Gender and Empowerment in Development

Fall 2019 (3 credits)
Thursdays, Periods 2-4 (8:30-11:30), CBD 238
AFS 6905 (36B8); LAS 6938 (2962)

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Office</th>
<th>Email/Phone</th>
<th>Office hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Renata Serra</td>
<td>421 Grinter</td>
<td><a href="mailto:rserra@ufl.edu">rserra@ufl.edu</a></td>
<td>T &amp; F 1:30-2:30</td>
</tr>
</tbody>
</table>

Course description

This course examines the concepts, and associated practices, of gender equity, women’s empowerment and men’s involvement. Gender equity is widely perceived as both a goal of development and a mean for attaining wider societal goals. Given predominant gender norms that place women in an inferior position, increasing women’s empowerment and involving men in a process of normative transformation are regarded as preconditions for greater gender equity. However, there are contrasting views, in both research and development practice, on what constitutes women’s empowerment, how individual empowerment is linked to societal change, and what works best in attaining gender equity.

After reviewing the key underlying concepts, we will address the complexities of behavior change and societal transformation, as well as learn how researchers and development projects assess, track and measure women’s empowerment, men’s involvement and gender equity. Students will have the opportunity to critically examine the assumptions underlying development practice, and the challenges encountered by development organizations in integrating gender considerations into their work. We will delve into, and compare, distinct sub-regions, with the purpose to analyze how these local realities interface with development policies/actors and whether/how the latter incorporate feminist voices. Some of the study material and assignments will be quite practical, involving application of qualitative and quantitative methods, and exposure to, or participation in, ongoing projects pursued by the instructor and colleagues.

The course is suitable to graduate students in development studies, interdisciplinary sciences, conservation, women’s studies, area studies, etc. who aim to deepen their knowledge on how gender considerations affect development work. Ideally, students will have taken previous coursework in gender or development or have some relevant field expertise.

Course goals

The course aims to enhance students’ analytical abilities and practical skills in order to better understand, analyze and apply to their practical work:

- Key theories and concepts of gender, empowerment, and intersectionality
- Methods for data collection, measurement, and analysis
- Underlying assumptions, changing perceptions and new approaches for gender equity and women’s empowerment in development.
Learning outcomes:
By the end of the course, successful students will have acquired the:

1. Knowledge of main theories and approaches for explaining gender (in)equality and its impact on development; the influence of colonial and post-colonial practices, and the emergence of human right approaches and other recent global development across different contexts;
2. Ability to critically discuss prevailing assumptions underlying past and current development interventions, identifying what has (or has not) changed in gender and development in the last ten years;
3. Familiarity in locating, interpreting and analyzing key gender and development indicators; comparing prevailing monitoring, evaluation and learning (M&E, MEAL) indicators used in gender and development practice, identifying the pros and cons of qualitative and quantitative indices;
4. Familiarity with the WEAI-type of surveys (including A-WEAI, pro-WEAI, WELI) and with methods for collecting and analyzing women’s empowerment indicators;
5. Ability to examine key differences across time and geographical areas, and appreciation for a comparative regional perspective, especially between the regions of Latin America and Sub-Saharan Africa;
6. Skills to conduct professionally an expert interview;
7. Capability to work in groups to develop, facilitate, and conduct a number of activities around gender and development in and out of class.

Class format and philosophy
Classes will consist of lectures, class discussions and a variety of individual and group hands-on activities throughout the semester. Since learning is proven to best occur in a collaborative environment, there will be reduced lecture time as the semester progresses, and increased use of experiential means of learning. For this method to be successful, however, it is essential that you, as student, take the responsibility for reading the materials before class and submit the assignments according to deadlines. You are required to come to class prepared for critical, cooperative, and collegial discussions and activities.

Assignments
The description of activities provided below are a brief explanation of what is required for class. Detailed assignment instructions along with specific requirements and grading criteria will be provided on the Canvas course website.

- **Engagement and participation in class activities (10% of total grade):** You will be graded on your attendance, preparation for in-class activities, participation in class discussion, and group activities.

- **Class presentations/applications (10%)** are meant to demonstrate your understanding of class material and promote class learning. You will prepare
and conduct during the semester one 5-minute presentation plus another activity of your choice, based on selected readings.

- **5-minute article presentation** is to provide 2 key ideas and 1 main weakness of a pre-assigned reading. The presentation will be timed and the 5-minutes strictly enforced. This will allow you to develop the ability to synthesize effectively and make a concise argument.

- **Student-led Application (or other activity):** According to the Team Based Learning pedagogy, this consists of a question/exercise based on the class readings, which presents a significant problem, gives a specific choice out of a limited set of options, and is formulated in ways that one answer (chosen for that purpose) is most plausible than all others.

**Home Assignments:** You will submit one assignment at the end of each unit. These are intended to elicit and develop your knowledge of the unit material and your ability to apply some of the skills learned. These are:

- **Unit 1 Essay (15%):** a 4-5 pages, double spaced, essay addressing a given question stemming from the latest research.

- **Unit 2 Expert Interview (10%):** As part of your building skill set, you will interview an expert, in person or via Skype, asking about their experience, challenges and lessons learnt while conducting research or development work in the field of gender and development. You will develop and learn in class the methods for conducting a professional interview, recording and transcribing it, as well as writing a summary/reflection on it.

- **Unit 3 Data exercise (15%):** a 3 pages assignment (plus tables and graphs) for which you will locate, report and interpret data on gender equity and/or women’s empowerment in a given setting.

- **Unit 4 Practical exercise on WEAI-type tools (20%):** This will require demonstration of the ability to conduct a WEAI type of survey and/or analyze responses, construct indicators and interpret results.

