

George Mason University
College of Education & Human Development (CEHD)
Graduate School of Education (GSE)

EDUC 797 A02/597 A01
Gender and Sustainable Development
3 credits, Summer 2014
Online Mondays
T/Th – 9:30-11:20
Thursdays – 4:30-7:00 (2)
Wednesdays – 4:30-7 (4)
Robinson Hall, A412

Professor

Supriya Baily, PhD, Assistant Professor
Office Hours: Thursdays 11:30-1:30
Office Location: Thompson Hall 2605
Phone: 703.993.8351
Email: sbaily1@gmu.edu

Course Description

A. University Catalog Course Description:

- a. EDUC 597* - Provides advanced study on selected topic or emerging issue in American or international education.
- b. EDUC 797* - Advanced study of selected topics in education for students preparing for doctoral studies or who have been admitted to the PhD program in education.

B. Expanded Course Description: While the rhetoric around gender and development ebbs and flows from year to year, the reality is that 50% of the world's population lives in less than ideal conditions. Sustainable development – whether it is economic, ecological, cultural or political, requires a more explicit understanding of the role gender plays in such movements. This course will explore the theoretical and practical implications of gender in the context of sustainable development programs. The course will take students through a critical analysis to define for themselves answers to questions such as: What is sustainable development? What are the integral responsibilities in sustainable development when we consider gender? How are economic, social, political, legal, and cultural issues in sustainable development addressed (or not) when taking gender into account? The course will look at global programs that include developed, emerging and developing countries. Using a critical framework, the course will highlight the intersections, critiques, successes and participation of gender related stakeholders in the development process while also deconstructing the myths that exist particularly when it comes to the role of women in sustainable development.

Learner Outcomes

This course is designed to enable students to:

1. Develop the skills necessary for analyzing gender and sustainable development from different theoretical perspectives;

2. Examine and highlight the linkages between gender and sustainable development through the lens of six domains;
3. Use online resources and develop technology skills to better understand, process and take a stand on gender related work;
4. Critically examine the promise and the challenges embedded in development as it pertains to constructs of gender; and
5. Cultivate reflexivity: analyze constructions of knowledge about development, culture, gender, and modernity.

Professional Standards

International and comparative education is a growing and important field within education and as a result there are a growing number of organizations that are oriented to specific international education audiences, such as the NAFSA: The Association of International Educators, the Association for the Advancement of International Education (AAIE), which serves international schools; the Institute of International Education (IIE), The Alliance for International Education (AIE) focused on developing partnerships between higher education institutions and international schools; the Comparative and International Education Society (CIES), who's purpose is to promote cross-cultural understanding and social development through international education research, policy and practices, and many others. This course addresses some of the aims and goals of the above international education organizations and is intended for policymakers, practitioners and researchers who are interested in international education.

This course is also aligned with the following vision statements: GSE Priorities--Diversity and Equity, and Children, Families and Communities, CEHD's Center for Language and Culture (CLC) and the National Association for Multicultural Education.

Course Delivery

This course includes a variety of learning activities: discussions in seminar format, text-based/multi-media presentation of course materials, experiential learning activities including interactive assignments, cooperative learning group activities, online discussions and activities, and lecture.

Required Texts

ALL READINGS MUST BE COMPLETED BY THE FIRST MONDAY OF EACH WEEK.
ALL THE READINGS WILL BE DISCUSSED OVER THE WHOLE WEEK.

Visvanathan, N., Duggan, L. Wieggersma, N. & Nisonoff, L. (Eds.) (2011). *The women, gender and development reader (2nd edition)*. London, UK: Zed Books.

United Nations (n.d.) *Gender statistics manual*. Retrieved from <http://unstats.un.org/unsd/genderstatmanual/Default.aspx>

Journals

Please see the course schedule for a full list of all journal articles scheduled for each week. These readings will also be available on Blackboard.

