

# Gender and Development Studies

SERD	DS	GDS	ED75.13	<a href="#">Gender and Labor Migration in Asia</a>	January	2(30-0)	General
SERD	DS	GDS	ED75.14	<a href="#">Gender and Development: Principles and Concepts</a>	January	2(30-0)	General
SERD	DS	GDS	ED75.15	<a href="#">Science, Technology and Gender</a>	January	2(30-15)	General
SERD	DS	GDS	ED75.16	<a href="#">Gender, Enterprise, and Organizations</a>	January	2(30-0)	General
SERD	DS	GDS	ED75.17	<a href="#">Gender, Culture and Human Development</a>	January	2(30-0)	General
SERD	DS	GDS	ED75.18	<a href="#">Forced Migration and Human Trafficking in the Greater Mekong Sub-Region</a>	January	1(15-0)	General
SERD	DS	GDS	ED75.9023	<a href="#">Selected Topic: Gender Issues in Global Economy</a>	August	1(15-0)	General
SERD	DS	GDS	ED75.9029	<a href="#">Selected Topic: Global Digital Cultures, Gender, and Development</a>	January	1(15-0)	General
SERD	DS	GDS	ED75.9030	<a href="#">Selected Topic: Diversity, Equity, and Social Justice in Digital Cultures</a>	January	2(30-0)	General
SERD	DS	GDS	ED75.9031	<a href="#">Selected Topic: Gender &amp; Human Rights</a>	January	1(15-0)	General
SERD	DS	GDS	ED75.9032	<a href="#">Selected Topic: Gender and Politics</a>	InterSem	1(15-0)	General
SERD	DS	GDS	ED75.9033	<a href="#">Selected Topic: Gender, Natural Resources and Food Security</a>	January	1(15-0)	General
SERD	DS	GDS	ED75.9034	<a href="#">Selected Topic: Gender and Politics</a>	January	2(30-0)	General
SERD	DS	GDS	ED75.9035	<a href="#">Selected Topic: Forced Migration and Human Trafficking in South and Southeast Asia</a>	InterSem	1(15-0)	General
SERD	DS	GDS	ED75.9036	<a href="#">Selected Topic: Gender and Labor Migration in Asia</a>	January	1(15-0)	General
SERD	DS	GDS	ED75.9037	<a href="#">Selected Topic: Gender and Climate Change Intersections: A Transdisciplinary Approach</a>	InterSem	2(15-45)	General
SERD	DS	GDS	ED75.9038	<a href="#">Selected Topic: Transdisciplinary Approach to Zero Hunger</a>	InterSem	2(15-45)	General
SERD	DS	GDS	ED75.9039	<a href="#">Selected Topic: Transdisciplinary Approach to Health and Well-Being</a>	InterSem	2(30-0)	General
SERD		GDS	ED75.06	<a href="#">Gender, Culture and Human Development</a>	January	3(45-0)	Required
SERD		GDS	ED75.07	<a href="#">Gender Analysis and Gender Responsive Development Planning</a>	January	3(45-0)	General
SERD		GDS	ED75.11	<a href="#">Gender Politics, Civil Society and Human Rights</a>	January	3(45-0)	General
SERD		GDS	ED75.9009	<a href="#">Selected Topic: Gender and Health</a>	InterSem	2(30-0)	General
SERD		GDS	ED75.9010	<a href="#">Selected Topic: Gender and Development Communication</a>	August	3(45-0)	General
SERD		GDS	ED75.9013	<a href="#">Selected Topic: Gender and Global Health</a>	January	3(45-0)	General

## ED75.13: Gender and Labor Migration in Asia 2(2-0)

### Course Objectives:

The course aims to take a gender approach to studying various forms of labor migration in Asia. After a survey of migration theories, the course aims to look at structural and social determinants that enables such transnational migration and to take place, the gendered impact of such movements, and the range of measures and legal instruments that exist locally, regionally and internationally that cover, control and protect labor migrants. We will end the course with a session on conducting research on migration.

### Learning Outcomes:

Upon completion of this course, the students will be able to:

- Explain forms of labor migration and their underlying gender determinants.
- Distinguish and compare main theories of migration.
- Identify migration and non-migration policies in the Asian region which enable or constrain migrant flows.
- Formulate a basic research problem in migration research.
- Conduct basic data collection with migrants and institutions (field trip).

### Pre-requisite(s):

None

### Course Outline:

- I. Introduction**
  1. Course presentation
  2. Labor Migration in Asia: An overview
  3. International Labor Migration theories
  4. Migrants rights
- II. Labor migration**
  1. Gender perspectives on Labor migration
  2. Globalization, Technology, and Migrant Workers
  3. Migrant Health, and Security
  4. Film (revolving- on migration and work)
- III. Field trip (site changes each course)**
  1. Field trip
- IV. Policies and research on Labor Migration**
  1. Legal instruments and labor migration management policies
  2. Researching labor migration
  3. Course review

### Laboratory Sessions:

None

### Textbook:

Truong, T.-D., Gasper, D., Handmaker, J., Bergh, S.I. (Eds.) *Migration, Gender and Social Justice Perspectives on Human Insecurity*, Berlin: Springer, 2014.

Piper, Nicola (ed.), *New Perspectives on Gender and Migration: Livelihood, Rights and Entitlements*, New York: Routledge, 2008.

Castles, S and Miller, M., *The Age of Migration: International Population Movements in the Modern World*, 3rd ed., New York, NY: Guilford Press, 2003.

Hewison, Kevin and Young, Ken (eds.), *Transnational Migration and Work in Asia*, London and New York: Routledge, 2006.

### Reference Books:

Ananta, A. and Arifin, E. (eds.), *International Migration in Southeast Asia*, Singapore: Institute of Southeast Asian Studies, 2004.

Feminist Economics, 'Special Issue: Gender and International Migration', *Feminist Economics*, Vol. 18, Issue 2, 2012.

Graham, David, Nana Poku (eds.), *Migration, Globalization and Human Security*, London: Routledge, 2000.

IOM, *Situation Report on International Migration in East and South-East Asia*, Regional Thematic Working Group on International Migration including Human Trafficking, IOM: Bangkok, 2008.

Oishi, N., *Women in Motion: Globalization, State Policies, and Labor Migration in Asia*, Stanford: SUP, 2005.

Salazar Parrenas, Rhacel, *Servants of Globalization: Women, Migration, and Domestic Work*, Stanford: SUP, 2001.

UNFPA, *State of world population 2006: A Passage to Hope – Women and International Migration*, NY: UNFPA, 2006.

Van Walsum, Sarah, Spijkerboer, Thomas (eds.), *Women and Immigration Law*, Abingdon, Oxon UK: Routledge-Cavendish, 2007.

### Journals and Magazines:

- Gender, Technology and Development
- International Migration
- Journal of Ethnic and Migration Studies
- Asian and Pacific Migration Journal

- Feminist Economics (esp. Vol. 18, Issue 2, 2012)

### **Time Distribution and Study Load:**

24 hours of lecture plus a field trip (equal to 6 lecture hours). Students are expected to spend at least 6 hours of self-study per week, including required readings.

### **Teaching and Learning Methods:**

Lectures (with PowerPoint slides) and student discussions. A course review session will be conducted prior to the final exam.

### **Evaluation Scheme:**

- One essay 30%;
- One field trip assignment 30%;
- Final exam 40% (entire content -close book).

In the exams, an "A" would be awarded if a student can contextualize the knowledge learned in class and incorporating required readings in their essay or exam analysis. A "B" would be awarded if a student shows an overall understanding of all topics, a "C" would be awarded if a student meets below average expectation in terms of analysis, and a "D" would be awarded if a student does not meet basic expectations in analyzing or understanding the issues presented in the course.

[\*\*\*^Back to Top \(List of Courses\)\*\*\*](#)

# ED75.14: Gender and Development: Principles and Concepts 2(2-0)

## Course Objectives:

This course provides an overview of gender and development, and discusses key concepts in gender and development and its relevance in development in the region. The course familiarizes students with social science thinking and writing, and gender perspectives.

## Learning Outcomes:

Upon completion of the course, the students would be able to:

- elaborate the historical development of gender and development thinking and identify relevant schools/authors.
- identify and analyze the relevance of gender issues in contemporary development problems.
- apply concepts and theories in ways that make gender and development issues more comprehensible.

## Pre-requisite(s):

None.

## Course Outline:

### I. Development of gender and development thinking

1. Gender, patriarchy and feminism
2. Emergence of women in development/gender and development
3. International agreements concerning women's advancement

### II. Gender division of labor

1. Concept of work
2. Gender division of labor

### III. Gender differentiated allocation of resources

1. Access to and control over resources
2. Construction of family/household and the intra-household resource allocation

### IV. Gender equality and power relations

1. Equality and equity
2. Power and gender relations
3. Critical discussion on the concept of empowerment

### V. Rights, agency and decision making

1. Decision making
2. Capability and agency
3. Inter-sectionality
4. Rights and gender justice

### VI. Gender equality in sectoral issues

1. Gender and livelihood
2. Gender issues in agriculture and fisheries
3. Gender and urban development

## Laboratory Sessions:

None.

## Textbook:

No designated textbook, but class notes and handouts will be provided.

## Reference Books:

1. Chant, S. (ed) (2010) *The international handbook of gender and poverty: Concepts, research, policy*, Edgar Elgar.
2. Harcourt, W. (ed) (2016) *The Palgrave handbook of gender and development*, Palgrave Macmillan.
3. Cook, S. and Razavi, S. (2012) "Work and welfare: Revisiting the linkages from a gender perspective", UNRISD Research Paper No. 2012-7
4. English, B., M. E. Frederickson and O. Sanmiguel-Valderrama (2019) *Global women's work: Perspectives on gender and work in the global economy*, Routledge.
5. Deere, C. D. and Doss, C.R. (eds) (2007) *Women and the distribution of wealth*, Routledge.
6. Beneria, L, G. Berik and M. S. Floro (2016) *Gender, development, and globalization: Economics as if all people mattered, (second edition)*, Routledge.

## Journals and Magazines:

1. Gender and Development, Taylor and Francis
2. Gender, place and culture, Taylor and Francis

3. Gender, technology and development, Taylor and Francis
4. Feminist Economics, Taylor and Francis

### Time Distribution and Study Load:

Lecture: 30 hours

Discussion and presentation: 10 hours

Self-study: 90 hours

### Teaching and Learning Methods:

In order to introduce gender perspectives to students, the course will rely heavily on class discussion and readings. After lectures on core concepts, multiple methods that emphasize peer-to-peer learning and discussion-oriented methods are used such as

- Lecture and discussion on cases and issues
- Critical review of academic papers
- Group presentation
- Group discussion

### Evaluation Scheme:

- Article questions 30% (graded on: understanding of assigned readings),
- Group presentation 20% (graded on critical analysis of articles and presentation skills),
- Article reviews 30% (graded on: critical analysis, argument and coherence),
- Final examination 20%

Grade "A" would be awarded if a student demonstrate excellent understanding on concepts of gender and development, and able to critically discuss articles on different topics in gender and development. A "B" would be awarded if a student shows an overall understanding of topic covered in class. A "C" would be awarded if a student meets below average expectation on both understanding and analysis. A "D" would be awarded if a student does not meet basic expectation in analyzing or understanding issues covered in the course.

### Instructor(s):

SECTION

NAME

A

[\*^Back to Top \(List of Courses\)\*](#)

## ED75.15: Science, Technology and Gender 2(2-0)

### Course Objectives:

This course aims to examine the gender dimensions of science and implications from technological change. The course first aims to present the debates around gender, science and technologies, and then examine the relation between new technologies and gender through impacts, uses and responses. It ends with an interrogation about what science and changing technologies may mean for gender, and vice versa, in a future world.

### Learning Outcomes:

The student on completion of this course would be able to:

- Compare and contrast debates on gender, science and technologies and thus assess the strengths and weaknesses of different approaches.
- Analyze how design of technologies can be a gendered process.
- Evaluate the impacts of using new technologies using a gender analysis.

### Pre-requisite(s):

None.

### Course Outline:

#### I. Context and Debates

1. Debates on Feminist Science and Technology Studies
2. Science, Education and Gender
3. The Science of Gender

#### II. Science and Technology: Health and Workplace Impacts

1. Reproductive Technologies
2. Technologies in the Workplace
3. Occupational Health and Safety (OHS)

#### III. Digital Divide and Empowerment

1. Information and Communication Technologies for Development (ICT4D) and the Gender Digital Divide
2. Digital Empowerment and Cyber-feminism

#### IV. Emerging and Future Technologies

1. Genetics and Biotechnologies
2. Gender, Science and Technology in a Future World

### Laboratory Sessions:

None.

### Textbook:

1. Fine, C., *Delusions of Gender: How our Minds, Society, and Neurosexism Create Difference*, New York: Norton, 2010.
2. Harding, S., *Sciences from Below: Feminisms, Postcolonialities and Modernities*, Duke UP, 2008.

### Reference Books:

1. Fausto-Sterling, A., *Sexing the Body: Gender Politics and the Construction of Sexuality*, New York: Basic Books, 2000.
2. Fox, M.F. et al. (eds.), *Women, Gender and Technology*, Urbana, IL: University of Illinois Press, 2006.
3. Huyer, S. and Sikoska, T. (2003), *Overcoming the Gender Digital Divide: Understanding ICTs and their Potential for the Empowerment of Women*, INSTRAW Research Paper Series no. 1, April 2003
4. Ng, C. and Mitter, S. (eds), *Gender and the Digital Economy: Perspective from the Developing World*, New Delhi: Sage, 2005.
5. Saini, A. (2017), *Inferior: How Science Got Women Wrong - and the New Research That's Rewriting the Story*, Boston: Beacon Press.
6. Wajcman, J. (1991), *Feminism Confronts Technology*, Cambridge: Polity Press.

### Journals and Magazines:

Gender, Technology and Development, Taylor and Francis  
Gender, Work and Organization, Wiley  
Gender Medicine, Elsevier  
Feminist Economics, Taylor and Francis

### Time Distribution and Study Load:

Lecture: 30 hours

Presentation and Discussion: 12 hours

Self-study: 90 hours

### Teaching and Learning Methods:

Lectures (with PowerPoint slides) with group presentations and student discussions. A course review session will be conducted prior to the final exam.

## Evaluation Scheme:

- One article review 30% (graded on: Abstract or quality of description and summary, Critical analysis, Coherence, References used, Writing skills);
- One individual or group presentation and student-led discussion 30% (graded on 1. Presentation: strength of the argument, critical content, coherence, verbal skills, 2. Moderating and facilitating discussions).
- Final exam 40% (close book).

In the exams, an "A" would be awarded if a student can contextualize the knowledge learned in class by presenting case studies from articles or news, and including required readings in their analysis. A "B" would be awarded if a student shows an overall understanding of all topics, a "C" would be awarded if a student meets below average expectation in terms of analysis, and a "D" would be awarded if a student does not meet basic expectations in analyzing or understanding the issues presented in the course.

## Instructor(s):

SECTION

NAME

A

[\*^Back to Top \(List of Courses\)\*](#)

## ED75.16: Gender, Enterprise, and Organizations 2(2-0)

### Course Objectives:

The objective of the course is to provide students the knowledge on women's economic empowerment and analytical skills on gender aspects of business management, both in micro and large enterprise/ organizations under the globalizing economy. The course builds the capacity of students to analyse how women in micro-enterprises are able to translate their small business into stronger negotiation power and recognition in society. It also enables students to conduct gender analysis of organizations and workplaces in order to identify gender issues and transform organizations to achieve gender equality and women's advancement.

