

**ITSF 4094-06**  
**Gender, Education, and International Development**  
**Tuesdays 3:00-4:40 p.m.**

Professor Fran Vavrus

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Office hours: 2:00-4:00 p.m. Mondays (by appointment)  
5:00-6:00 p.m. Tuesdays (drop-in)

**COURSE DESCRIPTION**

This course examines how gender relations have influenced the fields of international relations, international development, and education. We will read and discuss relevant studies in anthropology, economics, history, political science, and sociology, as well as interdisciplinary research in the fields of development studies and women's studies. We will begin by looking at theories of gender in international relations and how they have affected the study of nationalism and militarism. This section is followed by an examination of gender in international development, with an emphasis on the Women in Development (WID) and Gender and Development (GAD) perspectives. Combining the study of international relations and international development, we will then explore how gender and education affect labor patterns in the global political economy. The final section of the class takes up several current gender-related issues in international educational development, such as the gender gap in educational enrollment and the role of education in women's empowerment. Throughout the semester, you will be reading articles, book chapters, and books on these broad topics as well as sources related to a specific topic of your choosing for which you will prepare an annotated bibliography.

**COURSE OBJECTIVES**

The primary objective of this course is to develop the skills necessary to analyze gender-oriented research about international relations, development, and education from different theoretical perspectives. The course is intended to enhance your understanding of the importance of gender to these fields and how gender intersects with other socially-relevant categories of analysis, such as race, class, and ethnicity. Through the readings, writing assignments, and discussions, you will obtain the background necessary to understand past and present debates on the role of gender in shaping national and international policies and practices.

**COURSE REQUIREMENTS**

This course requires the active participation of all class members. Therefore, you will be expected to 1) be fully prepared to participate in class by coming to all class sessions, reading the assignments for each session, and being ready to discuss them critically; 2) lead a class discussion of one week's readings along with your classmates; 3) reflect on your position about the topics we discuss by writing 3 three-page response essays (800 word maximum per essay) over the course of the semester; and 4) write a 12-15 page annotated bibliography on one of the topics discussed in class. I encourage you to begin thinking about your topic today and discussing it with your classmates and me. I also hope you will use my office hours as a time for us to discuss your paper, the readings, or questions you have about the course.

Your grade for this course will be calculated as follows:

- |    |   |                 |
|----|---|-----------------|
| 1) | Quality and quantity of classroom participation | 15% (15 points) |
| 2) | Leading a class discussion of readings          | 15% (15 points) |
| 3) | Response essays (3 total @ 10 points each)      | 30% (30 points) |
| 4) | Final paper                                     | 40% (40 points) |
|    | --Presentation (10 points)                      |                 |
|    | --Paper (30 points)                             |                 |

**PLEASE NOTE:** All assignments are due on the date listed in the syllabus. Late assignments will be penalized one point for each day they are late (i.e., one day late from 10 to 9 points; two days late from 10 to 8 points; etc.). Late assignments due to medical or family emergencies will be exempted from penalties on a *case by case basis*, but there will be *no exceptions* made as the result of poor planning.

**Affirmative Action Statement:** Teachers College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (166 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation. As your professor, I am happy to discuss specific needs with you as well.

**IN Incomplete.** The grade of Incomplete is to be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade.

If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

## **COURSE READINGS**

The readings for this course include books and articles about theoretical issues related to gender, education, and international development, as well as ethnographic studies illuminating these issues. There are **two required books** for this course and **a set of required readings** available through ClassWeb. There are also two **recommended texts** from which we will be reading several chapters and articles, respectively. The books are all available at Labyrinth Bookstore (112<sup>th</sup> Street between Broadway and Amsterdam).

Required Books:

- Ong, A. (1987). *Spirits of resistance and capitalist discipline: Factory women in Malaysia*. Albany: SUNY Press.
- Steans, J. (1998). *Gender and International Relations: An Introduction*. New Jersey: Rutgers University Press.

