policy and learn tools and methodologies that will enable them to pursue careers as gender equality practitioners with the United Nations system, other intergovernmental organizations, state agencies, NGOs and other civil society organizations, think-tanks, bilateral and multi-lateral agencies, and private foundations.

Student Learning Outcomes

At the end of this course, students will be able to:

- Understand key areas of tension and contestation between gender and development theory and practice;

- Identify the different (and occasionally conflicting) roles of the main actors in gender and development in different contexts;

- Critically evaluate the gender equality policy-making processes and the application of these policies in different world regional contexts;

- Recognize and engage with the structures and factors that facilitate and/or impede gender equality policies and programs in different contexts;

- Conduct independent research by locating, evaluating and using journals, professional reports, working papers, policy briefs, websites, blogs, and other resources;

- Write grant proposals and policy briefs;

- Present grant proposals and policy briefs;

- Understand how to use and navigate the UN Human Development Index and other global development indices;

- Understand and critically analyze methodologies for gender mainstreaming;

- Understand and critically analyze tools for monitoring and evaluation (M&E) such as logical framework analysis (LFA) and outcome mapping.

- Identify resources for conducting development-oriented job searches (including internships, consultancies and volunteer appointments).

Course Text

There is no required text for this course. However, I recommend the special issues published by the journal *Gender & Development* as a good resource for this course.

Assessment

Research Paper: 25%

Policy Brief: 15%

Grant proposal: 25%

Presentation of policy brief: 10%

In-Class Quiz on HDI: 5%

Job Search Report 10%

Class participation: 10%

Research Paper: The purpose of the research paper is to encourage in-depth research as well as clear and systematic argument on a topic of interest to the student and of relevance to the course. The literature that will be reviewed and synthesized for the research paper should ideally support the rationale for the grant proposal. The papers are expected to be **no longer than 5,000 words** (inclusive of title, 150-word abstract, keywords, and bibliography) and referenced in APA style. I expect to see about 15-20 references in the bibliography. The paper should follow the format of **Introduction** (including objectives and rationale for the research and selected background literature), **Methodology** (explain which databases searches were conducted in, what the inclusion and exclusion criteria were, why the scholarly and/or practitioner literature included in the paper were selected, and how they were analyzed (inductive or deductive thematic analysis, for example), **Results/Findings, Discussion**, **Conclusion** and **Bibliography**. Look under Assignments on OWL for an example of a research paper based on Literature Review and Knowledge Synthesis.

Policy Brief: Policy briefs are useful tools for presenting research and recommendations to a non-specialized audience. They serve as a vehicle for providing evidence-based policy advice to help readers make informed decisions. A strong policy brief distills research findings in plain language and makes clear policy recommendations. The best policy briefs are clear and concise stand-alone documents that focus on a single topic: https://www.idrc.ca/en/how-write-policy-brief (Please look

Job Search Report: Students will subscribe to a few of these or similar jobsites at the beginning of the semester:

Feminist Jobs: https://jobs.feminist.org/

Charity Village: https://charityvillage.com/

Work In Non-Profits: https://workinnonprofits.ca/

Indev Jobs: https://indevjobs.org/

DevNet Jobs: http://devnetjobs.org/

Relief Web: https://reliefweb.int/

Idealist.org (available in English, Spanish and Portuguese)

Work for Justice (Facebook Group)

CoordinationSud.org (in French only)

They will prepare a brief (1,000-word max.) report on the types of positions they might be interested in and how they expect to prepare for them (graduate degree, fieldwork, language training, coding, web design, conflict resolution skills, volunteer work, etc.) is assignment. It is intended as an activity to encourage future career planning and reflection.

Class Participation:

I may lecture occasionally, and I expect grad students to lead some classes, but this is a seminar. It is primarily focused on discussion. Students are expected to take an active part in learning and
refers to regular attendance in class and frequent participation in discussion and
on refers to informed discussion, based on close analysis of assigned readings and critical analysis of the topic of the day, and to the
Graduate students will be required to select a course topic, give a mini lecture, and/or facilitate a discussion. Undergraduate students are expected to participate actively in class discussion. They may also contribute discussion questions for different course topics.

I do not always agree with the readings I assign. You are not always expected to agree with them either. The readings are assigned to enable you to think critically and form

criticize everything you read. It means engaging with and articulating both the strengths and weaknesses of the arguments presented.

Course Policies:

Attendance Requirement:

Cecile Jackson. 2002. Disciplining Gender? *World Development* 30(3

Damian Carrington, Why the Guardian is changing the language it uses about the environment. https://www.theguardian.com/environment/2019/may/17/why-the-guardian-is-changing-the-language-it-uses-about-the-environment

++ *Applied Skill: Introduction to Sustainable Development Goals.*

Week 5: 6 February 2023: Climate Change, Low-Carbon Economies

Sheena Wilson, Gendering Oil: Tracing Western Petrosexual Relations*

industrialized, emerging and developing economies. *Natural Resources Forum* 41(1): 18-29.

Jemima Baada, Bipasha Baruah and Isaac Luginaah

improvement strategy among migrant women farmers in the Brong-Ahafo Region of Ghana. *Migration and Development* 8(3): 448-471.

++ *Applied Skill: Grant writing*

Week 6: 13 February 2023: Economy and Equity

Gender & Development 20(3): 517-529.

Bipasha Baruah. 2021. Women on Wheels in New Delhi, India: Can Social Innovation Promote Gender Equality?*

Masikini and Baruah. 2020.
Limitations*

Baruah, 2022, Gender Equality and Empowerment in the Social and Solidarity Economy*

Joy Buolamwini, Artificial Intelligence Has a Problem With Gender and Racial Bias. https://time.com/5520558/artificial-intelligence-racial-gender-bias/

++ *Applied Skill: Grant writing*

<mark>**Week 7: Spring Break (February 20-24) NO CLASSES!**</mark>

Week 8: 27 February 2023: Agricultural Labour, Land and Asset Ownership

Bipasha Baruah, Women and Property in Urban India (Chapters 1,2,8)*

Dina Najjar, Bipasha

Clare Paine. 2018. Christian Aid and LGBTI rights: breaking the silence. *Gender & Development* 26(1): 155 172.

Evie Browne. 2018. Lesbian and bisexual women in Cuba: family, rights, and policy. *Gender & Development* 26(1): 71-87.

Andil Gosine. 2005. Sex for pleasure, rights to participation, and alternatives to AIDS: placing sexual minorities and/or dissidents in development. *IDS Working Paper:* http://www.participatorymethods.org/sites/participatory5(to)-5(ry)sidents in devel

Tina Wallace. 2020. Re-