### Learning Outcomes:

Upon completion of this course, the students would be able to:

- identify and present key gender issues faced by micro-entrepreneurs,
- critically assess current gender-responsive support measures for micro-enterprises,
- analyse social security measures for women workers
- evaluate how CSR and social enterprises can benefit women entrepreneurs
- conduct and critically evaluate the gender issues in organizations

### Pre-requisite(s):

None.

### Course Outline:

#### I. Women in micro-enterprises and informal economy

1. Women's poverty and enterprise development
2. Women in informal economy: characteristics of micro-enterprise, street vending and homeworking
3. Opportunities and constraints of women in micro-enterprise
4. Policy/program support for women's micro-enterprises

#### II. Financial services for micro-enterprises

1. Different approaches for financial service provision
2. Access to credit and women's empowerment
3. Credit and training

#### III. Social security and women workers

1. Concept and principles of social security/ protection
2. Types of social security / protection
3. Social security/ protection for women in the informal economy
4. Examples of social protection measures

#### IV. Issues, opportunities and challenges for women entrepreneurs

1. Code of conduct and Corporate Social Responsibility
2. Social enterprise and social investment

#### V. Gender issues in organizations

1. Women in management: Career development and leadership
2. Work and family conflict
3. Sexual harassment
4. Networking and mentoring

#### VI. Gender analysis of organizations

1. Organizational culture and gender stereotypes
2. Organizational gender analysis
3. Facilitating change in organizations

### Laboratory Sessions:

There is no lab session, but there is field work to organizations.

### Textbook:

No designated textbook, but class notes and handouts will be provided.

### Reference Books:

1. Bhowmik, S. (2010) *Street Vendors in the global urban economy*, Routledge
2. Nicolson, Paula (2015) *Gender, power and organization: A psychological perspective on life at work*, London: Routledge.
3. Kar, Sohini (2018) *Financializing poverty: Labor and risk in Indian microfinance*, Stanford: Stanford University Press.
4. English, B., M. E. Frederickson and O. Sanmiguel-Valderrama (2019) *Global women's work: Perspectives on gender and work in the global economy*, Routledge.

### Journals and Magazines:

1. Feminist economics, Taylor and Francis
2. Gender, work and organization, Wiley



3. Gender, technology and development, Taylor and Francis
4. Gender in Management, Emerald

#### Others

1. Chen, Martha Alter Chen, Joann Vanek, and Marilyn Carr (2004) *Mainstreaming informal employment and gender in poverty reduction*, Commonwealth Secretariat
2. ILO website on reconciling work and family (<http://www.ilo.org/public/english/protection/condtrav/family/reconcilwf/reconciling.htm>)
3. Kabeer, N. (2008) *Mainstreaming gender in social protection for the informal economy*, Commonwealth secretariat.
4. Kabeer, N. (2012) "Women's economic empowerment and inclusive growth: Labour markets and enterprise development", Discussion paper 29/12, School of Oriental and African Studies, University of London.
5. Molyneux, M. and Thomson, M. (2011): Cash transfers, gender equity and women's empowerment in Peru, Ecuador and Bolivia, *Gender & Development*, 19:2, 195-212
6. Pearson, R. (2007) "Beyond women workers: gendering CSR", *Third World Quarterly*, 28:4, 731-749.

### Time Distribution and Study Load:

Lecture: 30 hours

Classroom exercise/Field visit: 8 hours

Student Presentation: 6 hours

Self-study: 60 hours

### Teaching and Learning Methods:

The course is based on lecture and class discussion. For organizational analysis, some hands-on classroom exercises are introduced. There are student presentations as well as field visit to home-based workers.

### Evaluation Scheme:

The grade is based on

- mid-semester exam 30% (open book);
- country paper presentation 10% (graded on: verbal skills, critical analysis),
- review paper on cases from different countries 30% (graded on: critical analysis, coherence, strengths of argument, writing skills),
- final exam 30% (open book).

Grade "A" would be awarded if a student can elaborate on the content discussed in class and able to provide own gender analysis on specific cases. A "B" would be awarded if a student shows an overall understanding of topic covered in class. A "C" would be awarded if a student meets below average expectation on both understanding and analysis. A "D" would be awarded if a student does not meet basic expectation in analyzing or understanding issues covered in the course.

### Instructor(s):

SECTION

NAME

A

[^Back to Top \(List of Courses\)](#)

# ED75.17: Gender, Culture and Human Development 2(2-0)

## Course Objectives:

This course aims to understand and to evaluate the social, economic, political, and cultural structures construct and enforce gender and sexual disparities and its implications for development. It has two main objectives, the first to learn the foundational theoretical approaches to studying the concepts of gender, culture. The second, to provide an understanding of how these concepts relate to contemporary global, development theories, debates and challenges.

## Learning Outcomes:

The student on completion of this course would be able to:

- Identify different approaches to understanding gender, culture and development
- Critically assess the strengths and weaknesses of different approaches
- Analyze contemporary issues in development using varying gender and culture theoretical approaches.

## Pre-requisite(s):

None.

## Course Outline:

### I. Defining Culture

1. Historical evolution of definitions of culture
2. Culture and Social Hierarchy
3. Culture and Power

### II. Gender as a Social Construction and Process

1. Early Socialization Theories
2. Doing Gender
3. Gender performativity

### III. Culture, Gender, and Development

1. Gender, Culture & Religion
2. Gender Relations, Women & Tradition
3. Development Practice, Gender, & Tradition

### IV. Power, Discourse and Representation

1. Discourse Analysis & Development
2. Deconstructionist approach to Development
3. Globalization theories: Cultural Flows, Hybridity & Orientalism
4. Discourse Analysis: Gender, Representation & Power

### V. Post-colonial Approaches & Third World Feminists

1. Post-colonial Feminist Theory
2. Feminist development theory

### VI. Gender & Sexuality

1. Sexual Rights as Human Rights
2. Heteronormativity

### VII. Intersectionality and Gender

1. Intersectionality: Gender & Race
2. Intersectionality and Gender Analysis
3. Intersectionality in Development Practice

### VIII. Gender, Development & Social Justice

1. Shifts in development discourse, gender and empowerment
2. Social Justice: Voice, Equality and Agency in Development practice

## Laboratory Sessions:

None.

## Textbook:

Schech S. & Haggis, J. (2000). *Culture and Development: A Critical Introduction*. Oxford UK: Blackwell Publishers Ltd.

## Reference Books:

Hodgson, D. L. (ed.) (2015). *The Gender, Culture, and Power Reader*. Oxford UK: Oxford University Press.

## Journals and Magazines:

Economic Development and Cultural Change, University of Chicago Press.

IDS Bulletin, Wiley-Blackwell.

Signs: Journal of Women in Culture and Society, University of Chicago Press.

### Other

Abu-Lughod, L. Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others. In Hodgson, D. L. (2015). *The Gender, Culture, and Power Reader*. Oxford UK: Oxford University Press

Bastia, T. (2014). Intersectionality, migration and development. *Progress in Development Studies* 14, 3 (2014) pp. 237–248

Doneys, P., Doane, D. L., & Norm, S. (2019): Seeing empowerment as relational: lessons from women participating in development projects in Cambodia. *Development in Practice*, DOI: 10.1080/09614524.2019.1678570

Cornwall, A. (1997). Men, masculinity and 'gender in development'. *Gender and Development*, 5(2)

Cornwall, A. and Rivas, A-M. (2015). From 'gender equality and 'women's empowerment' to global justice: reclaiming a transformative agenda for gender and development, *Third World Quarterly* 36(2): 396-415.

Crenshaw, K. The Structural and Political Dimensions of Intersectional Oppression. In Grzanka, P. (2019). *Intersectionality: A foundations and frontier reader*. Routledge, NYC:USA

Gammage, S. Kabeer, N., and Rodgers, Y. (2016) Voice and Agency: Where are we now? *Feminist Economics* 22(1): 1-29.

Jolly, S. (2011). Why is development work so straight? Heteronormativity in the international development industry. *Development in Practice*. Volume 21 (1)

Jolly & Cornwall. (2016). Sexuality and the development industry. In Harcourt, W (Ed.) (2016). *The Palgrave handbook of gender and development* (Ch. 8.0) [https://link.springer.com/chapter/10.1007/978-1-137-38273-3\\_35](https://link.springer.com/chapter/10.1007/978-1-137-38273-3_35)

Mohanty, C. (2003). "Under Western Eyes" Revisited: Feminist Solidarity through Anticapitalist Struggles. *Signs*, 28(2), 499-535. doi:10.1086/342914

Mukhopadhyay, M. (1995) Gender relations, development practice and 'culture'. *Gender and Development*, Vol 3, No. 1.

### Time Distribution and Study Load:

Lecture: 30 hours  
Discussion & Presentation: 12 hours  
Assignments: 45 Hours  
Self-study: 45 hours

### Teaching and Learning Methods:

The course will focus on participative learning, lectures, multimedia examples on gender and culture, online and offline class discussions, peer facilitation, individual presentations, and individual assignments.

### Evaluation Scheme:

- (Weekly) Reading Essay & Response 35%  
Graded on understanding, critical insight, coherence and quality of writing.
- Mid Sem Assignment: 15%  
Graded on quality of content and research; Writing Skills - Strength of the argument, coherence, flow and organization of paper; Technical Adherence - References used & Citations & Formatting (APA), fulfilment of requirements and criteria.
- Final Assignment and Presentation 35%  
Graded on (1) Paper: Quality of content and research; Writing Skills - Strength of the argument, coherence, flow and organization of paper; Technical Adherence - References used & Citations & Formatting (APA), fulfilment of requirements and criteria. (2). Presentation of Paper: Quality of Communication (content of paper) using verbal & presentation skills.
- Class Participation: 15%  
Graded on quality of in-class and online class participation & facilitation throughout the semester – coming to class prepared, keeping up with the class reading & timelines, being involved in class activities and tasks – in other words contributing in a consistent, well-informed and thoughtful manner to class discussion and activities which shows engagement with the class materials and peers and enhances the quality of the class for everyone  
In the assignments, an "A" would be awarded if a student fulfills all the requirements and does exemplary work in contextualizing the knowledge learned in class and presenting strong analytical work critically incorporating class reading materials and outside research. A "B" would be awarded if a student fulfills all the requirements and shows an overall understanding of all topics, a "C" would be awarded if a student does not fulfill the requirements and meets below average expectation in terms of analysis, and a "D" would be awarded if a student does not fulfill the requirements and does not meet basic expectations in analyzing or understanding the issues presented in the course.

### Instructor(s):

SECTION

NAME

A

[^Back to Top \(List of Courses\)](#)

# ED75.18: Forced Migration and Human Trafficking in the Greater Mekong Sub-Region 1(1-0)

## Course Objectives:

The course aims to understand various forms of forced migration and trafficking in persons in the Greater Mekong Sub-Region (GMSR), including refugee flows, disaster related migration, labor trafficking, sex slavery and other form of involuntary servitude. It will examine both disaster-related and political forms of forced migration (including statelessness), as well as human trafficking, including why women tend to be particularly vulnerable to involuntary servitude and sex trafficking, and why men are often overlooked as trafficked persons for labor purposes. We will end with a discussion of how policies affect, prevent or cause forced migration and with a presentation of key challenges when conducting research on forced migration and human trafficking.

## Learning Outcomes:

- Explain the different forms of forced migration and human trafficking.
- Identify policies in the GMSR which enable or constrain forced migration
- Formulate a basic research plan that addresses challenges in conducting research on forced migration and human trafficking

## Course Outline:

### I. Forced Migration in the Greater Mekong Sub-Region

1. Presentation of syllabus and course objectives
2. Overview of Forced Migration as an issue in the GMSR

### II. Forced migration and mobility (5 hours)

1. Refugees and IDPs, Development induced displacement and resettlement (DIDR), Environmental displacees, Gender and Forced Migration.
2. Stateless People

### III. Human trafficking and smuggling

1. Human trafficking and smuggling for labor
2. Trafficking for sexual exploitation

### IV. Forced Migration Policies and Research in the GMSR

1. Legal instruments and forced migration policies
2. Research on forced migration and human trafficking
3. Course review (1 hour)

## Laboratory Sessions:

None

## Textbook:

1. Castles, Stephen, The International Politics of Forced Migration, Development, Vol. 46, No. 3, September 2003.
2. Farr, K., Sex Trafficking, New York: Worth Pub, 2005.
3. Forced Migration Review, People trafficking: upholding rights and understanding vulnerabilities, FMR 25, May 2006.
4. Marfleet, Philip, Refugees in a Global Era, London: Palgrave Macmillan, 2006.

## Reference Books:

1. Cernea, Michael M. and McDowell, Christopher (eds.) Risks and Reconstruction: Experiences of Resettlers and Refugees, Washington, DC: World Bank, 2000.
2. Dang Nguyen Anh and Supang Chantavanich, Uprooting People for their own good? Human displacement, Resettlement and Trafficking in the Greater Mekong Sub-region, Hanoi: Social Sciences Publishing House, 2004.
3. IOM, Situation Report on International Migration in East and South-East Asia, Regional Thematic Working Group on International Migration including Human Trafficking, IOM: Bangkok, 2008.
4. Monzini, P., Sex Traffic, Bangkok: White Lotus, 2005.
5. Pearson, E., The Mekong Challenge – Human Trafficking: Redefining Demand –Destination factors in the trafficking of children and young women in the Mekong sub-region, Bangkok, International Labour Office, 2005.
6. UNODC, Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the UN Convention Against Transnational Organized Crime, United Nations, 2000.

## Journals and Magazines:

Disasters  
Forced Migration Review  
Forced Migration Online  
Journal of Human Trafficking  
Journal of Refugee Studies  
Asian and Pacific Migration Journal

## Time Distribution and Study Load:

15 hours of lecture plus. Students are expected to spend at least 6 hours of self-study per week, including required readings.

## Teaching and Learning Methods:

Lectures (with powerpoints slides) and student discussions. A course review session will be conducted prior to the final exam.

## Evaluation Scheme:

- One short essay 40%;
- Final exam 60% (entire content -close book).

In the exams, an "A" would be awarded if a student can contextualize the knowledge learned in class and incorporating required readings in their essay or exam analysis. A "B" would be awarded if a student shows an overall understanding of all topics, a "C" would be awarded if a student meets below average expectation in terms of analysis, and a "D" would be awarded if a student does not meet basic expectations in analyzing or understanding the issues presented in the course.

## Instructor(s):

SECTION

NAME

A

[\*^Back to Top \(List of Courses\)\*](#)

# ED75.9023: Selected Topic: Gender Issues in Global Economy 1(1-0)

## Course Objectives:

Globalization and regional economic integration are features that characterize the economy nowadays. The course discusses gender issues under such economic globalization. Patterns in economic development differs under different states and locations, and gender issues and relations are shaped by and shape also the economy. The course provides key concepts in understanding gender issues in economic globalization.

## Learning Outcomes:

By the end of the course, the students are able to:

- identify and present key gender issues in globalizing economy
- critically assess changing global and regional economy from a gender perspective

## Pre-requisite(s):

None

## Course Outline:

- I. Why gender matters in economics**
  1. Economic growth and human development
  2. Poverty, inequality and economic growth
  3. Gender critique on economic growth measurement
- II. Unpaid work and care work**
  1. What is unpaid work
  2. What is care work
  3. Measuring unpaid work
  4. Implication for policy
- III. Industrialization and gendered labor market.**
  1. Labor force participation rate
  2. Industrial sex segregation
  3. Decent work and precarity
  4. Gender wage gap / equal pay for equal work
- IV. Economic integration and trade.**
  1. Gender and global/regional trade
  2. Value chain analysis
- V. Gender responsive budgeting.**
  1. What is gender responsive budgeting
  2. Gender budget analysis

## Laboratory Sessions:

None

## Textbook:

No designated textbook, but class notes and handouts will be provided.

