as assigned, available on Moodle

Additional Reading Material:

Course/Module evaluation:

End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 0 %
Project work 0 %
Assignments 0 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 100 %
see additional information

Additional information:

- Brief Overview of Course Assignments*
- Portfolio (25%)
 - Contemporary case study proposal (25%)
 - Contemporary case study presentation (25%)
 - Final exam (25%)

Portfolio (25%)

At the beginning of the live seminar, each student will submit an individual, hard-copy portfolio of written work completed during the self-paced, online section of the course. The portfolio will contain both required short writing assignments and series of 5, 500-word essay assignments. All portfolio assignments and directions for assembly will be posted on Moodle.

Contemporary case study proposal (25%)

Groups of 3-5 students will select a contemporary case study on gender and development and submit three-page mini-proposal. I will provide a rubric that may

serve as both the guide for constructing the project in advance, and serve as the scorecard for grading the proposals, which require the following elements:

- a) Presents a clear research question that begins with "how" or "why"
- b) Establishes the historical, political and cultural context to explore the question
- c) Summarizes the debates surrounding the question, based on a literature review
- d) Summarizes theories that help frame answers to the question
- e) Provides a description of the interventions that attempted to address the problem, if any
- f) Offers an analysis of why the intervention succeeded and failed, why, and by what measures
- g) Describes the nature of the secondary data to be collected for the project
- h) Outlines a flexible but thorough six-week work plan describing how each group member will carry out their project as a team.

Contemporary Case Study Presentation (25%)

The student groups will present a final project based on their research proposal. I will provide a rubric that may serve as both the guide for constructing the final project in advance and that will also serve as a scorecard for grading. The final project will be composed of a maximum of 20 presentation slides addressing the gender and development question posed in the proposal, and an accompanying 3-5 page "executive summary."

Final Exam (25%)

At the end of the course a collaboratively designed closed-book, in-class exam will test students' working knowledge of terms, concepts, and their applications.