Recommended Texts:

- Vavrus, F. (2003). *Desire and Decline: Schooling Amid Crisis in Tanzania*. New York: Peter Lang.
- Women's Studies Quarterly* (Fall/Winter 2003). Special issue: Women and Development: Rethinking Policy and Reconceptualizing Practice (guest editors: Frances Vavrus and Lisa Ann Richey).

**COURSE OUTLINE** (*Please note: Readings in bold are from the required books, and readings from the recommended special issue are in italics. All other readings are available through ClassWeb.*)

### **Part I: A Gendered Perspective on International Relations**

**Week 1** (September 13): Course Introduction and Definitions of Gender and Development

**Week 2** (September 20): Feminist Theories of International Relations

Readings:

- 1) **Steans, "Gender, feminism and international relations," pp. 10-37**
- 2) Peterson & Runyan, "Gender as a lens on world politics," pp. 17-44

**Week 3** (September 27): Gender and Nationalism  
(**student discussants:** \_\_\_\_\_)

\*\*video: *Algeria: Women at War*

Readings:

- 1) **Steans, States, nationalisms, and gendered identities, pp. 60-75**
- 2) Geiger, "Tanganyikan nationalism as 'women's work'", pp. 465-478 (available through JSTOR database in the Columbia University network or <http://www.jstor.org/>)
- 3) Hale, "Liberated, but not free," pp. 122-141

Recommended reading:

- 1) Rai, "Gender, nationalism and 'nation building'", pp. 33-43
- 2) Denzer, "Domestic science training in colonial Yorubaland," pp. 116-139.

**Week 4** (October 4): Women and the Military in Contemporary Contexts  
(student discussants: \_\_\_\_\_)

Readings:

- 1) Steans, “The ‘warrior hero’ and the patriarchal state,” pp. 81-103
- 2) Enloe, “Filling the ranks,” pp. 235-260
- 3) Jesuit Refugee Services, “In war, a woman is often left alone,” pp. 47-69

Recommended reading:

- 1) Bop, “Women in conflicts, their gains and their losses,” pp. 19-34

**Week 5** (October 11): Feminist Perspectives on Security and Peace   **\*\*Response paper #1 due**  
(student discussants: \_\_\_\_\_)

Readings:

- 1) Steans, “Feminist perspectives on security,” pp. 104-129
- 2) Reardon, “Women’s visions of peace: Images of global security,” pp. 141-170

**Week 6** (October 18): Gender and Human Rights  
(student discussants: \_\_\_\_\_)

Readings:

- 1) Tomasevski, “Women’s rights,” pp. 231-258
- 2) Ali, “Women’s rights, CEDAW and international human rights debates,” pp.61-78
- 3) Gierycz, “Education on the human rights of women,” pp. 96-118

\*\*Guest speaker TBA

## **Part II: A Gendered Perspective on International Development**

**Week 7** (October 25): The Global Political Economy  
(student discussant: \_\_\_\_\_)

Readings:

- 1) Steans, “The gender dimension of global political economy and development” [second part of chapter], pp. 146-154
- 2) Boserup, “The design of female education,” pp. 211-225
- 3) Beneria, “Capitalism and socialism: Some feminist questions,” pp. 326-333
- 4) Mohanty, “Under western eyes,” pp. 51-80

Recommended reading:

- 1) Vavrus & Richey, “Editorial: Women and development,” pp. 6-18
- 2) Vavrus, “Education and the postcolonial condition” and “International development and the feminist modern”, pp. 1-44

**Week 8** (November 1): Gendered Development Discourses and the State  
(student discussant: \_\_\_\_\_)

Readings (note: all of the readings are from the recommended *Women's Studies Quarterly* issue):

- 1) Boesten, "Poor women in Peru," pp.113-128
- 2) Hyndman & de Alwis, "Beyond gender" (Sri Lanka), pp. 212-226
- 3) Madhock, "A limited women's empowerment" (India), pp. 154-173
- 4) Murdock, "Neoliberalism, gender, and development" (Colombia), pp.129-15

**Week 9** (November 8): Global Political Economy, Women's Labor, and Education Part I  
**\*\*Response paper #2 due**

(student discussant: \_\_\_\_\_)