## Reference Books:

1. Elson, D. (2006) *Budgeting for women's rights: Monitoring government budgets for compliance with CEDAW*, UNIFEM
2. Balmori, H.H. (2003) *Gender and budgets: Overview report*, BRIDGE, Institute of Development Studies.
3. Beneria, Lourdes, G. Berik and M. S. Floro (2003 and 2016) *Gender, development, and globalization: Economics as if all people mattered*, Routledge, first and second edition.
4. UNDP(2014) *Gender and economic policy management initiative: Asia and the Pacific*; Module 1-12.
5. Walby, S. (2009) *Globalization and inequalities: Complexity and contested modernity*, Sage publication
6. Bettio, F. and Verashchagina, A. (eds) (2008) *Frontiers in the economics of gender*, Routledge.
7. Pearson, R. and Sweetman, C. (eds) (2010) *Gender and development journal's* issue on "The economic crisis", 18:2.
8. UNDP(2014) *Gender and economic policy management initiative: Asia and the Pacific*; Module 1-12.
9. van Staveren, I, D. Elson, C. Grown and N. Cagatay (2007) *The feminist economics of trade*, Routledge.
10. UNDP (2016) *Trade winds of change: Women entrepreneurs on the rise in South Asia*, UNDP Bangkok.

## Journals and Magazines:

1. Feminist economics
2. Gender and development

## Time Distribution and Study Load:

Lecture and classroom case study discussion (15 hours). This needs to be supplemented by self-study of students. Students are expected to participate actively in the discussion.

## Teaching and Learning Methods:

In order to introduce gender perspectives to students, the course will rely heavily on class discussion and readings aside from lectures. Case studies and class exercises are introduced.

## Evaluation Scheme:

- Assignment. 45% (graded on knowledge and analysis of topics covered in course)
- Final exam 45% (open book): 45%
- Participation 10%

"A" would be awarded if a student can elaborate on the content discussed in class and able to provide own gender analysis on specific cases. A "B" would be awarded if a student shows an overall understanding of topic covered in class. A "C" would be awarded if a student meets below average expectation on both understanding and analysis. A "D" would be awarded if a student does not meet basic expectation in analyzing or understanding issues covered in the course.

## Instructor(s):

SECTION

NAME

A

[^Back to Top \(List of Courses\)](#)

# ED75.9029: Selected Topic: Global Digital Cultures, Gender, and Development 1(1-0)

## Course Objectives:

This introductory theory course aims to study contemporary digital cultures and the role of digital media technologies in reconstituting social inequalities of gender, class and race/ethnicity and emerging questions on equity and social justice. It draws from the fields of feminist theory, digital humanities and development studies among others to help elaborate on theoretical and methodological discussions in the field. The course will start with an overview of how to understand digital inequality and its relationship to culture; the next four sections will relate these discussions on gender/race/class inequalities to the role of (a) digital design and architecture, (b) data and algorithms (c) digital violence and activism and (d) digital leisure for Development in entrenching and/or subverting them. The class takes a primarily intersectional lens in understanding these issues, especially in the context of Gender and the Global South.

## Learning Outcomes:

The student on completion of this course would be able to:

- Understand introductory theories of digital culture and social inequality.
- Determine how the design and use of digital technologies can be a gendered/raced/classed process
- Develop an intersectional theoretical approach to analyzing issues in development

## Pre-requisite(s):

None

## Course Outline:

- I. **Theoretical Background**
  1. Theorizing Digital Inequality
  
- II. **Gender and Global Digital Culture**
  1. Imagined Affordances
  2. Data, Algorithms and Marginalized Voices
  3. Digital Violence and Digital Activism
  4. Digital Leisure for Development

## Laboratory Sessions:

None

## Textbook:

1. Punanthebekar, A. & Mohan, S. (2019). *Global Digital Cultures: Perspectives from South Asia*. Ann Arbor, MI: University of Michigan Press. [Open Access <https://www.fulcrum.org/concern/monographs/3x816n96q>]
2. Mendes, Ringrose & Keller (2019). *Digital Feminist Activism: Girls and women fight back against Rape Culture*. New York, NY: Oxford University Press.
3. Banet Weiser (2018). *Empowered: Popular Feminism and Popular Misogyny*. Durham: Duke University Press.
4. Noble, S. U. (2018). *Algorithms of Oppression: How Search Engines Reinforce Racism*. New York, NY: New York University Press

## Reference Books:

1. Robinson et al. (2015). Digital Inequalities and why they matter. *Information, Communication & Society*.
2. Witteborn, (2018) The digital force in forced migrations: Imagined affordances and gendered practices. *Popular Communication*.
3. Chib, Lin & Nguyen (2019). Online Performativity as Restricted Agency: Empowerment of Transgender Sex Workers. *ICA 2019 Conference Paper*.
4. Dasgupta (2017). Dissident Citizenship. In *Digital Queer Cultures in India: Politics, Intimacies and Belonging*. Routledge.
5. Economist Briefing (June, 2019). How the pursuit of leisure drives internet use.

## Journals and Magazines:

1. International Journal of Communication (USC Annenberg Press)
2. International Journal of Cultural Studies (Sage)
3. Information Communication and Society (Taylor & Francis)
4. Gender, Technology & Development (Taylor and Francis)

## Time Distribution and Study Load:

15 hours of lecture. Students are expected to spend at least 3 hours of self-study per lecture hour on required readings.

## Teaching and Learning Methods:

Lectures with student participation.

## Evaluation Scheme:

- Thematic Reading Review: 50% [5 reviews\* 10%] (Graded on understanding, critical insight, coherence and writing quality);



- Final Paper: 45% (Graded on understanding and use of class material, quality of research, strength of the argument, coherence, use of references, citations & Formatting (APA), writing quality and overall content).
- Class Participation: 5% (Graded on quality of participation throughout the semester – presence and coming to class prepared, keeping up with the class readings & timelines, being engaged and proactive in class activities and discussions)

In the assignments, an “A” would be awarded if a student fulfills all the requirements and can excel in contextualizing the knowledge learned in class by presenting strong analyses incorporating class reading materials and outside research. A “B” would be awarded if a student fulfills all the requirements and shows an overall understanding of class readings; a “C” would be awarded if a student does not fulfill the requirements and meets below average expectation in terms of analysis, and a “D” would be awarded if a student does not fulfill the requirements and does not meet basic expectations in analyzing or understanding the issues presented in the course.

**Instructor(s):**

**SECTION**

**NAME**

[\*^Back to Top \(List of Courses\)\*](#)

# ED75.9030: Selected Topic: Diversity, Equity, and Social Justice in Digital Cultures 2(2-0)

## Course Objectives:

This introductory theory course aims to study contemporary digital cultures and the role of digital media technologies in reconstituting social inequalities of gender, class and race/ethnicity and emerging questions on equity and social justice. It draws from the fields of feminist theory, digital humanities and development studies among others to help elaborate on theoretical and methodological discussions in the field. The class takes a primarily intersectional lens in understanding these issues, especially in the context of societies in the Global South.

The course will start with a theoretical overview of feminist approaches to studying digital culture and recent theorizing on digital architectures and its relationship to social inequality and marginalization. The second half of the class will focus on emerging thematic issues in gender, diversity and equity – and the role of digital technologies in promoting/subverting fights for social justice.

## Learning Outcomes:

The student on completion of this course would be able to:

- Understand introductory theories of gender, digital culture and social inequality.
- Determine how the design and use of digital technologies can be a gendered/raced/classed process.
- Understand emerging issues in social justice and digital cultures.

## Pre-requisite(s):

None

## Course Outline:

### I. Theoretical Background

1. Feminist Approaches to Digital Culture
2. Theorizing Digital Inequality
3. Imagined Affordances
4. Data, Algorithms and Marginalized Voices

### II. Gender, Social Justice and Global Digital Culture

1. Gender & Labor in Digital Cultures
2. Privacy, Surveillance & Digitized Lives
3. Gender Based Violence
4. Participatory Activism

## Laboratory Sessions:

None

## Textbook:

N.A.

## Reference Books:

1. Punanambekar, A. & Mohan, S. (2019). *Global Digital Cultures: Perspectives from South Asia*. Ann Arbor, MI: University of Michigan Press. [Open Access <https://www.fulcrum.org/concern/monographs/3x816n96q>]
2. Mendes, Ringrose & Keller (2019). *Digital Feminist Activism: Girls and women fight back against Rape Culture*. New York, NY: Oxford University Press
3. Banet Weiser (2018). *Empowered: Popular Feminism and Popular Misogyny*. Durham: Duke University Press.
4. Noble, S. U. (2018). *Algorithms of Oppression: How Search Engines Reinforce Racism*. New York, NY: New York University Press.
5. Arora, P. (2019). *The Next Billion Users: Digital Life beyond the West*. Harvard University Press.
6. Daniels. (2009). Rethinking Cyberfeminism(s): Race, Gender, and Embodiment. *Women's Studies Quarterly*, Vol. 37, No. 1/2, Technologies (Spring - Summer,2009), pp. 101-124
7. Robinson et al. (2015). Digital Inequalities and why they matter. *Information, Communication & Society*
8. Witteborn, (2018) The digital force in forced migrations: Imagined affordances and gendered practices. *Popular Communication*
9. Chib, Lin & Nguyen (2019). Online Performativity as Restricted Agency: Empowerment of Transgender Sex Workers. *ICA 2019 Conference Paper*
10. Dasgupta (2017). Dissident Citizenship. In *Digital Queer Cultures in India: Politics, Intimacies and Belonging*. Routledge
11. Duffy & Pruchniewska (2017) Gender and self-enterprise in the social media age: a digital double bind, *Information, Communication & Society*, 20:6, 843-859, DOI: 10.1080/1369118X.2017.1291703
12. Zimmerman, Arely. (2016). Transmedia Testimonio: Examining Undocumented Youth's Political Activism in the Digital Age. *International Journal of Communication*, [S.I.], v. 10, p. 21, apr. 2016. ISSN 1932-8036.

## Journals and Magazines:

- International Journal of Communication (USC Annenberg Press)
- International Journal of Cultural Studies (Sage)
- Information Communication and Society (Taylor & Francis)
- Gender, Technology & Development (Taylor and Francis)

### Time Distribution and Study Load:

30 hours of lecture. Students are expected to spend at least 3 hours of self-study per lecture hour on required readings.

### Teaching and Learning Methods:

Lectures with student participation

### Evaluation Scheme:

- Mid Term: 25%
- Final: 35%
- Term Paper: 35% (Graded on understanding and use of class material, quality of research, strength of the argument, coherence, use of references, citations & Formatting (APA), writing quality and overall content).
- Class Participation: 5% (Graded on quality of participation throughout the semester – presence and coming to class prepared, keeping up with the class readings & timelines, being engaged and proactive in class activities and discussions)

In the assignments/exams, an “A” would be awarded if a student fulfills all the requirements and can excel in contextualizing the knowledge learned in class by presenting strong analyses incorporating class reading materials and outside research. A “B” would be awarded if a student fulfills all the requirements and shows an overall understanding of class readings; a “C” would be awarded if a student does not fulfill the requirements and meets below average expectation in terms of analysis, and a “D” would be awarded if a student does not fulfill the requirements and does not meet basic expectations in analyzing or understanding the issues presented in the course.

### Instructor(s):

**SECTION**

**NAME**

A

[\*\*\*^Back to Top \(List of Courses\)\*\*\*](#)

# ED75.9031: Selected Topic: Gender & Human Rights 1(1-0)

## Course Objectives:

This course offers an examination of human rights and right-based approaches through a gender lens, and as tools to promote gender equality. It first aims to introduce the students to the concept of rights, and how they have developed over time to cover a wide area of human existence. It provides an overview of mechanisms and frameworks to ensure rights protection and assesses its use in the context of development and gender. It also takes a critical examination of the concept both culturally and as a gender equality tool, especially with regards to fostering or inhibiting political participation and greater voice for women and vulnerable minorities.

## Learning Outcomes:

The student on completion of this course would be able to:

- Formulate how gender matters in terms of human rights provision and protection.
- Explain linkages and resistance between political institutions (especially the Nation-State), and women's and men's human rights fulfillment.
- Distinguish different levels and layers of human rights instruments at the local, national, regional and international levels that specifically or subsidiarily address women's rights and/or gender relations.

## Pre-requisite(s):

None

## Course Outline:

### I. Background and overview of Human Rights and Gender

#### 1. Friday 26 February 2021 (2 hours) **Origins and Principles of Human Rights**

##### Readings:

Gunawardana, A. (1994), An Asian Perspective of Human Rights, *Singapore Journal of Legal Studies* (2), 521-530

Fraser, A.S. (1999) Becoming Human: The Origins and Development of Women's

Human Rights, *Human Rights Quarterly* 21 (1999) 853-906.

Amnesty International (nl) (2021), *A brief history of human rights*, retrieved from <https://www.amnesty.nl/a-brief-history-of-human-rights>

#### 2. Saturday 6 March 2021(2 hours) **Civil, Social and Political Rights**

##### Readings:

Henderson, Sarah L. and Jeydel, Alana S., "Women and Institutional Politics" in Sarah L. Henderson, and Alana S. Jeydel, *Women and Politics in a Global World*, Oxford. OUP, 2014.

Henderson, Sarah L. and Jeydel, Alana S., "Women, Work, and Family" in Sarah L. Henderson, and Alana S. Jeydel, *Women and Politics in a Global World*, Oxford. OUP, 2014.

Okin, S. M., "Vulnerability by Marriage", in *Justice, Gender and the Family*, New York: Basic Books, 1989.

### II. HR tools and approaches

#### 3. Friday 12 March 2021(2 hours) **Measures and mechanisms to ensure human rights protection**

##### Readings:

Moravcsik, Andrew. (1995). Explaining International Human Rights Regimes: Liber Theory and Western Europe. *European Journal of International Relations*. 1:2. pp. 157-189. Available at <https://www.princeton.edu/~amoravcs/library/explain.pdf>

Freedman, Rosa. (2011). New Mechanisms of the UN Human Rights Council. *Netherlands Quarterly of Human Rights*. 29:3. pp. 289-323. Available at <https://www.corteidh.or.cr/tablas/r26991.pdf>

Susanne Zwingel (2005) From intergovernmental negotiations to (sub)national change, *International Feminist Journal of Politics*, 7:3, 400-424, DOI: 10.1080/1461674050016118

##### Sources for learning (optional):

• UN Mechanisms for Protecting Women's Human Rights: <https://humanrights.gov.au/our-work/sex-discrimination/un-mechanisms-protecting-womens-human-rights-sex-discrimination?fbclid=IwAR3TN7QnBzPPTJ6turzmwxMQKruoOIPNcnmS4T5joMmKDde9J2mH5V6aBQw>

• The Core International Human Rights Instruments and Their Monitoring Bodies: <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CoreInstruments.aspx>

• Ratifications & Reservations: <https://treaties.un.org/Pages/Treaties.aspx?id=4&subid=A&lang=en>

• The Human Rights Index: <https://uhri.ohchr.org/en>

#### 4. Saturday 20 March 2021 (2 hours) **Rights-based approach to gender and development**

##### Readings:

Fareeda Banda (2013), Women, human rights and development, in United Nations, *Realising the right to development* (149-158). UN.