Proposed Class Schedule

| | Monday | Tuesday | Wednesday PM | Thursday – AM | Thursday - PM |
|---|---|-----------------------------------|------------------|---|--|
| Week 1 Gender and theories of sustainable development | 5/19 Blackboard (BB)discussion – Introductions – please see prompt on BB | 5/20 9:30-11:20 | NA | 5/22 9:30-11:20 Guest speaker: Emily Anderson, Penn State University. | 5/22 4:30-7 |
| Week 2 Gender and education & gender mainstreaming | 5/26 Memorial Day Holiday | 5/27 Online meeting Blackboard | | 5/29 9:30-11:20 | 5/29 4:30-7 Guest Speaker: Kristy Kelly, Ph.D. Drexel University |
| Week 3 Gender and statistics & Gender and conflict | 6/2 Blackboard (BB)discussion – Please see prompt on BB | 6/3 9:30-11:20 | 6/4 4:30-7 | 6/5 9:30-11:20 Guest Speaker Dr. Leslie Dwyer, S-CAR. | |
| Week 4 Gender and micro level relationships | 6/9 Blackboard (BB)discussion – Please see prompt on BB | 6/10 9:30-11:20 | 6/11 4:30-7 | 6/12 Guest Speaker: Christina Kwauk, Ph.D., University of Minnesota | |
| Week 5 Gender, power and institutions - macro level relationships | 6/16 Blackboard (BB)discussion – Please see prompt on BB | 6/17 9:30-11:20 | 6/18 4:30-7 | 6/19 9:30-11:20 Global Education Colloquium Talk | |
| Week 6 Gender and natural resources | 6/23 Blackboard (BB)discussion – Please see prompt on BB | 6/24 9:30-11:20 | 6/25 – 4:30-7 | | |

| | |
|--|---|
| <p><u>Week 1 - Gender and theories of sustainable development</u></p> <p><u>Readings</u> Visvanathan et al – Chapters 1,3,4,6, 11& 13. 3 articles – please see week 1 readings in Course Content Please also see the EXPECTATIONS folder under Week 1</p> | <p><u>Deliverables</u> Blackboard activities and postings</p> |
| <p><u>Week 2 - Gender and education & gender mainstreaming</u></p> <p><u>Readings</u> 5 articles - Please see Week 2 readings in Course Content Visvanathan et al - 35 Please also see the EXPECTATIONS folder under Week 2</p> | <p><u>Deliverables</u> Blackboard activities and postings Digital Essay – Tuesday at 9 am.</p> |
| <p><u>Week 3 -Gender and statistics & gender and conflict</u></p> <p><u>Readings</u> Gender Statistics Manual Visvanathan et al – 34, 43 2 articles - Please see Week 3 readings in Course Content Please also see the EXPECTATIONS folder under Week 3</p> | <p><u>Deliverables</u> Blackboard activities and postings News Analysis Due – Monday at 9 am.</p> |
| <p><u>Week 4 - Gender and micro level relationships</u></p> <p><u>Readings</u> Visvanathan et al – 17, 18, 20, 28, 41 & 42 2 articles - Please see Week 4 readings in Course Content Please also see the EXPECTATIONS folder under Week 4</p> | <p><u>Deliverables</u> Digital Essay – Monday at 9 am Statistics poster due - Monday at 9 am</p> |
| <p><u>Week 5 - Gender, power and institutions - macro level relationships</u></p> <p><u>Readings</u> Visvanathan et al – 22, 24, 25, 27 & 38, 1 article – please see week 5 readings in Course Content Please also see the EXPECTATIONS folder under Week 5</p> | <p><u>Deliverables</u></p> |
| <p><u>Week 6 - Gender and Natural Resources</u></p> <p><u>Readings</u> Visvanathan et al – 30, 31, 32, Please also see the EXPECTATIONS folder under Week 6</p> | <p><u>Deliverables</u> Digital Essay Monday at 9 am Final Paper – Wednesday at 4:30.</p> |

Course Assignments/Requirements

All assignments should be turned in on the due date indicated in the schedule below via Blackboard and/or email. Formatting must be consistent with APA (6th edition) guidelines. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances.

Attendance and Participation (24 points -4 points per week – 1 point for attendance and 3 points for appropriate participation) (Self monitored evaluations to be provided).

Class participation is important not only for each individual student's learning, but for the learning and success of our class as a whole. Class participation is a factor in grading; instructors may use absences, tardiness, or early departure in both on-line and campus class sessions as de facto evidence of non-participation and as a result lower a student's grade (Mason Catalog 2011-12).