- 1) Steans, "The gender dimension of global political economy and development" [first part of chapter], pp. 130-146
- 2) Ong, Chapters 1-6, pp. 1-137

**Week 10** (November 15): Global Political Economy, Women's Labor, and Education Part II  
(student discussant: \_\_\_\_\_)

Readings:

- 1) Ong, Chapters 7-10, pp. 141-221
- 2) Vavrus, "Adjusting inequality," pp. 174-201

### **Part III: A Gendered Perspective on International Educational Development**

**Week 11** (November 22): Closing the Gender Gap in Education: The Cases of Malaysia, Pakistan, Iran, and Thailand

(student discussant: \_\_\_\_\_)

Readings:

- 1) Knodel, "The closing of the gender gap in school," pp. 183-215
- 2) Pong, "Gender inequality," pp. 155-170
- 3) Heward, "Closing the gender gap?" pp. 203-217
- 4) Mehran, "Female education in the Islamic Republic of Iran," pp. 269-286

**Week 12** (November 29): Women's Education and Empowerment: The Cases of Kenya and Tanzania  
**\*\*Response paper #3 due**

Readings:

- 1) Vavrus, "Constructing consensus," [CICE online at <http://www.tc.columbia.edu/CICE/articles/fv151.htm>]
- 2) Vavrus, "Condoms are the devil," pp. 65-88
- 3) Bradley, "Women's empowerment and fertility decline in western Kenya," pp. 157-178

**Week 13** (December 6): Gender Relations in the Classroom: The Cases of Nepal and Tanzania  
(student discussant: \_\_\_\_\_)

Readings

- 1) Skinner and Holland, "Schools and the cultural production," pp. 273-299 (available through E-BOOKS in the Columbia University network at [www.netlibrary.com](http://www.netlibrary.com); type in book title, *The Cultural Production of the Educated Person*, and then go to page 273 to begin)
- 2) Stambach, "Boys, preserve your bullets; girls, lock your boxes," pp. 111-133

**Week 14** (December 13): Final paper presentations

**\*\*Papers are due on Tuesday, December 13<sup>th</sup> at the beginning of class**

**Week 15** (December 20): Final paper presentations

## BIBLIOGRAPHY

### Required readings and recommendations for further reading

- Ali, S. S. (2002). Women's rights, CEDAW and international human rights debates: Towards empowerment? In J.L. Parpart, S.M. Rai, and K. Staudt (Eds.), *Rethinking Empowerment: Gender and Development in a Global/Local World* (pp. 61-78). London and New York: Routledge.
- Anderson-Levitt K. M., Bloch, M., and Soumare, A. M. (1998). Inside classrooms in Guinea: girls' experiences. In M. Bloch, J. A. Beoku-Betts, and B. R. Tabachnick (Eds.), *Women and Education in Sub-Saharan Africa: Power, Opportunities, and Constraints* (pp. 99-130). Boulder and London: Lynne Rienner.
- Beneria, L. (1997). Capitalism and socialism: Some feminist questions. In N. Visvanathan et al (Eds.), *The Women, Gender, and Development Reader* (pp. 326-333). London and New Jersey: Zed Books.
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- Bloch, M. N. and Blessing, B. (2000). Restructuring the state in eastern Europe: Women, child care, and early education. In T. Popkewitz (Ed.), *Educational Knowledge* (pp. 59-82). Albany: SUNY Press.
- Bloch, M.N. and Vavrus, F. (1998). Gender and educational research, policy, and practice in Sub-Saharan Africa: Theoretical and empirical problems and prospects. In M. Bloch, J. A. Beoku-Betts, and B. R. Tabachnick (Eds.), *Women and Education in Sub-Saharan Africa: Power, Opportunities, and Constraints* (pp. 1-24). Boulder and London: Lynne Rienner.
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- Diamond, I., Newby, M., and Varle, S. (1999). Female education and fertility: Examining the links. In C. Bledsoe et al. (Eds.) *Critical Perspectives on Schooling and Fertility in the Developing World* (pp. 23-48). Washington D.C: National Academy Press.
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