Karin Poulsen, 'Human rights for women: issues of culture and power', *Gender and Development*, Volume 3, Number 2, June 01, 1995, pp. 36 - 42.

### III. Contextualizing Human Rights and Gender

#### 5. Friday 26 March (3 hours) **Human rights, conflict and peacebuilding**

##### Reading:

Swaine, Aisling. Spearing, Michelle. Murphy, Maureen. & Contreras-Urbina, Manuel. (2019). Exploring the Intersection of Violence Against Women and Girls with Post-Conflict Statebuilding and Peacebuilding Processes: A New Analytical Framework. *Journal of Peacebuilding & Development*. 14(1). pp. 3-21. <https://doi.org/10.1177/1542316619833877>

Porter, E. 2012. Women, peace and securing human rights. In Goh Bee Chen, Offord, B., & Garbutt, R. (Eds.). 2012. *Activating human rights and peace: Theories, practices, and context*. Surrey: Ashgate Publishing Limited. Pp. 201-15.

#### Sources for learning (optional):

- Women and armed conflict: <https://www.hrw.org/topic/womens-rights/women-and-armed-conflict>
- Protect women's rights 'before, during and after conflict': <https://news.un.org/en/story/2019/04/1037151>
- Protecting women's rights in conflict: <https://womenforwomen.org.uk/work-we-do/policy-and-advocacy/womens-rights-conflict>
- Women's human rights and gender-related concerns in situations of conflict and instability: <https://www.ohchr.org/en/Issues/Women/WRGS/Pages/PeaceAndSecurity.aspx>

#### 6. Friday 2 April 2021 (2 hours) Vernacularization of human rights

##### Readings:

Merry, Sally Engle, Levitt, Peggy, Rosen, Mihaela Serban, and Yoon, Diana H. 2010. Law from Below: Women's Human Rights and Social Movements in New York City. *Law & Society Review* 33:101–28. Available at <http://www.law.uvic.ca/demcon/2012%20readings/Sally%20Merry%20et%20al%20-%20Law%20from%20Below.pdf>

Barker, Isabelle and Puar, Jasbia Kaur (2002). Feminist Problematization of Rights Language and Universal Conceptualization of Human Rights. pp.608-616. *Concilium International Journal of Theology*. Available at [http://jasbirkpuar.com/wp-content/uploads/2018/08/Puar\\_Feminist-Problematizations-of-Rights-Language\\_WCS-Reader.pdf](http://jasbirkpuar.com/wp-content/uploads/2018/08/Puar_Feminist-Problematizations-of-Rights-Language_WCS-Reader.pdf)

#### IV. Case study presentations

7. Saturday 10 April 2021 (4 hours) Final presentation of case studies and discussion

### Laboratory Sessions:

None

### Textbook:

1. Hellum, Anne (Ed.), *Human Rights, Sexual Orientation, and Gender Identity*, Routledge, 2019.
2. Strengthening Human Rights and Peace Research and Education in ASEAN/Southeast Asia (SHAPE-SEA). (2015). *An Introduction to Human Rights in Southeast Asia – Volume 1*. Thailand: SHAPE-SEA.
3. SHAPE-SEA. (2016). *An Introduction to Human Rights in Southeast Asia – Volume 2*. Thailand: SHAPE-SEA.

### Reference Books:

1. Bacchi, Carol Lee, *Women, Policy and Politics: The Construction of Policy Problems*, London: Sage, 1999.
2. Burghoorn, Wil, Iwanaga, Kazuki, Milwertz, Cecilia and Wang, Qi, *Gender Politics in Asia: Women Manoeuvring with Dominant Gender Orders*, Copenhagen: NIAS, 2007.
3. Desai, Manisha, *Gender and the Politics of Possibilities*, Plymouth, UK, 2009.
4. Dobash, R. Emers, *Women, Violence and Social Change*, London: Routledge, 1992.
5. Ford, Lynne E., *Women and Politics*, London: Houghton Mifflin, 2005.
6. Hilsdon, Anne-Marie, Macintyre, Martha, Mackie, Vera and Stivens, Maila (ed.), *Human Rights and Gender Politics: Asia Pacific Perspectives* (Routledge Advances in Asia-Pacific Studies, 5), London: Routledge, 2006.
7. Kerr, J. et al. (eds), *The Future of Women's Rights*, London: Zed, 2004.
8. Knop, Karen (ed.), *Gender and Human Rights*, Oxford: OUP, 2004.
9. Naples, Nancy and Desai, Manisha (eds), *Women's Activism and Globalization: Linking Local Struggles and Transnational Politics*, London: Routledge, 2002.
10. Pateman, Carole, *The Disorder of Women: Democracy, Feminism, and Political Theory*, Stanford, CA: SUP, 1989.
11. Yeoh, Brenda S. A., Teo, Peggy, & Huang, Shirlena (eds.), *Gender Politics in the Asia-Pacific Region*, London and New York: Routledge, 2002.

### Journals and Magazines:

- Politics and Gender (Cambridge University Press)
- Journal of Women, Politics & Policy (Taylor and Francis)
- International Journal of Human Rights (Taylor and Francis)
- Women's Studies International Forum (Elsevier)
- International Feminist Journal of Politics (Taylor and Francis)

### Time Distribution and Study Load:

Two hours of lectures per week with presentation of case studies (13 hours of lecture plus 4 hours of presentations/discussion). Students are expected to spend at least 4 hours of self-study per week, including required readings.

### Teaching and Learning Methods:

Lectures and instructor supervised and facilitated student discussions. A course review is also given before the final exam.

### Evaluation Scheme:

- One case study paper 40% (graded on: critical analysis, coherence, evidence used, references used, writing skills);
- Final exam 60%.

In the exams, an “A” would be awarded if a student can contextualize the knowledge learned in class by presenting case studies from articles or news and including required readings in their analysis. A “B” would be awarded if a student shows an overall understanding of all topics, a “C” would be awarded if a student meets below average expectation in terms of analysis, and a “D” would be awarded if a student does not meet basic expectations in analyzing or understanding the issues presented in the course.

**Instructor(s):**

**SECTION**

A

**NAME**

Dr. Philippe Doney

[\*^Back to Top \(List of Courses\)\*](#)

# ED75.9033: Selected Topic: Gender, Natural Resources and Food Security 1(1-0)

## Course Objectives:

The sustainable development goals (SDG) from the United Nations are an urgent call for action. Action required, among other things, in reducing inequality and poverty and spur economic growth, all necessary for a prosperous and sustainable world. To achieve this is necessary to improve natural resource management and gender equity.

Therefore, the course is designed to analyze how women's role and gender relations can have an influence in natural resource management and sustainability. In other words, to understand that 'where women work, economies grow' (World Economic Forum).

Thus, the course provides the students with the necessary knowledge to understand the value and importance of women's work in natural resource management and sustainability. How natural resource management can have different governance structures and how gender relations can shape and influence them and have an impact in natural resource conservation and hence sustainability. At the same time, how inequality and limiting access to decision making might be a negative factor for sustainability.

## Learning Outcomes:

Students, on completion of this course, are expected to be able to:

- Identify how gender relations might give rise to different types of governance structures in natural resource management.
- Be able to explain how gender as an analytical tool can help to understand inequalities and limiting access to natural resources and decision making.
- Be able to understand and explain the importance and value of women work in the value chain, considering the case of the fishing sector. How important is women's work for food security and, therefore, sustainability?

## Pre-requisite(s):

None.

## Course Outline:

### 1) Gender and sustainability

- a) Gender and natural resource governance
- b) Women's role in food security and sustainability

### 2) Gendered value chains

- a) A feminist perspective of value chains
- b) Patriarchy and women's work
- c) Informality and commodity chains

### 3) Women in fisheries

- a) Women, fisheries, and food security
- b) The value of women's work in the fishing industry
- c) Gendered value chains and the gender division of labor in fisheries and aquaculture

## Laboratory Sessions:

There is no lab session, but there is field work to a fisheries community.

## Reference Books:

- Lerner, G. (1986). The creation of patriarchy (Vol. 1). Women and History; V. 1.
- Cagatay, N. (2007). The feminist economics of trade (Vol. 5). I. Van Staveren, D. Elson, & C. Grown (Eds.). London: Routledge.
- Dunaway, W. A. (Ed.). (2013). Gendered commodity chains: Seeing women's work and households in global production. Stanford University Press.
- Resurreccion, B. P., & Elmhirst, R. (2008). Gender and natural resource management. London: Earthscan.
- Sachs, C. E. (2018). Gendered fields: Rural women, agriculture, and environment. Routledge.

## Journals and Magazines:

- Women's Studies International Forum (Elsevier)
- Gender and Development (Taylor and Francis)
- International Feminist Journal of Politics (Taylor and Francis)
- Marine Policy (Elsevier)
- Maritime Studies (Springer)
- Gender, Place and Culture (Taylor and Francis)
- PlosOne

## Time Distribution and Study Load:

The course consists of 15 hours of lecture and class discussion. Students are expected to read assigned readings and actively participate in class discussion.

## Teaching and Learning Methods:

The course is based on lecture and class discussion. For organizational analysis, some hands-on classroom exercises are introduced.

## Evaluation Scheme:

The grade is based on:

- Review paper on cases from different countries 80% (graded on: critical analysis, coherence, strengths of argument, writing skills),
- 20% Class Engagement & Participation [Evaluated across the semester. graded on quality of participation throughout the semester - contributing in a consistent, well-informed and thoughtful manner to class discussion and activities which shows engagement with the class materials and peers and enhances the quality of the class for everyone]

**Instructor(s):**

**SECTION**

**NAME**

A

[\*^Back to Top \(List of Courses\)\*](#)



## ED75.9034: Selected Topic: Gender and Politics 2(2-0)

### Course Objectives:

This course aims to examine gender through power, contested in State institutions and the public sphere and exercised through various legal and policy instruments. It further aims to contextualize our knowledge of gender in its political past, underlining the important role the Nation-State has had in engendering spaces and identities while committing, condoning, or suppressing gender-based violence. In contrast, the course also aims to assess political participation and examine the role of the women's movement, since such civil society mobilization is reinventing gender discourse, realigning power struggles, and consequently the locus of political action and development.

### Learning Outcomes:

The student on completion of this course would be able to:

- Formulate how gender matter in power-related and political issues within Asia
- Explain linkages between political institutions (especially the Nation-State), power, gender relations and women's and men's status and wellbeing
- Explain how various forms of resistance and political activism redefine power structures and their goals

### Pre-requisite(s):

None

### Course Outline:

#### I. Gender Politics and the Nation-State

1. Introduction to course
2. Gender and political systems
3. Gender, politics and power
4. Public/private divide
5. Power and gender-based violence
6. Nationalism, nationhood and gender
7. Gender and the welfare State

#### II. Political Representation, Participation and Civil Society

1. Political systems and women's political representation
2. Political socialization and participation
3. Local activism and mobilization in Asia: Civil Society, NGOs and the women's movement
4. Transnational activism and global networking

### Laboratory Sessions:

None

### Textbook:

1. Fleschenberg, Andrea and Derichs, Claudia (Eds.), *Women and Politics in Asia: A Springboard for Democracy?*, Singapore: Inst of Southeast Asian Studies, 2012.
2. Iwanaga, Kazuki (ed.) *Women's Political Participation and Representation in Asia: Obstacles and Challenges*, Copenhagen: NIAS, 2008.

### Reference Books:

1. Burghoorn, Wil, Iwanaga, Kazuki, Milwertz, Cecilia and Wang, Qi, *Gender Politics in Asia: Women Manoeuvring with Dominant Gender Orders*, Copenhagen: NIAS, 2007
2. Desai, Manisha, *Gender and the Politics of Possibilities*, Plymouth, UK, 2009.
3. Davids, Tina and van Driel, Francien (eds), *The Gender Question in Globalization*, Aldershot, UK: Ashgate, 2005.
4. Dobash, R. Emers, *Women, Violence and Social Change*, London: Routledge, 1992.
5. Fausto-Sterling, Anne, *Sexing the Body: Gender Politics and the Construction of Sexuality*, New York: Basic Books, 2000.
6. Ford, Lynne E., *Women and Politics*, London: Houghton Mifflin, 2005.
7. Hilsdon, Anne-Marie, Macintyre, Martha, Mackie, Vera and Stivens, Maila (ed.), *Human Rights and Gender Politics: Asia Pacific Perspectives* (Routledge Advances in Asia-Pacific Studies, 5), London: Routledge, 2006
8. Naples, Nancy and Desai, Manisha (eds), *Women's Activism and Globalization: Linking Local Struggles and Transnational Politics*, London: Routledge, 2002.
9. Pateman, Carole, *The Disorder of Women: Democracy, Feminism, and Political Theory*, Stanford, CA: SUP, 1989.
10. Randall, Vicky, Waylen, Georgina, *Gender, Politics and the State*, London: Routledge, 1998.
11. Yeoh, Brenda S. A., Teo, Peggy, & Huang, Shirlena (eds.), *Gender Politics in the Asia-Pacific Region*, London and New York: Routledge, 2002.

### Journals and Magazines:

Politics and Gender (Cambridge University Press)  
Journal of Women, Politics & Policy (Taylor and Francis)  
Gender and Development (Taylor and Francis)  
Women's Studies International Forum (Elsevier)  
International Feminist Journal of Politics (Taylor and Francis)

### Time Distribution and Study Load:

25 hours of lecture plus 10 hours of student-led seminars (equal to 5 lecture hours).

Students are expected to spend at least 6 hours of self-study per week, including required readings.

### Teaching and Learning Methods:

Lectures and instructor supervised and facilitated student discussions. Powerpoint slides will be used. A course review is also given before the final exam.

### Evaluation Scheme:

- one essay 30% (graded on: critical analysis, coherence, evidence used, references used, writing skills);
- one student-led seminar 30% (graded on: quality of the content, analysis that is fostered, extent of student participation, chairpersonship);
- final exam 40%.

In the exams, an "A" would be awarded if a student can contextualize the knowledge learned in class by presenting case studies from articles or news, and including required readings in their analysis. A "B" would be awarded if a student shows an overall understanding of all topics, a "C" would be awarded if a student meets below average expectation in terms of analysis, and a "D" would be awarded if a student does not meet basic expectations in analyzing or understanding the issues presented in the course.

### Instructor(s):

**SECTION**

A

**NAME**

Dr. Philippe Doneys

[\*^Back to Top \(List of Courses\)\*](#)

# ED75.9035: Selected Topic: Forced Migration and Human Trafficking in South and Southeast Asia 1(1-0)

## Course Objectives:

The course aims to understand various forms of forced migration and trafficking in persons in South and Southeast Asia including refugee flows, internal displacement, disaster related migration, labor trafficking, sex slavery and other forms of involuntary servitude. It will examine both disaster-related, public health related and political forms of forced migration (including statelessness), as well as human trafficking, including why women tend to be particularly vulnerable to involuntary sex trafficking, and why men are often overlooked as trafficked persons. We will discuss the international legal provisions related to forced migration including Global Compact on Refugees (2018). We will also address methodological possibilities and challenges for researchers aiming to work on forced migrations and/or forced displacements.

## Learning Outcomes:

The student on completion of this course would be able to:

- Explain the different forms of forced migration including refugees, IDPs, Stateless and Human Trafficking.
- Identify international policies on forced migration including the Global Compact on Refugees and SDG's pertaining to forced migrants.
- Formulate a basic research plan that addresses challenges in conducting research on forced migration and human trafficking.