- **Unit 5 Contribution of your choice (20%).** In the last part of the semester, students will conduct an activity of their choice, either a short research piece, or data collection/analysis, or a critically assessment of a specific methodology. The purpose is to apply concepts, ideas and methods learned in the course according to personal interests, but could also include participation in one of the ongoing research projects undertaken at the University of Florida.

**Final grades will be assigned following the scale below:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tot %</td>
<td>94-100</td>
<td>90-93</td>
<td>87-89</td>
<td>83-86</td>
<td>80-82</td>
<td>77-79</td>
<td>73-76</td>
<td>70-72</td>
<td>67-69</td>
<td>63-66</td>
<td>60-62</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>
CLASS TIME SCHEDULE AT GLANCE

- The instructors reserve the right to make changes to this schedule during the semester.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/22</td>
<td>Introduction + first discussion about GAD myths</td>
</tr>
<tr>
<td>2</td>
<td>8/29</td>
<td>Intra-HH relations</td>
</tr>
<tr>
<td>3</td>
<td>9/5</td>
<td>Intersectionality and men’s roles</td>
</tr>
</tbody>
</table>

9/6: Essay due

<table>
<thead>
<tr>
<th>Unit 2: Contested issues and practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

9/27: Interview assignment due

<table>
<thead>
<tr>
<th>Unit 3: Applied research tools and measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>9</td>
</tr>
</tbody>
</table>

10/18: Practical assignment due

<table>
<thead>
<tr>
<th>Unit 4: Challenges of Measuring and Monitoring &amp; Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

11/8: M&E assignment

<table>
<thead>
<tr>
<th>Unit 5. Final project and sharing</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

12/9: Final Project/Presentation due

Readings

Required readings consist of journal articles, book chapters, policy reports, videos and various online resources, fully listed in a separate document. Many items will be available on UF’s Canvas e-learning site (Modules sections). Two useful but not required resources are:

- Harcourt, W. ed. 2016. *The Palgrave Handbook of Gender and Development. Critical Engagements in Feminist Theory and Practice*. Palgrave McMillan. (We will read several chapters from this book, and given its high cost, it will be made available via the University Library system, as licensed e-book)

University Policies

Requirements for class attendance, make-up exams, assignments and other work are consistent with University policies. Excuses for missing a class test or a deadline for assignments will only be accepted if appropriately documented and due to illness, serious family circumstances, religious holidays, and other reasons approved by the University. You should give me prior notice whenever possible.

Academic Honesty, Software Use, Services for Students with Disabilities, UF Counseling

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. If you have any questions or concerns, please consult with the instructor.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

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 Counseling and Wellness Center provides confidential counseling services at no cost for currently enrolled students. Contact information: http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575. University Police Department: 392-1111.

Students with Disabilities Act

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.
**READING LIST**

- **You are required to do the reading before each class** and be prepared to engage with the class material at a high level – appropriate for a graduate level class. The weekly reading/study load is 5-6 hours at a minimum, so please make sure you put aside sufficient time for this.

- **The instructor reserves the right to make changes to this schedule**

- **Few chapters will be taken from:** Harcourt, W. ed. 2016. *The Palgrave Handbook of Gender and Development. Critical Engagements in Feminist Theory and Practice*. Palgrave McMillan. This volume, abbreviated below as TPHGD, is available to students on e-access through the UF library system.

**Unit 1: Key concepts in the literature**

**8/22: Introduction + first discussion about GAD myths**

- SDG 5 Gender Equality Target and Indicators section [https://sustainabledevelopment.un.org/sdg5](https://sustainabledevelopment.un.org/sdg5)

**8/29: Intra-HH relationships**


*For further Reading:*

- Chant, S. “Dangerous equations? How female-headed households became the poorest of the poor: causes, consequences and cautions”

**9/5: Masculinities and inter-sectionalities**

- Paulson, S. 2016. *Masculinities and Femininities in Latin America’s Uneven Development*. Routledge. (Read Intro, Ch. 1, 2, 6, and Conclusions plus a case study of your choice – Mexico, Chile or Bolivia). Free access via UFL library.
Unit 2: Contested issues and practices

9/12: Women’s empowerment under scrutiny


For further Reading:


9/19: Critiques of development practice


For further Reading:


9/26: Organizations and Policies

- Campbell & Teghtoonian. 2010. Aid effectiveness and women’s empowerment: practices of governance in the funding of international development. *Signs*: 36(1)
- Phillips. 2015. How ‘Empowerment’ may miss its mark: gender equality policies and how they are understood in women's NGOs. ISTR 26:1122-1142.

10/3: Measuring intra-household gender disparities


For further Reading:


10/10: Women’s Empowerment in Agriculture Index

- Meinzen-Dick, R. 2013. How I learned to stop worrying and love the index” WEAI Project Paper.
- Further reading: Key WEAI publications: [http://www.ifpri.org/key-wei-publications](http://www.ifpri.org/key-wei-publications)

10/17: Pro-WEAI, WELI, GAAP I and other projects using WEAI surveys

- Browse WEAI Versions page: [http://weai.ifpri.info/versions/](http://weai.ifpri.info/versions/)
- Other readings at: [http://gaap.ifpri.info](http://gaap.ifpri.info)
Unit 4: Challenges of measuring and M&E issues

10/24: Challenges of Measuring and Evaluating WE


10/31: Methods and Tools for M&E


11/7: More on Tools and Methods


Unit 5. Lessons from Projects: sharing and conclusions

11/14: Lessons from projects for WE & men’s engagement

- Barker et al. What men have to do with it? Men+ Gender Equality Project, ICRW and Instituto ProMundo.

11/21: Conclusions/class sharing