Please note the following attendance and participation policies:

1. Two tardies are equal to one absence, and missing 30% or more of class sessions will result in automatic course failure. For each unexcused absence (a determination made by the instructor) one point will be deducted from your attendance and class participation points up to a total of 15 points.
2. Participants are expected to read the assigned materials, complete on-line activities including pre-session Blackboard assignments, arrive promptly, attend all class meetings for the entire session, and participate in on-line and face-to-face class discussions.
3. If, due to an emergency, you will not be able to participate during a given week of class, please contact the professor as soon as possible. Students are responsible for obtaining information given during class discussions/sessions despite attendance from a classmate.

{Please note – an alternate assignment sheet will be provided for those students who are unable to make all 16 face to face classes and are participating in the advanced hybrid version of the class}

Blackboard Exercises (12 points)

Each week the instructor will provide an exercise or activity to be undertaken on the web and reported on through BB. These exercises are worth two points per week and instructions will be provided under Course Announcements by Friday of the preceding week.

Digital Essays (18 points - 3 for 6 points each)

Over the six-week session, you will produce three digital essays to synthesize the main ideas of the readings for that week. You will be expected to primarily use Prezi – unless you have other ideas, which you may run past the professor for approval (Youtube/podcast – choices are yours, but NO POWERPOINT). These will be posted under Blogs for each week for classmates to review on Monday. Grades will be determined based on the level of synthesis, your insights into the topic and the engaging use of technology. This is a simple project – after reading it should take you no more than about one hour to capture your notes and ideas and one hour on preparing the technology (after some initial personal training that you might need to learn to use the technology).

Statistics Poster (10 points)

During week three we will be exploring the use of statistics in gender related reporting. Using the gender stats website, (<http://genderstats.org/>), you will prepare a regional comparative poster (8.5x11 electronic poster would be highly recommended) highlighting gender differences between at least three countries. Points will be assigned based on the rationale for the selection of the three countries, the presentation of data from at least 4 indicators, hypothesis for differences that you see and a visually colorful and eye catching poster.

News Analysis (16 points)

Using the electronic database – Lexis-Nexis, please select a country you are interested in and find news articles that address gender issues in that country in the past 12-18 months. After reading the articles, please synthesize some of the main issues and ideas that address gender issues in said country. This paper should be between 3-4 pages (using APA formatting) and should address 3-4 themes affecting gender relationships in your selected country.

Final Paper (20 points)

Your final paper will be between 12-15 pages and will address any one of the weekly topics, which you will explore in greater depth. This academic paper should highlight additional articles and readings that provide you with a deeper understanding of any of the weekly topic themes. You may address these topics based on a regional interest, a theoretical framing of the topic, or through first hand research.

Assessment and Mastery Grading

| | |
|------------------------------|------------|
| Attendance and Participation | 24 points |
| Blackboard Exercises | 12 points |
| Digital Essays | 18 points |
| Statistics Poster | 10 points |
| News Analysis | 16 points |
| Final Paper | 20 points |
| <hr/> | |
| Total | 100 points |

All assignments will be evaluated holistically using a mastery grading system; the general rubric is described below. A student must demonstrate “mastery” of each requirement of an assignment; doing so will result in a “B” level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an “A” level score. With a mastery grading system, students must *choose* to “go above and beyond” in order to earn “A” level scores.

- “A” level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers’ efforts.

- “B” level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- “C” level score = Student provides cursory responses to assignment requirements. Student followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- “F” level score = Student work is so brief that any reasonably accurate assessment is impossible

Grading Scale:

At George Mason University, course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The system for grading graduate courses is as follows:

| Grade | GRADING | Graduate Courses |
|-------|---------|--|
| A+ | 100 | Satisfactory / Passing |
| A | 94-99 | Satisfactory / Passing |
| A- | 90-93 | Satisfactory / Passing |
| B+ | 85-89 | Satisfactory / Passing |
| B | 80-84 | Satisfactory / Passing |
| C | 70-79 | Does not meet requirements of the Graduate School of Education |
| F | <69 | Does not meet requirements of the Graduate School of Education |

GMU Policies and Resources for students

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>]
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling,

workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]