## Pre-requisite(s):

None

## Course Outline:

### **I. Introduction: Forced Migration in South and Southeast Asia**

1. Overview and Typologies of Forced Migration.
2. Gender Dimensions of Forced Migrations.

### **II. International Policies on Forced migrants and human mobility:**

1. Asylum Seekers, Refugees and IDPs
2. Development-induced displacement and resettlement (DIDR),
3. Environmental Degradation and Displacements.
4. Stateless People
5. Human Trafficking, Smuggling and Irregular Migration.

### **III. Case Studies**

1. Forced Migration in the Greater Mekong Sub-region.
2. Rohingya Refugees and the issue of Gender

### **IV. Research on Forced Migration**

1. Methodological Issues in Research on Forced Migration
2. Ethics and Research on Forced Migrants.
3. Feminist Methodologies in Forced Migration.

## Laboratory Sessions:

None.

## Textbook:

1. Banerjee, Paula, What Is Feminist About Studying Women's Forced Migration, in Nasreen Chowdhury and Paula Banerjee eds. Gender, Identity and Migration in India, Palgrave Macmillan, New Delhi, 2022, pp. 43-52, [https://link.springer.com/chapter/10.1007/978-981-16-5598-2\\_3](https://link.springer.com/chapter/10.1007/978-981-16-5598-2_3).
2. Banerjee, Paula, Forced Migration in South Asia, Elena Fiddian-Qasmiyeh (eds) et. Al., The Oxford Handbook of Refugee and Forced Migration Studies, Oxford, OUP, 2014, pp. 613-625, <https://doi.org/10.1093/oxfordhb/9780199652433.013.0030>
3. Chimni, B.S., The Birth of a Discipline: From Refugee to Forced Migration Studies: Journal of Refugee Studies Vol. 22, No. 1, 2009
4. Forced Migration Review, People Trafficking: Upholding Rights and Understanding Vulnerabilities, FMR 25, May 2006.
5. Guhathakurta, Meghna, Understanding Violence, Strategising Protection, Journal of Social Science, 2017, Vol. 45, No. 6, Special Focus: Spaces of Violence in South Asian Democracies (2017), pp. 639-665

## Reference Books:

1. Banerjee, Paula and Samaddar, Ranabir, Why Critical Forced Migration Studies Has to be Post Colonial in Nature, in Alice Bloch and Giorgia Dona eds., Forced Migration: Current Issues and Debates, Routledge, London, 2018.
2. Banerjee, Paula, "Trafficking and Statelessness of Women in South Asia," Refugee Watch (Kolkata, 2006).
3. Dang Nguyen Anh and Supang Chatavanich, Uprooting People for their own good? Human displacement, Resettlement and Trafficking in the Greater Mekong Sub-region, Hanoi: Social Sciences Publishing House, 2004
4. Gawher Nayeem Wahra, Women Refugees in Bangladesh, Focus on Gender, February 1994, Vol. 2, No. 1, Women and Emergencies (Feb. 1994), pp. 45-49.
5. Harrell-Bond, Barbara and Voutira Eftihia. In Search of 'Invisible' Actors: Barriers to Access in Refugee Research: Journal of Refugee Studies, Vol. 20, No. 2, 2007.
6. Martin, Susan, UNHCR Policy on Refugee Women, 1990, UNHCR, <https://www.unhcr.org/media/unhcr-policy-refugee-women-1990https://www.unhcr.org/media/unhcr-policy-refugee-women-1990>

### **Documents:**

- Global Compact on Refugees, United Nations, New York, 2018, <https://globalcompactrefugees.org/sites/default/files/2019-12/Global%20compact%20on%20refugees%20EN.pdf>
- UN Human Rights, Convention relating to the Status of Stateless Persons, 1954, <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-relating-status-stateless-persons>
- UNHCR, Convention Relating to the Status of Refugees, 1951, <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-relating-status-refugees>
- UNODC, Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the UN Convention Against Transnational Organized Crime, United Nations, 2000.

### **Journals and Magazines:**

Forced Migration Review (Oxford)  
Journal of Human Trafficking  
Journal of Refugee Studies (Oxford)  
Refugee Watch (CRG)

### **Time Distribution and Study Load:**

15 hours of lecture plus. Students are expected to spend at least 6 hours of self-study including required readings.

### **Teaching and Learning Methods:**

Lectures (with power point slides) and student discussions. An online course review session will be conducted prior to the final exam.

### **Evaluation Scheme:**

- One term paper 60%.
- Final exam 40% (close book).

In the exams, an "A" would be awarded if a student can contextualize the knowledge learned in class and incorporate required readings in their essay or exam analysis. A "B" would be awarded if a student shows an overall understanding of all topics, a "C" would be awarded if a student meets below average expectation in terms of analysis, and a "D" would be awarded if a student does not meet basic expectations in analyzing or understanding the issues presented in the course.

### **Instructor(s):**

**SECTION**

**NAME**

A

[\*^Back to Top \(List of Courses\)\*](#)

# ED75.9036: Selected Topic: Gender and Labor Migration in Asia 1(1-0)

## Course Objectives:

- The course will examine various forms of labour migration.
- It will use a gender lenses, meaning we will look at how men and women are affected as migrants, how they influence migration as process, and the determinants which causes them to move
- It will also offer a solid introduction to how to conduct research on migration
- The course aims to be more practical, looking at country cases and change in the past few decade in South and Southeast Asia in particular and Asia in General.

## Pre-requisite(s):

None

## Course Outline:

### PART I: INTRODUCTION: GENDER AND MIGRATION IN ASIA

Presentation of syllabus and course objectives

1. Migration in Asia: An overview
2. Scenario of labour Migration in South and Southeast Asia
3. Rights and obligations of Migrant workers.

### PART II: GENDER & LABOR MIGRATION

1. Gender perspectives on labor migration
2. Globalization and Women Migrant Workers
3. Women Migrants and Domestic Work.
4. Migrant Health and Security

### PART III: MIGRATION IN PRACTICE

5. Migration management instruments, Registration and policies
6. ILO and Migrant Workers.
7. Climate Change and Migrant Labour
8. Researching Migration.

## Laboratory Sessions:

None

## Time Distribution and Study Load:

- 17 January: Classes Begin  
31 January: Class Presentations  
14 February: Library and Research Day  
21 February: Papers Due  
Final Exam: To be Announced

## Teaching and Learning Methods:

- 6-8 pages double space
- Use a case study on labour migration in any Asian country or cross-countries.
- Either provide a situation analysis of labour migration in a country/area (climate change and labour migration in Pacific Islands), or focus on a specific theme (domestic workers, construction workers, rights of migrant workers, migrants from Nepal to India, etc.) or even case (garment migrant workers in Dhaka, construction migrant workers in Bangkok, etc)
- Use several references (mostly journal articles, books, UN and NGO reports) and ILO reports.
- Most Important: Discuss the gender dimensions of the issue/topic
- Provide critical analysis (don't only describe, but comment/reflect)
- Due Wednesday February 21st, in class and on Turnitin

## Evaluation Scheme:

- Class Participation (10%)
- One Class Presentation (20%)
- One labour migration case study (30%)
- Final exam 40% (close book).

In the exams, an "A" would be awarded if a student can contextualize the knowledge learned in class and incorporate required readings in their essay or exam analysis. A "B" would be awarded if a student shows an overall understanding of all topics, a "C" would be awarded if a student meets below average expectation in terms of analysis, and a "D" would be awarded if a student does not meet basic expectations in analyzing or understanding the issues presented in the course.

## Instructor(s):

SECTION

A

NAME

Prof. Paula Banerjee

[\*^Back to Top \(List of Courses\)\*](#)

# ED75.9037: Selected Topic: Gender and Climate Change Intersections: A Transdisciplinary Approach 2(1-3)

## Course Objectives:

Throughout this course, we will focus on analyzing the interactions between climate change, environment, gender inequalities, and health. The analysis will be based on theoretical frameworks, case studies, observations and interviews that deepen understanding of these complex relationships, at the same time providing input for potential transdisciplinary interventions. In this course, conventional monodisciplinary approaches will be challenged, stimulating and cultivating critical and innovative thinking skills in order to confront the urgent problem of climate change in all its dimensions.

## Learning Outcomes:

1. Understand the interplay between climate change, gender, environment, agriculture, and health
2. Apply transdisciplinary gender analysis approaches (concepts, frameworks) to climate change at the intersection of environment, agriculture and health using real world case studies
3. Critically assess & rethink current disciplinary paradigms concerning gender and climate change, and be an effective agent of (transformative) change
4. Develop recommendations for transdisciplinary interventions/strategies based on the outcomes of the analysis

## Pre-requisite(s):

None

## Course Outline:

### I. Introduction

1. Transdisciplinary approach to climate change
2. The meaning of gender in social science and climate change studies
3. How does gender matter to our understanding of climate change

### II. Intersections of gender and climate change

1. Intersections with the environmental
2. Intersections with agriculture
3. Intersections with health

### III. Analytical frameworks

1. Fundamentals of gender analysis
2. Frameworks in the fields of environment, agriculture and health

### IV. Field application of transdisciplinary approach to gender and climate change

1. Fieldwork planning
2. Field-based data collection
3. Data analysis

### V. Communicating transdisciplinary findings on gender and climate change

1. Communication of research findings
2. Communication for policy advocacy

## Laboratory Sessions:

None, but has field trip and group exercises

## Textbook:

No designated textbook, but class notes and handouts will be provided.

## Reference Books:

1. Bush, S., & Clayton, A. (2023). Facing Change: Gender and Climate Change Attitudes Worldwide. *American Political Science Review*, 117(2), 591-608. doi:10.1017/S0003055422000752
2. Dania, M. and Inpin, W. (2021), Gender Vulnerability and PAR Model Assessment in the Post-Disaster Period: A Case Study from the 2014 Chiang Rai Earthquake, Thailand, *Journal of Mekong Societies*, Vol.17 No.1 January–April. pp. 68-88
3. Desai, Z., & Zhang, Y. (2021). Climate change and women's health: A scoping review. *GeoHealth*, 5, e2021GH000386. <https://doi.org/10.1029/2021GH000386>
4. Doney, P. and Resurreccion, B. P. (2022), Gendered Pathways of Democracy to Sustainability, in Bornemann, Basil, Knappe, Henrike and Nanz, Patrizia (eds) *Routledge Handbook of Democracy and Sustainability*, Abingdon: Routledge.
5. Gaard, G. (2015). Ecofeminism and climate change. *Women's Studies International Forum* 49, 20–33.
6. Gupta, J., Scholtens, J., Perch, L. et al. Re-imagining the driver–pressure–state–impact–response framework from an equity and inclusive development perspective. *Sustain Sci* 15, 503–520 (2020). <https://doi.org/10.1007/s11625-019-00708-6>
7. Habib-ur-Rahman M, Ahmad A, Raza A, Hasnain MU, Alharby HF, Alzahrani YM, Bamagoos AA, Hakeem KR, Ahmad S, Nasim W, Ali S, Mansour F and EL Sabagh A (2022) Impact of climate change on agricultural production; Issues, challenges, and opportunities in Asia. *Front. Plant Sci.* 13:925548. doi: 10.3389/fpls.2022.925548
8. Haddad, Z. and Villalobos Prats, E. (WHO) (2012) *Mainstreaming gender in health adaptation to climate change programmes*. WHO.

9. Han, J. Y.-C., Pross, C., Agarwal, R., & Torre, A. R. (2022). State of Gender Equality and Climate Change in ASEAN. ASEAN, UN Women.
10. Huyer, S., Loboguerrero, A.M., Chanana, N., Spellman, O. (2024), From gender gaps to gender-transformative climate-smart agriculture, *Current Opinion in Environmental Sustainability*, 67:101415. <https://doi.org/10.1016/j.cosust.2024.101415>
11. Kivioja, K., Pongsiri, M., and Brody, A. - UNDP (2023) Synergies in jointly addressing climate change, health equity and gender equality, Fair share for health and care: gender and the undervaluation of health and care work, WHO report - March 2024.
12. Laungaramsri, P. (2017). Whither gender in the environmental movement? In P. Hirsch (Ed.), *Routledge Handbook of the Environment in Southeast Asia* (pp. 470–482). Routledge.
13. Marty, E., Segnon, A.C., Homann-Kee Tui, S., Trautman, S., Huyer, S., Cramer, L., & Mapedza, E. (2023) Enabling gender and social inclusion in climate and agriculture policy and planning through foresight processes: assessing challenges and leverage points, *Climate Policy*, DOI: 10.1080/14693062.2023.2268042
14. Minh Hai, V. and Smyth, I. (2012), *The Disaster Crunch Model: Guidelines for a Gendered Approach*, OXFAM GB.
15. Parikh, J (2007), *Gender and Climate Change Framework for Analysis, Policy & Action*, UNDP India and IRADe.
16. UNDP (2010) *Gender, climate change and community-based adaptation*. UNDP.
17. UNDP (2016), *Overview of linkages between gender and climate change*. UNDP.
18. van Daalen, K., Jung, L., Dhatt, R., Phelan, A.L. (2020) Climate change and gender-based health disparities [www.thelancet.com/planetary-health](http://www.thelancet.com/planetary-health) Vol 4 February

## Journals and Magazines:

Climate Change, Springer  
 Climate and Development, Taylor and Francis  
 Climate Policy, Taylor and Francis  
 Gender and Development, Taylor and Francis  
 Gender, Technology and Development, Taylor and Francis.

## Time Distribution and Study Load:

Lecture hours = 18h  
 Class discussion/ presentation/ exercises (contact hours) = 27 (9 lecture hours)  
 Field visit = 2 days (18 hours=3 lecture hours)  
 Assignment = 15h  
 Self-study = 90h

## Teaching and Learning Methods:

Teaching and learning methods of this course will use a participant-centered interactive classroom approach. It will use active learning methods including group discussions, problem based learning, and flipped classroom methods, supported by lectures on introducing the course and reviewing theoretical analytical frameworks. In order to be true to the transdisciplinary approach, peer learning across disciplines is encouraged as much as possible. A field trip focusing on several cases will be organized to provide students with real life experience in practicing transdisciplinary approach to problem solving in the area of gender and climate change.

## Evaluation Scheme:

Mandatory attendance (pass/fail),  
 field visit presentations (summative) (70%) and  
 an individual reflection report (summative) (30%),  
 case presentations in duos (formative) (non graded assignment evaluation).

“A” would be awarded if a student can demonstrate the concept and practice of transdisciplinary approach to food security taking into consideration of various factors discussed in class and can develop their own analysis. A “B” would be awarded if a student shows an overall understanding of all given topics. A “C” would be given if a student meets below average expectation on both knowledge acquired and analysis. A “D” would be given if a student does not meet basic expectations in understanding and analyzing the topics and issues discussed in the course.

## Instructor(s):

SECTION

NAME

[\*\*^Back to Top \(List of Courses\)\*\*](#)



# ED75.9038: Selected Topic: Transdisciplinary Approach to Zero Hunger 2(1-3)

## Course Objectives:

The main objective of this course is to present a transdisciplinary method for analyzing zero hunger and food security, which considers multiple factors at different levels, including contextual adaptation, collaborative learning, critical thinking, and problem-solving, all with a strong emphasis on gender and social inclusion. Food insecurity arises from and is intensified by a variety of factors, such as food productivity, accessibility, social structures, norms, and practices, and coexists in both undernutrition and overnutrition. This course offers comprehensive and cooperative approaches to tackling the intricacies of food insecurity. Zero hunger is an intricate concern related to various disciplines, such as food security, nutrition, rural development, gender equality, and sustainable agriculture. The course concentrates on promoting resilience and equity in food systems to achieve meaningful results. By combining different domains and stakeholders, it encourages innovative solutions that cater to sustainable development goal #2. Furthermore, it places special emphasis on integrating a gender and social inclusion perspective throughout the process, addressing sustainable development goal #5.

