

Prof. Maxine Weisgrau 411b Milbank Hall 4-2236 [mkw3@columbia.edu](mailto:mkw3@columbia.edu)

Women's Studies BC 3902 01 (4 credits)

**Gender, Education and Development:**

Cases, Strategies, Applications

Tuesdays 4:10P-06:00P

BARNARD HALL 101

This course examines the intersections between gender, development strategy and educational policy in different countries under multiple political situations, including industrial states, developing countries, colonialism, and states in conflict. We will draw on interdisciplinary sources with a concentration on anthropology, sociology, and development discourses.

The classroom component for this course will consist of readings and multiple guest lecturers who are experts in various aspects of education, gender, development, and analysis.

Students enrolled in this course will also be required to participate in both the classroom component AND a civic engagement component. You will be required to participate with a related social service, educational or development organization on a volunteer basis for approximately 3-4 hours per week. You will be provided with multiple possibilities that have been arranged through Barnard, and, based on your interests and the organizations' needs, we will match you up in teams for this aspect of the course.

As a term project you will create an organizational "ethnography" that analyzes the organization, its goals, structures, political organization, forms of hierarchy, and its relationship to the community it serves. This ethnography will be prepared in three parts:

- Class presentation by the team working at the organization on its own discourse: how does the organization "talk" about itself? Research for this phase will be based on content analysis of its web site, brochures, annual reports, press releases, etc. (presentations in class March 9)
- Final presentation on the organization: an analysis of the goals and self-representation of the organization, and how it actually operates. Included in this final presentation of the "ethnography" will be a discussion of the political hierarchies within the organization and in its relationships to its community, as well as the result of interviews with participants.

Our goal in this non-traditional format is to allow students to engage directly in the theories and strategies of education in multiple settings, including "hands on" experience with educational policy and strategy organizations.

Requirements for completion of the course will be as follows:

- complete the civic engagement component of the course
- 2 review papers (max. 5 pages) on your choice of class readings.

- maintain a journal of your observations about the organization within which you are working. These will be submitted for evaluation.
- 2 in-class team presentations (mid-term and final) on your civil engagement organization, its goals, strategies, and theoretical underpinnings.
- final paper approx. 10-15 pages. This will be a team project that describes and analyzes the organization your team worked in, and that brings together aspects of the readings with your team's organizational experience.

PLEASE UNDERSTAND THAT IF YOU DECIDE TO STAY IN THIS COURSE ALL OF THE ABOVE REQUIREMENTS MUST BE COMPLETED. The success of this non-traditional format depends upon all students' participation.

**Required reading:** books are on reserve at Barnard library and are available for purchase through Labyrinth books.

Momsen, Janet Henshall

1991 Women and Development in the Third World. NY: Routledge.

Vavrus, Frances

2003 Desire and Decline: Schooling Amid Crisis in Tanzania. New York: Peter Lang.

Sharp, Lesley

2002 The Sacrificed Generation. Berkeley: U. of California Press.

Fordham, Signithia

1996 Blacked Out: Dilemmas of Race, Identity, and Success at Capital High.. Chicago: University of Chicago Press.

A packet of readings is available at: COPY EXPERTS 2440 Broadway (90<sup>th</sup> Street). In order to minimize the cost to you by obtaining the overnight rate, you must call the day before and order your copy of the packet. Telephone 212-875-0948.

## WEEKLY SYLLABUS:

January 20 Course introduction, procedures

January 27 Introduction to development theory/strategy

Read in packet

Excerpt from Arturo Escobar Encountering Development

Excerpts from Wolfgang Sachs, ed. The Development Dictionary

February 3 Introduction to gender and development

Read: Momsen

in packet:

“Destabilizing Gender” from Configuring Gender: Explorations in Theory and Politics by Barbara Marshall.

(volunteer work begins)

February 10 Introduction to theorizing education, gender and development  
Read in packet:  
Excerpt from Local Meanings, Global Schooling “A World Culture of Schooling?”  
Excerpt from Gender, Education and Development: Beyond Access to Empowerment  
“Introduction: The new Discourses of Gender, Education and Development”  
by Christine Heward  
Excerpt from The Cultural Production of the Educated Person

February 17 Case study: Tanzania  
Read: Desire and Decline: Schooling Amid Crisis in Tanzania by Frances Vavrus. Guest  
lecturer: Professor Frances Vavrus

February 24 Multiple forms of literacies: ethnographic perspectives  
Read in packet:  
Excerpts from Literacy and Development: Ethnographic perspectives by Brian v. Street

### **paper 1 due**

March 2 Development strategies, institutions, and organizational structures: states,  
NGOs, civil society

Read in packet:  
Excerpt from Howell and Pearce Civil Society & Development: A Critical Exploration  
“‘Literacy—Your Key to a Better Future’?”  
“World Culture of Transnational Project? Competing Educational Projects in Brazil” by  
Lesley Bartlett

March 9 CLASS PRESENTATIONS/DISCUSSION of organizational  
settings/organizational discourse.

### **SPRING BREAK**

March 23 Education and Colonialism: Case study colonial India  
Guest lecturer: Prof. Judy Walsh  
readings TBD

March 30 Education and gender in America  
Read: Blacked Out  
Guest lecturer: Prof. Leanne Bell

April 6 Education and gender in America—2  
Read: excerpt from Learning Capitalist Culture by Douglas E. Foley  
(Passover)

### **paper 2 due April 13**

April 13      TBD

April 20      Complexities of adolescence, education, political transformation

Case study: Madagascar. Guest lecturer: Prof. Lesley Sharp

Read: The Sacrificed Generation by Lesley A. Sharp.

Read in packet: excerpt from Women, Citizenship and Difference “Female Education and Citizenship in Afghanistan: A Turbulent Relationship” by N. Pourzand

April 27      FINAL CLASS PRESENTATIONS

Final papers due in class.