## Learning Outcomes:

Students on completion of the course would be able to

1. explain the complexity of food security using different fields of knowledge, transdisciplinary concepts, and peer-to-peer (P2P) learning with a strong gender perspective.
2. identify and analyze the linkages of factors affecting food security at local, regional, and global scales.
3. develop and demonstrate transdisciplinary mindset contributing to problem framing of zero hunger, highlighting the perspectives of gender and social inclusion.
4. communicate with diverse groups of knowledge with differing soft skills, including critical thinking, collaboration skills, and team building.

## Pre-requisite(s):

None.

## Course Outline:

### I. Transdisciplinary concept for zero hunger/ food security with gender and social inclusion perspective

1. Concept of transdisciplinary approach
2. System thinking in understanding food security
3. Concept of gender equality, social inclusion, justice and well-being

### II. 4Ds food security framework

### III. Food security in relation to agriculture production and environment

### IV. Food security in relation to the economy and society

1. Policy and governance
2. Poverty and gender equality
3. Market and value chain
4. Behavioral changes

### V. Food security in relation to human health

1. Food insecurity and malnutrition/ micronutrient deficiencies
2. Diet-related diseases

### VI. Field application of transdisciplinary approach to food security

1. Fieldwork planning
2. Field-based data collection
3. Data analysis

### VII. Communicating transdisciplinary findings of food security

1. Communication planning for change
2. Communication for policy advocacy

## Laboratory Sessions:

None, but has field trip and group exercises

## Textbook:

No designated textbook, but class notes and handouts will be provided.

## Reference Books:

1. ADB (2013) Gender equality and food security: Women's empowerment as a tool against hunger, Manila.
2. Akter, Sonia, Pieter Rutsaert, Joyce Luis, Nyo Me Htwe, Su Su San, Budi Raharjo and Arlyna Pustika (2017) "Women's empowerment and gender equity in agriculture: A different perspective from Southeast Asia, Food Policy, 69, 270-279.
3. Al, W., Orking, G., & Clima, O. (2008). Climate change and food security: a framework document. FAO Rome.

4. Fischer, Arnout R. H., Aarieke E. I. de Jong, Rob de Jonge, Lynn J. Frewer, and Maarten J. Nauta (2005) "Improving food safety in the domestic environment: The need for a transdisciplinary approach", *Risk Analysis*, 25:3, 503-517.
5. Food Systems Countdown Initiative. (2023). *The food systems countdown report 2023: The state of food systems worldwide*. New York: Columbia University; Ithaca: Cornell University; Rome: Food and Agriculture Organization of the United Nations (FAO); Geneva: Global Alliance for Improved Nutrition (GAIN).
6. Groß, M., Stauffacher, M.J.I.s.r., (2014). *Transdisciplinary environmental science: problem-oriented projects and strategic research programs*. 39(4), 299-306.
7. Jemimah Njuki, John R. Parkins and Amy Kaler (eds.)(2016) *Transforming gender and food security in the global South*, Earthscan, New York.
8. Lal, R., Sivakumar, M. V., Faiz, S., Rahman, A. M., & Islam, K. R. (2010). *Climate change and food security in South Asia*. Springer Science & Business Med.
9. Pieters, Hannah, Andrea Guariso and Anneleen Vandeplass (2013) *Conceptual framework for the analysis of the determinants of food and nutrition security*, FoodSecure Working paper 13.
10. Schneider, K.R., Fanzo, J., Haddad, L. et al. (2023). *The state of food systems worldwide in the countdown to 2030*. *Nat Food* 4, 1090–1110.

## Journals and Magazines:

Food Policy, Elsevier  
 Gender, Technology and Development, Taylor and Francis.

## Time Distribution and Study Load:

Lecture hours = 15h  
 Class discussion/ presentation/ exercises = 28h  
 Field visit = 1 day  
 Self-study = 90h

## Teaching and Learning Methods:

Teaching and learning methods of this course will use a participant-centered flip-classroom approach. Students are provided with inputs to study before the class, and class will start with student discussions. It will use minimum lecture, and more on group discussion and problem-based learning. In order to be true to the transdisciplinary approach, peer learning across disciplines are encouraged as much as possible. Field trip is organized to provide students with real life experience in practicing transdisciplinary approach to problem solving.

## Evaluation Scheme:

Individual assignment (reflection of each session) 40%;  
 final presentation (group) 30%;  
 final report (individual) 30%

"A" would be awarded if a student can demonstrate the concept and practice of transdisciplinary approach to food security taking into consideration of various factors discussed in class and can develop their own analysis. A "B" would be awarded if a student shows an overall understanding of all given topics. A "C" would be given if a student meets below average expectation on both knowledge acquired and analysis. A "D" would be given if a student does not meet basic expectations in understanding and analyzing the topics and issues discussed in the course.

## Instructor(s):

SECTION

NAME

[\*\*^Back to Top \(List of Courses\)\*\*](#)

# ED75.9039: Selected Topic: Transdisciplinary Approach to Health and Well-Being 2(2-0)

## Course Objectives:

The goal of this course is to enable students with the ability to understand transdisciplinary (TD) approach to health and wellbeing (SDG 3). The students will analyze complex health issues using diverse information, and then apply inclusive, participatory methods to create sustainable solutions for well-being. Throughout this course, we will focus on analyzing the interactions between health, climate change, and social drivers of wellbeing. Through this course the students explore and apply TD perspectives to a climate change and health case study. They are exposed to real life cases and different stakeholders to learn how to unpack complex problems. The course enables students to critically reflect on relevant social, environmental, and public health factors that they need to consider in designing transformative interventions for sustainable development.

## Learning Outcomes:

Students on completion of the course would be able to

1. Understand transdisciplinary perspectives.
2. Understand social determinants of health and wellbeing.
3. Apply transdisciplinary perspective to critically analyze complex health and well-being problems.
4. Identify transformative and inclusive interventions for addressing health inequities using transdisciplinary approach.

## Pre-requisite(s):

None

## Course Outline:

### I. Introduction to Transdisciplinary Approach

1. What is Transdisciplinary approach
2. Understanding Health and Wellbeing and SDG3
3. Understanding Climate Change and Health

### II. Social Determinant Approach to Health

1. Structural and Intermediary – SDH
2. Rights and Equity Based Approaches to Health
3. Intersectionality

### III. Health and Climate Change

1. Dengue in Global Context
2. Case Study of Dengue in Local Context
3. Transdisciplinary Stakeholder Perspectives on Dengue Control in the region

### IV. Transdisciplinary Health Interventions

1. Analyzing Social Determinants
2. Inclusive Approaches
3. Gender Transformative Approaches
4. Transdisciplinary Design for addressing SDG 3

## Laboratory Sessions:

None

## Textbook:

No designated textbook, but class notes and handouts will be provided.

## Reference Books:

1. Campbell-Lendrum, D., Neville, T., Schweizer, C., & Neira, M. (2023). Climate change and health: three grand challenges. *Nature medicine*, 29(7), 1631–1638. <https://doi.org/10.1038/s41591-023-02438-w>.
2. Da Conceição Araújo, D., Dos Santos, A. D., Lima, S. V. M. A., Vaez, A. C., Cunha, J. O., & Conceição Gomes Machado de Araújo, K. (2020). Determining the association between dengue and social inequality factors in north-eastern Brazil: A spatial modelling. *Geospatial health*, 15(1), 10.4081/gh.2020.854. <https://doi.org/10.4081/gh.2020.854>.
3. Rodrigo Feliciano do Carmo et al. Spatiotemporal dynamics, risk areas and social determinants of dengue in Northeastern Brazil, 2014–2017: an ecological study. *Infectious Diseases of Poverty* 9, Article number: 153 (2020) <https://doi.org/10.1186/s40249-020-00772-6>.
4. Sabik N. J. (2021). The Intersectionality Toolbox: A Resource for Teaching and Applying an Intersectional Lens in Public Health. *Frontiers in public health*, 9, 772301. <https://doi.org/10.3389/fpubh.2021.772301>.
5. WHO (2007) *Unequal, Unfair, Ineffective and Inefficient Gender Inequity in Health: Why it exists and how we can change it. Final Report to the WHO Commission*, Geneva: WHO. [http://www.who.int/social\\_determinants/resources/csdh\\_media/wqekn\\_final\\_report\\_07.pdf](http://www.who.int/social_determinants/resources/csdh_media/wqekn_final_report_07.pdf).
6. WHO (2020) *Multisectoral approach to the prevention and control of vector-borne disease: A conceptual framework*.

## Journals and Magazines:

Climate and Development, Taylor and Francis  
Climate Policy, Taylor and Francis

Frontiers in Public Health, Frontiers  
Gender and Development, Taylor and Francis  
Gender, Technology and Development, Taylor and Francis.  
Journal of Gender, Culture, and Health , Springer  
Social Science & Medicine, Elsevier

### Time Distribution and Study Load:

Lecture hours = 27h  
Class discussion & Presentation = 6h  
Assignment = 15h  
Self-study = 90h

### Teaching and Learning Methods:

Teaching and learning methods of this course will be based on active learning principles using a participant-centered interactive classroom approach. The students will be exposed to problem-based and experiential learning techniques. The lectures will be co-delivered by a transdisciplinary team of instructors from three different universities. Guest Lectures will include stakeholders from different fields and regions showcasing different expertise to the students. In order to be true to the transdisciplinary approach, peer learning across disciplines is encouraged as much as possible.

### Evaluation Scheme:

- Group Assignment & Class Presentation – 45 % [Graded on (A) Content: quality and depth of research, strength of analysis, use of analytical tools and understanding of concepts (B) Presentation: verbal, presentation, & reporting skills]
- Final exam - 40% [Take Home Exam]
- Class Participation - 15% (graded on quality of participation throughout the semester including in class activities – coming to class prepared, keeping up with the class reading & timelines, being an active participant in all class/group activities and assigned tasks – in other words contributing in a consistent, well-informed and thoughtful manner to class discussion and group project which shows engagement with the class materials and peers and enhances the quality of the class for everyone)

“A” would be awarded if a student can demonstrate the concept and practice of a transdisciplinary approach to health and well-being taking into consideration of various factors discussed in class and can develop their own analysis. A “B” would be awarded if a student shows an overall understanding of all given topics. A “C” would be given if a student meets below average expectations on both knowledge acquired and analysis. A “D” would be given if a student does not meet basic expectations in understanding and analyzing the topics and issues discussed in the course.

### Instructor(s):

SECTION

NAME

[\*\*^Back to Top \(List of Courses\)\*\*](#)

# ED75.06: Gender, Culture and Human Development 3(3-0)

## Course Objectives:

This course aims to examine how understandings of gender, and sexuality are culturally constructed through social structures and global ideological systems, and how economic, political, and cultural structures enforce distinctions between women and men and its implications for development. The course draws from the interdisciplinary fields of feminist/gender studies, development studies and cultural studies. It has three main objectives, the first to review fundamental approaches on gender, culture and development and the related role of culture in understanding gender and development. The second, to examine how understanding of gender and sexuality are reproduced, negotiated and deployed in the context of development, globalization and transnational flows. And finally informed by approaches to culture that place power at the center of the concept (Schech & Haggis, 2002) to critically examine response to current issues (policies, debates and theoretical approaches) in gender and its effects on women's and men's and trans' subjectivities and goals of gender justice.

## Learning Outcomes:

The student on completion of this course would be able to:

- Compare and contrast approaches on gender, culture and development
- Critically assess the strengths and weaknesses of different approaches
- Analyze contemporary issues in development using varying gender and culture theoretical approaches
- Analyze how power dynamics related to gender and sexuality are reproduced, negotiated, or subverted through development discourse.
- Identify current activism and advocacy responses to issues in development using a gender and culture lens.

## Pre-requisite(s):

None

## Course Outline:

### A. Contexts and Debates

#### **I. Defining Culture**

1. Historical evolution of definitions of culture
2. Culture and Social Hierarchy
3. Culture and Power

#### **II. Gender as a Social Construction and Process**

1. Early Socialization Theories
2. Doing Gender
3. Gender performativity

#### **III. Culture, Gender, and Development**

1. Gender, Culture & Religion
2. Gender Relations, Women & Tradition
3. Masculinity and Development

#### **IV. Feminism and Development**

1. Gender, Feminism and Development
2. Contemporary Feminist Activism

### B. Identities and Social Difference

#### **V. Gender & Sexuality**

1. Sexual Rights as Human Rights
2. Heteronormativity

#### **VI. Power, Discourse and Representation**

1. Discourse Analysis & Development
2. Deconstructionist approach to Development
3. Discourse Analysis: Gender, Representation & Power
4. Globalization theories: Cultural Flows, Hybridity & Orientalism

#### **VII. Intersectionality and Gender**

1. Intersectionality: Gender & Race
2. Intersectionality and Gender Analysis
3. Intersectionality in Development Practice

### C. Gendered Global Subjects

#### **VIII. Post-colonial Approaches & Third World Feminists**

1. Post-colonial Feminist Theory
2. Third World Feminist Activism

#### **IX. Structures of Violence**

1. Embodied Violence
2. Gender Violence and Power

#### **X. Gender, Development & Social Justice**

1. Voice, Empowerment, and Agency in Development practice
2. Social Justice

## Laboratory Sessions:

None

### Textbook:

- Schech S. & Haggis, J. (2000). Culture and Development: A Critical Introduction. Oxford UK: Blackwell Publishers Ltd.
- Saraswati, L. A., Shaw, B. L., & Rellihan, H. (2020 2nd ed). Introduction to Women 's, Gender & Sexuality Studies: Interdisciplinary and Intersectional Approaches. Oxford University Press. <https://books.google.co.th/books?id=45q4AQAACAAJ>
- Hodgson, D. L. (2016). The Gender, Culture, and Power Reader. Oxford University Press.

### Reference Books:

Kabeer, N. (1994). Reversed Realities: Gender Hierarchies in Development Thought. London: Verso

Mohanty, C.T. (2003). Feminism without Borders: Decolonizing Theory, Practicing Solidarity. Durham, NC: Duke University Press.

### Journals and Magazines:

- Economic Development and Cultural Change, University of Chicago Press.
- IDS Bulletin, Wiley-Blackwell.
- Signs: Journal of Women in Culture and Society, University of Chicago Press.
- Theory and Society: Renewal and Critique in Social Theory, Springer

#### Other

- Bastia, T. (2014). Intersectionality, migration and development. Progress in Development Studies 14, 3 (2014) pp. 237-248
- Cornwall, A. (1997). Men, masculinity and 'gender in development'. Gender and Development, 5(2)
- Cornwall, A. and Rivas, A-M. (2015). From 'gender equality and 'women's empowerment' to global justice: reclaiming a transformative agenda for gender and development, Third World Quarterly 36(2): 396-415.
- Gammage, S. Kabeer, N., and Rodgers, Y. (2016) Voice and Agency: Where are we now? Feminist Economics 22(1): 1-29.
- Jolly, S. (2011). Why is development work so straight? Heteronormativity in the international development industry. Development in Practice. Volume 21 (1)
- Mukhopadhyay, M. (1995) Gender relations, development practice and 'culture'. Gender and Development, Vol 3, No. 1
- Cornwall, A. (2007). Revisiting the 'gender agenda'. IDS Bulletin 3(2): 69-78.

### Time Distribution and Study Load:

Lecture: 40 hours

Discussion & Presentation: 10 hours

Assignments: 60 Hours

Self-study: 60 hours

### Teaching and Learning Methods:

The course will focus on participative learning, lectures, multimedia examples on gender and culture, online and offline class discussions, peer facilitation, individual presentations, and individual assignments.

### Evaluation Scheme:

- (Weekly) Reading Essay & Response 40%
- Graded on quality of content - understanding, critical insight, coherence, and quality of writing - Strength of the argument, coherence, flow and organization of paper; Technical Adherence - References used & Citations & Formatting (APA), fulfillment of requirements and criteria.
- Mid Sem Assignment: 17%
- Graded on quality of content and research; Writing Skills - Strength of the argument, coherence, flow and organization of paper; Technical Adherence References used & Citations & Formatting (APA), fulfillment of requirements and criteria.
- Final Assignment and Presentation 28%
- Graded on (1) Paper: Quality of content and research; Writing Skills - Strength of the argument, coherence, flow and organization of paper; Technical Adherence - References used & Citations & Formatting (APA), fulfillment of requirements and criteria. (2). Presentation of Paper: Quality of Communication (content of paper) using verbal & presentation skills.
- Class Contribution: 10%
- Graded on quality of in-class and online class participation, responsiveness and contribution to building the learning community throughout the semester coming to class prepared, keeping up with the class reading & timelines, being engaged in class activities and tasks, listening and helping peers — in other words contributing to a collaborative learning experience in a consistent, wellinformed and thoughtful manner to class discussion and activities which shows engagement with the class materials and peers and enhances the quality of the class for everyone
- Discussion Design and Facilitation: 5%
- Graded on quality of facilitation of in-class assigned discussion session and ability to design and implement an participatory and reflective learning experience for peers.
- In the assignments, an "A" would be awarded if a student fulfills all the requirements and does exemplary work in contextualizing the knowledge learned in class and presenting strong analytical work critically incorporating class reading materials and outside research. A "B" would be awarded if a student fulfills all the requirements and shows an overall understanding of class reading materials, a "C" would be awarded if a student does not fulfill the requirements and meets below average expectation in terms of understanding and analysis, and a "D" would be awarded if a student does not fulfill the requirements and does not meet basic expectations in analyzing or understanding the topics and class readings presented in the course.

### Instructor(s):

**SECTION**

A

**NAME**

Dr. Joyee S. Chatterjee

[\*\*\*^Back to Top \(List of Courses\)\*\*\*](#)

# ED75.07: Gender Analysis and Gender Responsive Development Planning 3(3-0)

## Course Objectives:

The course aims to highlight how women's experience and strengthening their voices are crucial part of development planning process to achieve gender equality. This course critically assesses the present planning processes as well as gender mainstreaming practices. It is essential for development practitioners both in government and non-government as well as aid agencies to be able to conduct gender analysis and develop plans and manage project cycles with gender perspective. The course aims to equip students with knowledge on how engendering of development process can happen on the ground, and practical skills in gender and development, which is necessary to work as gender specialist/ program officers in organizations and projects.

## Learning Outcomes:

By the end of the course, student will be able to:

- conduct gender analysis and gender planning as well as gender-responsive project cycle management
- critically assess the current practices of gender responsive project management.
- analyze and apply gender-responsive tools to development projects.

## Pre-requisite(s):

None

## Course Outline:

### Gender analysis in development practices

Existing gender analytical frameworks  
Empowerment, decision making and participation

### Gender-Responsive Development Planning

Gender critique of participatory techniques  
Conventional development planning and gender-responsive planning  
Gender planning methodologies  
Engendering logical framework  
Gender indicators

### Gender analysis and gender planning in practice

Collecting information for analysis and planning  
Information analysis from a gender perspective  
Gender planning at field level

### Gender mainstreaming

Mainstreaming gender in development planning/project/ organization: strategies and challenges  
Strategic areas of intervention: gender training  
Strategic areas of intervention: gender monitoring and evaluation

## Laboratory Sessions:

None but participation in field work is required.

## Textbook:

No designated textbook, but class notes and handouts will be provided.

## Reference Books:

1. Colebatch, H.K. (2002) *Policy*, Open university press
2. Hickey, S. and G. Mohan (eds.) (2004) *Participation: From tyranny to transformation?*, Zed Books.
3. Kabeer, N. (2000) *Institutions, relations and outcomes: a framework and case studies for gender-aware planning*, Zed books, 2000.
4. Mokhopadhyay, M. and F. Wong (eds) (2007) *Revisiting gender training: The making and remaking of gender knowledge – a global sourcebook*, Royal tropical institute and OXFAM GB.
5. Moser, A. (2007) *Gender and indicators: Overview report*, Institute of Development Studies.
6. Moser, C. (1993) *Gender Planning and Development: Theory. Practice and Training*, Routledge.
7. UNDP (2009) *A user's guide to measuring gender-sensitive basic service delivery*.
8. UN Women (2012) *Reflecting on gender equality and human rights in evaluation*, Bangkok.
9. Parpart, Jane L. (2014) "Exploring the transformative potential of gender mainstreaming in international development institutions", *Journal of international development*, 26, 382-395.
10. Sweetman, C. and K. Bowman (2018) *Gender, monitoring, evaluation and learning*, Practical Action

## Journals and Magazines:

1. Gender and Development (Taylor and Francis)
2. Gender, Technology and development (SAGE)
3. World Development (Elsevier)

## Time Distribution and Study Load:



The course consists of lecture and discussion (29 hours), class exercise (10 hours), class presentation (6 hours), field work (4 days – equivalent to 24 hours of practicum hours).

### Teaching and Learning Methods:

The course is hands-on, and relies heavily on group work, classroom exercises, field visits and presentation. Students are expected to go to the field and conduct gender analysis and design gender-responsive projects on actual situation in a Thai community. Students are also expected to design gender training modules. There is a heavy group discussion workload outside class to prepare for class exercises and field work, as well as presentations.

### Evaluation Scheme:

The final grade will be computed according to the following weight distribution:

- Mid-semester exam 30% (content till mid-semester - open book);
- field report 30% (group assignment – graded on discussion skills, critical analysis, coherence, fieldwork data collection skills, project design skills);
- presentation of field work 10% (group assignment – graded on discussion skills, verbal skills);
- gender training module 30% (graded on critical analysis, logical thinking, contextualization of knowledge).

In the exams, “A” would be awarded if a student demonstrate excellent skills and understanding on gender analysis, and able to contextualize knowledge and concepts. A “B” would be awarded if a student shows an overall understanding of topic covered in class. A “C” would be awarded if a student meets below average expectation on both understanding and analysis. A “D” would be awarded if a student does not meet basic expectation in analyzing or understanding issues covered in the course.

### Instructor(s):

**SECTION**

A

**NAME**

Prof. Kyoko Kusakabe

[\*^Back to Top \(List of Courses\)\*](#)

## ED75.11: Gender Politics, Civil Society and Human Rights 3(3-0)

### Course Objectives:

This course aims to examine gender through power, contested in State institutions and the public sphere and exercised through various legal and policy instruments. It further aims to contextualize our knowledge of gender in its political past, underlining the important role the Nation-State has had in engendering spaces and identities while committing, condoning, or suppressing gender-based violence. In contrast, the course also aims to assess political participation and examine the role of the women's movement, since such civil society mobilization is reinventing gender discourse, realigning power struggles, and consequently the locus of political action and development. The course has a final objective of examining norms and human rights instruments that both foster and inhibit political participation and gender equality.

### Learning Outcomes:

The student on completion of this course would be able to:

- Formulate how gender matter in power-related and political issues within Asia.
- Explain linkages between political institutions (especially the Nation-State), power, gender relations and women's and men's status and wellbeing.
- Explain how various forms of resistance and political activism redefine power structures and their goals.
- Distinguish different levels and layers of human rights instruments at the local, national, regional and international levels that specifically or subsidiarily address women's rights and/or gender relations.

### Pre-requisite(s):

None

### Course Outline:

#### I. Gender Politics and the Nation-State

1. Introduction
2. Gender, politics and power
3. Public/private divide
4. Power and gender-based violence
5. Nationalism, nationhood and gender
6. Gender and the welfare State

#### II. Political Representation, Participation and Civil Society

1. Political systems and women's political representation
2. Political socialization and participation
3. Local activism and mobilization in Asia: Civil Society, NGOs and the women's movement
4. Transnational activism and global networking

#### III. Gender and Human Rights

1. Legalizing gender: family, identity and sexuality
2. Gendering laws and human rights: Role of States and Civil Society
3. Gender equality, parity and antidiscrimination policies
4. Culture, gender relations and women's rights

### Laboratory Sessions:

None

### Textbook:

1. Fleschenberg, Andrea and Derichs, Claudia (Eds.), *Women and Politics in Asia: A Springboard for Democracy?*, Singapore: Inst of Southeast Asian Studies, 2012.
2. Iwanaga, Kazuki (ed.) *Women's Political Participation and Representation in Asia: Obstacles and Challenges*, Copenhagen: NIAS, 2008.

### Reference Books:

1. Burghoorn, Wil, Iwanaga, Kazuki, Milwertz, Cecilia and Wang, Qi, *Gender Politics in Asia: Women Manoeuvring with Dominant Gender Orders*, Copenhagen: NIAS, 2007.
2. Desai, Manisha, *Gender and the Politics of Possibilities*, Plymouth, UK, 2009.
3. Davids, Tina and van Driel, Francien (eds), *The Gender Question in Globalization*, Aldershot, UK: Ashgate, 2005.
4. Dobash, R. Emers, *Women, Violence and Social Change*, London: Routledge, 1992.
5. Fausto-Sterling, Anne, *Sexing the Body: Gender Politics and the Construction of Sexuality*, New York: Basic Books, 2000.
6. Ford, Lynne E., *Women and Politics*, London: Houghton Mifflin, 2005.
7. Hilsdon, Anne-Marie, Macintyre, Martha, Mackie, Vera and Stivens, Maila (ed.), *Human Rights and Gender Politics: Asia Pacific Perspectives* (Routledge Advances in Asia-Pacific Studies, 5), London: Routledge, 2006.
8. Knop, Karen (ed.), *Gender and Human Rights*, Oxford: OUP, 2004.
9. Naples, Nancy and Desai, Manisha (eds), *Women's Activism and Globalization: Linking Local Struggles and Transnational Politics*, London: Routledge, 2002.
10. Pateman, Carole, *The Disorder of Women: Democracy, Feminism, and Political Theory*, Stanford, CA: SUP, 1989.
11. Randall, Vicky, Waylen, Georgina, *Gender, Politics and the State*, London: Routledge, 1998.

12. Yeoh, Brenda S. A., Teo, Peggy, & Huang, Shirlena (eds.), Gender Politics in the Asia-Pacific Region, London and New York: Routledge, 2002.

### Journals and Magazines:

- Politics and Gender (Cambridge University Press)
- Journal of Women, Politics & Policy (Taylor and Francis)
- Gender and Development (Taylor and Francis)
- Women's Studies International Forum (Elsevier)
- International Feminist Journal of Politics (Taylor and Francis)

### Time Distribution and Study Load:

Three hours of lectures per week which include discussions. Students are expected to spend at least 6 hours of self-study per week, including required readings.

### Teaching and Learning Methods:

Lectures and instructor supervised and facilitated student discussions. A course review is also given before the final exam.

### Evaluation Scheme:

- one essay 20% (graded on: critical analysis, coherence, evidence used, references used, writing skills);
- one student-led seminar 20% (graded on: quality of the content, analysis that is fostered, extent of student participation, chairpersonship);
- midsem exam 20% (closed books);
- final exam 40% (entire content -close books).

In the exams, an "A" would be awarded if a student can contextualize the knowledge learned in class by presenting case studies from articles or news, and including required readings in their analysis. A "B" would be awarded if a student shows an overall understanding of all topics, a "C" would be awarded if a student meets below average expectation in terms of analysis, and a "D" would be awarded if a student does not meet basic expectations in analyzing or understanding the issues presented in the course.

### Instructor(s):

SECTION

NAME

A

[\*^Back to Top \(List of Courses\)\*](#)

## ED75.9009: Selected Topic: Gender and Health 2(2-0)

### Course Objectives:

In Asia as in other parts of the world there is growing awareness that gender is a social determinant of health and individuals differ in health status and health utilization and have different health needs based on sex/gender. However, health systems continue to fail to take these differences into consideration in designing services, allocating resources and setting strategic priorities, leading to continued health inequities. The purpose of this course is to foster an intersectional understanding of women's, men's & transgender individuals' health-illness processes and the social determinants of gender inequities in health. A related objective is to stimulate thinking on gender-inclusive health care systems and policies related to SDG goals. Particular attention will be devoted throughout to the role of health communication campaigns in gender transformative health promotion/policies.

### Learning Outcomes:

- Identify social determinants of health strongly influenced by gender-associated factors
- Articulate how gender inequities translate into differentiated health outcomes
- Analyze and identify gender transformative approaches to address health inequities.
- Analyze gender-based policy and advocacy responses to SDG 3 goals.

### Pre-requisite(s):

None

### Course Outline:

- I. INTRODUCTION AND CONCEPTUAL INTERSECTIONS: SEX, GENDER AND HEALTH
  1. Definitions of sex/gender
  2. Women's Health, Men's Health & Gender & Health
  3. Health Disparities
- II. GENDER APPROACHES IN HEALTH
  1. Gender Empowerment, Rights and Equity based approaches in health
  2. Men's involvement
  3. Gender Analysis and gender mainstreaming
  4. Intersectionality and Health Research
  5. Gender as a Social Determinant of Health
- III. GENDER TRANSFORMATIVE HEALTH PROMOTION
  1. Public Health Communication & Health Disparities
  2. Gender Transformative Health Promotion
- IV. GENDER & HEALTH POLICY
  1. Health Systems and Health Policy
  2. Sustainable Development Goals – SDG 3

### Laboratory Sessions:

None

### Textbook:

1. WGEKW (2007), **Unequal, Unfair, Ineffective and Inefficient Gender Inequity in Health: Why it exists and how we can change it**. Final Report to the WHO Commission, Geneva:  
WHO. [http://www.who.int/social\\_determinants/resources/csdh\\_media/wgekn\\_final\\_report\\_07.pdf](http://www.who.int/social_determinants/resources/csdh_media/wgekn_final_report_07.pdf)
1. Gender Transformative Health Promotion <http://promotinghealthinwomen.ca/online-course/>

### Reference Books:

1. Barker, G., Ricardo, C., Nascimento, M., Olukoya, A., & Santos, C. (2010). Questioning gender norms with men to improve health outcomes: evidence of impact. *Global Public Health*, 5(5), 539–53. doi:10.1080/17441690902942464
2. Chib & Chen. (2011). Midwives with mobiles: A dialectical perspective on gender arising from technology introduction in rural Indonesia. *New Media & Society*. 13: 486-501
3. Creighton, G., & Oliffe, J. L. (2014). Theorising masculinities and men's health: A brief history with a view to practice. *Health Sociology Review*, 19(4), 409–418. doi:10.5172/hesr.2010.19.4.409
4. Doyal, L. (2001). Sex, gender, and health: the need for a new approach. *BMJ*, 323(7320), 1061–1063. doi:10.1136/bmj.323.7320.1061
5. Fikree, F. F., & Pasha, O. (2004). Role of gender in health disparity: The South Asian context. *BMJ (Clinical Research Ed.)*, 328(7443), 823–6. doi:10.1136/bmj.328.7443.823
6. Hankivsky, O. (2012). Women's health, men's health, and gender and health: implications of intersectionality. *Social Science & Medicine* (1982), 74(11), 1712–20. doi:10.1016/j.socscimed.2011.11.029.
7. Young, R. M., & Meyer, I. H. (2005). The trouble with "MSM" and "WSW": erasure of the sexual-minority person in public health discourse. *American Journal of Public Health*, 95(7), 1144–9. doi:10.2105/AJPH.2004.046714

### Journals and Magazines:

Journal of Health Communication (Taylor and Francis)  
International Journal of Sexual Health (Taylor and Francis)

Journal of Gender, Culture, and Health (Springer)  
Journal of Men's Health & Gender (Elsevier)  
Social Science & Medicine (Elsevier)

### Time Distribution and Study Load:

Lecture: 30 hours  
Discussion & Presentation: 2 hours  
Self-study: 90 hours

### Teaching and Learning Methods:

Lectures combined with student led discussions and presentations.

### Evaluation Scheme:

- Mid Sem Exam - 30%
- Individual Assignment & Class Presentation – 30 % [Graded on (A) Content: quality and depth of research, strength of analysis, use of analytical tools and understanding of concepts (B) Writing: Quality of Writing, analytical reporting, coherence, use of references and citation (scientific sources) (C) Presentation: verbal, presentation & reporting skills]
- Final exam - 35% (entire course)
- Class Participation - 5% (graded on quality of participation throughout the semester including in class activities – coming to class prepared, keeping up with the class reading & timelines, being involved in all class/group activities and assigned tasks – in other words contributing in a consistent, well-informed and thoughtful manner to class discussion and activities which shows engagement with the class materials and peers and enhances the quality of the class for everyone)

In the assignments/exams, an "A" would be awarded if a student fulfills all the requirements and can contextualize the knowledge learned in class by presenting strong analyses incorporating class reading materials and outside research. A "B" would be awarded if a student fulfills all the requirements and shows an overall understanding of all topics, a "C" would be awarded if a student does not fulfill the requirements and meets below average expectation in terms of analysis, and a "D" would be awarded if a student does not fulfill the requirements and does not meet basic expectations in analyzing or understanding the issues presented in the course.

### Instructor(s):

SECTION

NAME

A

[\*\*^Back to Top \(List of Courses\)\*\*](#)

# ED75.9010: Selected Topic: Gender and Development Communication 3(3-0)

## Course Objectives:

This course provides students an understanding of the different influential theoretical approaches within the field of Development Communication. It focuses on origin, application and strengths and weaknesses of various strategies & development campaigns in different parts of the world and current theoretical debates. Concurrently, the course provides an overview and hands on learning of basic concepts and practices that are essential for the success of a theory driven transformative communication intervention for promoting gender equity. Using an interdisciplinary lens and theories from cultural studies, feminist approaches, communication for social change, media studies and development studies, students in the course will analyze different campaign artifacts, practices to understand gendered (masculine and feminine) representations within the development media discourse. Students will gain insights into how “development communication” both influence and are influenced by gender/ class/ race/ ethnicity/ nationality and other social categories and impact norms, cultural formations and development agendas. Throughout the semester the class will review research and cases and consider how gender is linked to notions of power, identity visibility, voice, participation and other important elements of identity formation and how these are reflected in different kinds of development communication campaigns. The course is for those who want to familiarize themselves with principles of analyzing and designing theoretically driven innovative campaigns for social and behavioral change.

## Learning Outcomes:

- Identify & critically analyze the main theoretical approaches and practical applications within the field of Development Communication
- Articulate how a gender-based approach is useful in Development Communication campaigns
- Critically analyze communication campaigns
- Learn how to use research & theory to inform intervention strategy
- Apply principles and concepts in designing gender equitable social change interventions

## Pre-requisite(s):

None

## Course Outline:

### I. Theoretical Approaches to Development Communication

1. Historical evolution of the field of Development Communication
2. Individual, Community and Macro Level Theories for SBCC
3. Participatory Communication - frameworks and challenges

### II. Creating a 360 degree Intervention

1. The Role of Research and Evaluation
2. Campaign Design: Art & Strategy
3. Designing for your Audience

### III. Gender and Development Communication

1. Gender Power and Discourse
2. Masculinity and media
3. Voice, Participation and Power

### IV. Popular Media, Participatory Communication, and Social Change

1. Entertainment Education
2. Transmedia Campaigns and Social Change

## Laboratory Sessions:

None

## Textbook:

Silvio Waisbord “Family Tree of Theories, Methodologies and Strategies in Development Communication”  
[http://www.portalcomunicacion.com/obregon/pdf/Waisbord\\_2001.pdf](http://www.portalcomunicacion.com/obregon/pdf/Waisbord_2001.pdf)

Toolkit: U.S. Department of Health and Human Services. (2004). Making Health Communication Programs Work <https://www.cancer.gov/publications/health-communication/pink-book.pdf>

Collection of weekly assigned readings and campaign examples made available by the instructor. All readings will be available via Moodle

## Reference Books:

1. Wilkins, K. G., Tufte T. & Obregon R. (Ed). (2014). *The Handbook of Development Communication and Social Change*. John Wiley & Sons Ltd, Chichester, UK.
2. Singhal, A., Cody, M. J., Rogers, E. M., & Sabido, M. (2004). *Entertainment-education and social change: History, research, and practice (Introduction)*. Mahwah, NJ: Erlbaum.

3. McKee N., Becker-Benton A., & Bockh, E. (2014). Social & Behavior Change Communication. In K. G. Wilkins, T. Tufte, & R. Obregon (Eds.), *The handbook of development communication and social change*, (p. 278- 297). West Sussex, UK: John Wiley & Sons, Inc.
4. Dutta et. al (2013). Voices of Hunger: Addressing Health Disparities Through the Culture-Centered Approach. *Journal of Communication*
5. Fishbein, M. and Cappella, J. N. (2006). The role of theory in developing effective health communications. *Journal of Communication*, 56: S1–S17. doi:10.1111/j.1460-2466.2006.00280.x
6. Wilkins, K. (1999). Development discourse on gender and communication in strategies for social change. *Journal of Communication*, 49(1), 46–68. doi:10.1111/j.1460-2466.1999.tb02781.x
7. Lapsansky, C., & Chatterjee, J.S. (2013). Masculinity Matters: Using Entertainment Education to Engage Men in Ending Domestic Violence in India. *Critical Arts: Special Issue on Entertainment Education*, 27(1), 36-55. DOI:10.1080/02560046.2013.766972

## Journals and Magazines:

- Communication Theory (Oxford University Press)
- Journal of Communication (Oxford University Press)
- Gender & Society, (Sage)
- Development and Change, (Wiley)

## Time Distribution and Study Load:

Total of 40 hours of lecture over the semester plus combined 10 hours of student-led discussions and presentations over the course of the semester (equal to 5 hours of lecture). Students are expected to spend at least 6 hours of self-study per week, including required readings.

## Teaching and Learning Methods:

Lectures and student-led presentations and discussions.

The course will consist of lectures, class discussions, individual and group assignments and it is expected that learning will take place at multiple levels through assigned readings, class discussions, written assignments, empirical analysis as well as linkages that we draw from these to our own work and life experiences and share with the class community.

We will be regularly looking at campaign examples from around the world, in the context of the week's readings and in-class exercises. Students are encouraged to research and share media campaign examples to help facilitate these classroom discussions and add to the diversity and richness of multiple contexts.

## Evaluation Scheme:

- **20% Mid Term Exam**
- **26% Final Exam**
- **32% Group/Class Project**
- **12% Individual Assignments**
- **10% Class Engagement & Participation** [Evaluated across the semester. graded on quality of participation throughout the semester - contributing in a consistent, well-informed and thoughtful manner to class discussion and activities which shows engagement with the class materials and peers and enhances the quality of the class for everyone]

**Note:** All assignments have to be completed to earn a final grade in the class.

In the exam an 'A' would be awarded if student can contextualize the knowledge learned in class by presenting case studies from articles or class discussions and including theoretical perspectives from required readings in their analysis. A 'B' would be awarded if as student shows an overall understanding of all topics; a 'C' would be awarded if a student meets below average expectations in terms of analysis and understanding, and a 'D' would be awarded if a student does not meet basic expectations in analyzing or understanding the topics presented in the course.

## Instructor(s):

SECTION

NAME

A

[^Back to Top \(List of Courses\)](#)

# ED75.9013: Selected Topic: Gender and Global Health 3(3-0)

## Course Objectives:

This course takes a cross-cultural, inter-disciplinary and multi-methodological approach to understand contemporary Gender and Health issues. In particular, the course will explore the gendered, socio-economic-cultural, racial/ethnic, and geographical dimensions that underlie the approaches to understanding public health research, interventions and policies. Students will gain a broad exposure to several health issues and the interdisciplinary theorizing of feminists, health communication scholars and practitioners, public health advocates and social scientist. The course is divided into three interrelated sections with the first third focused on theoretical underpinnings for understanding gender and health issues – including the social and gendered construction of health issues and solutions; how structural issues of social roles, class, race, gender, sexual orientation etc. determine health and well-being of individuals (social determinants of health) and gender transformative approaches to health interventions. Women's, men's & transgender individuals' health issues will be examined to understand how gendered norms and social roles impact the everyday lives and well-being of people in different parts of the world. The second section of the course will focus on policy perspectives and in particular look at Sustainable Development Goals. In the final third of the class, we will look at research and interventions related to specific health contexts in order to expand on the theoretical approaches and critically examine the role gender plays in health research and promotion.

## Learning Outcomes:

The student on completion of this course would be able to:

- Identify social and structural determinants of health & gender-associated factors
- Analyze how gender inequities translate into differentiated health outcomes across differing health issues
- Outline basic gender based policy and advocacy responses to health issues.

## Pre-requisite(s):

None

## Course Outline:

### I. Understanding Gender & Health: Theoretical Approaches

1. Gender Empowerment, Rights and Equity based approaches in health
2. Gender & Health
3. Social Determinant of Health
4. Gender Transformative Health Promotion

### II. Gender & Health Policy

1. Mainstreaming Gender in Health Policy
2. Sustainable Development Goals

### III. Addressing Gender & Health in Different Contexts

1. Gender, Work & Health
2. Gender, Household & Health
3. Gender, Health, Sexuality & Rights
4. Gender Disaster & Health

## Laboratory Sessions:

None

## Textbook:

1. WGEKW (2007), **Unequal, Unfair, Ineffective and Inefficient Gender Inequity in Health: Why it exists and how we can change it**. Final Report to the WHO Commission, Geneva: WHO. [http://www.who.int/social\\_determinants/resources/csdh\\_media/wgekn\\_final\\_report\\_07.pdf](http://www.who.int/social_determinants/resources/csdh_media/wgekn_final_report_07.pdf)
2. Gender Transformative Health Promotion <http://promotinghealthinwomen.ca/online-course/>
3. Gideon, J (ed). (2016). Handbook on Gender & Health. Cheltenham, UK: Edward Elgar Publishing Limited

## Reference Books:

1. Barker, G., Ricardo, C., Nascimento, M., Olukoya, A., & Santos, C. (2010). Questioning gender norms with men to improve health outcomes: evidence of impact. *Global Public Health*, 5(5), 539–53. doi:10.1080/17441690902942464
2. Chib & Chen. (2011). Midwives with mobiles: A dialectical perspective on gender arising from technology introduction in rural Indonesia. *New Media & Society*. 13: 486-501
3. Creighton, G., & Oliffe, J. L. (2014). Theorising masculinities and men's health: A brief history with a view to practice. *Health Sociology Review*, 19(4), 409–418. doi:10.5172/hesr.2010.19.4.409
4. Doyal, L. (2001). Sex, gender, and health: the need for a new approach. *BMJ*, 323(7320), 1061–1063. doi:10.1136/bmj.323.7320.1061
5. Dudgeon, M. R., & Inhorn, M. C. (2004). Men's influences on women's reproductive health: medical anthropological perspectives. *Social Science & Medicine* (1982), 59(7), 1379–95. doi:10.1016/j.socscimed.2003.11.035
6. Fikree, F. F., & Pasha, O. (2004). Role of gender in health disparity: the South Asian context. *BMJ* (Clinical Research Ed.), 328(7443), 823–6. doi:10.1136/bmj.328.7443.823
7. Hankivsky, O. (2012). Women's health, men's health, and gender and health: implications of intersectionality. *Social Science & Medicine* (1982), 74(11), 1712–20. doi:10.1016/j.socscimed.2011.11.029.



8. Ravindran TK1, Kelkar-Khambete A. (2008). Gender mainstreaming in health: looking back, looking forward. *Global Public Health*. 3 Suppl 1:121-42. doi: 10.1080/17441690801900761.
9. Young, R. M., & Meyer, I. H. (2005). The trouble with “MSM” and “WSW”: erasure of the sexual-minority person in public health discourse. *American Journal of Public Health*, 95(7), 1144–9. doi:10.2105/AJPH.2004.046714

### Journals and Magazines:

- Journal of Health Communication (Taylor and Francis)
- International Journal of Sexual Health (Taylor and Francis)
- Journal of Gender, Culture, and Health (Springer)
- Journal of Men's Health & Gender (Elsevier)
- Reproductive Health Matters (Elsevier)
- Social Science & Medicine (Elsevier)

### Time Distribution and Study Load:

Total of 43 hours of lecture over the semester plus combined 4 hours of student-led presentations and activities over the course of the semester (equal to 2 hours of lecture). Students are expected to spend at least 6 hours of self-study per week, including required readings and completing the self-guided online material on Gender Transformative Health Promotion (<http://promotinghealthinwomen.ca/online-course/>) in the first half of the semester.

### Teaching and Learning Methods:

Lectures combined with student led discussions and presentations.

### Evaluation Scheme:

- Completion of online training & class quiz – 2%
- Mid Sem Individual Assignment (take home exam on Section 1 of syllabus) - 27% (graded on understanding of concepts, quality of research, strength of the argument, critical content, coherence & flow, references used & citations & formatting, writing skills)
- Group Assignment & Class Presentation 27% (Content: graded on quality of research and strength of analysis and application, critical content, coherence, References used & Citations & Formatting, 2. Presentation of Research: presentation of content, coherence, verbal & visual presentation skills);
- Final exam (in-class exam) - 34% (entire content – close book).
- Class Participation - 10% (graded on quality of participation throughout the semester including in group assignment– coming to class prepared, keeping up with the class reading & timelines, being involved in all class/group activities and assigned tasks – in other words contributing in a consistent, well-informed and thoughtful manner to class discussion and activities which shows engagement with the class materials and peers and enhances the quality of the class for everyone)

In the assignments/exams, an “A” would be awarded if a student fulfills all the requirements and can successfully contextualizes the knowledge learned in class by presenting exceptional analytical understanding of class reading materials and application of theoretical concepts. A “B” would be awarded if a student fulfills all the requirements and shows an overall good understanding of all concepts and ability to analytically apply them, a “C” would be awarded if a student does not fulfill the requirements and meets below average expectation in terms of understanding and analysis, and a “D” would be awarded if a student does not fulfill the requirements and does not meet basic expectations in analyzing or understanding the concepts presented in the course.

### Instructor(s):

SECTION

NAME

A

[^Back to Top \(List of Courses\)](#)