Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of **Women's Studies Program**

2. Course prefix, number and complete title of course: WMST 650 Gender and International Education

3. Course description (not more than 50 words):
   Explores the intersection of formal and informal education and understandings of gender in countries beyond the United States.

4. Prerequisite(s) __________  Cross-listed with __________  Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? ☐ Yes ✓ No  If yes, from _____ to _____.

6. Is this a repeatable course? ☐ Yes ✓ No  If yes, this course may be taken _____ times. Will the course be repeated within the same semester/term? ☐ Yes ✓ No

7. Has this course been taught as a 289/489/689? ☐ Yes ✓ No  If yes, how many times? ________ Indicate the number of students enrolled for each academic period it was taught. __________________________________________

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      M.S., M.Ed., Ph.D., Ed.D. in Educational Administration and Human Resource Development

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. **Attach approval letters.**

10. Prefix | Course # | Title (excluding punctuation) |
      | WMST | 650 | GENDER & INTERNATIONAL EDUC |
Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code |
0 | 3 | 0 | 0 | 0 | 3 | 0 | 5 | 0 | 2 | 9 | 9 | 0 | 2 | 0 | 1 | 0 | 6 | 8 | 4 | 0 | 8 - 0 | 9 | 0 | 0 | 3 | 6 | 3 | 2 | Level |

**Approval recommended by:**
Claudia Nelson  9/28/07  Chair, College Review Committee  10-22-07

Head of Department  Date

Head of Department (if cross-listed course)  Date

Submitted to Coordinating Board by:

Director of Academic Support Services  Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

1 of 16 B38
EHRD 650/
WMST 650
Gender and International Education
GRADUATE SYLLABUS

Department of Educational Administration and Human Resource Development
University Studies Degree
Gender and Education Concentration
Texas A&M University
College Station
Spring TBD

Instructor: Dr. Mary V. Alfred, Associate Professor
Office: 559 Harrington Tower
Phone: 979-845-2788
E-mail: malfred@tamu.edu
Fax:
Office Hours: TBD
Class Times: TBD
Location: TBD

Prerequisites

All students are required to take EHRD 634/WMST 634 Introduction to Gender and Education.

Credit Hours

3 Credit Hours

Course Description

This course focuses on the intersection between education—both formal and informal—and gender relations in developing countries.

Relevant texts

Relevant texts in anthropology, political science, sociology and economics along with those that address interdisciplinary approaches to development and gender studies will comprise the literature base for this course. Another aspect of this course will be an exploration of the impact of global and national economic and social development initiatives on the participation of women and girls in education as well as the impact of these programs on men and boys within a larger societal context. It will explore gender sensitive analytical frameworks and policies and review a wide-range of education programs designed to foster the participation of women and girls in high quality educational programs.
Course Goal

The goal of this course is to enhance the knowledge and skills needed to be effective practitioners in the field of gender equitable education within the context of international development

Course Objectives

At the completion of the course, the participant will be able to do the following:

- Describe the historical, philosophical, and ethical foundations of workforce education

- Understand the application of research methods and tools for designing, implementing, and evaluating training programs for the development of today’s workforce

- Present a needs analysis report, training strategy delivery plan, and evaluation plan that are designed to address a specific training need of an organization

- Report on the driving and restraining forces impacting a contemporary workforce development trend

- Demonstrate an understanding of alternative approaches to career and workforce development.

Required Texts


Recommended Texts


Supplemental readings will be posted on WebCT.

Class Structure
This course will be run as a seminar and will accommodate different modes of teaching and learning, including short lectures, group discussions, individual and group presentations, and small group activities. Classroom participation is absolutely essential to the success of this class; because of this, please plan to attend each class session and come prepared to share and learn with the class. Your active participation and critical reflection on readings and other class materials make up the very centerpiece of this class. This course is also a stacked course. Stacked courses are defined as courses in which graduate and undergraduate students meet for a class at the same time with the same instructor, but at their respective level of instruction. More rigorous activities (for example, extra laboratories, papers or assignments) are provided for graduate students to ensure work at the graduate level.

Establishing a Safe Learning Environment

Learning takes place best when a safe environment is established in the classroom. To this end, we will seek to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. We hope that together we create a safe environment where everyone feels comfortable to share and explore ideas. In the course of class discussions, it is quite possible that disagreements will arise. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of other points of view, whether you agree with them or not. In this class, derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation for their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services in Room B118 of Cain Hall, or call 845-1637.

Faculty Senate Statement on Plagiarism

The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problems sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”
Academic Integrity
Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the time submitted is indeed the work of the student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

"An Aggie does not lie, cheat or steal or tolerate those who do."

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

If you have any questions regarding this information, please consult the latest issue of the Texas A&M University Student Rules, Part 1, section 20, which can be found online at http://student-rules.tamu.edu, under the section "Scholastic Dishonesty." Any suspected instances of scholastic dishonesty will be investigated and resolved according to the procedures outlined in the new Aggie Honor System http://www.tamu.edu/aggiehonor/.

Copyright Statement
The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

Sexual Harassment
University policy prohibits sexual harassment. For information on what constitutes sexual harassment and information on resources persons available to assist student respond to harassment, go to http://student-rules.tamu.edu/rule47.htm.

Course Requirements

| I. | Attendance and Class Participation | 10%  |
| II. | Class Facilitation                     | 20%  |
| III. | Literature Review and Critical Analyses (2) | 40% (20% each) |
| IV.  | Research Paper                        | 30%  |
General Requirements Related to Assignments

- All written material should be double spaced and formatted in 12 point Times New Roman font, with 1 inch margins.

- Please use APA (5th ed.) guidelines to format all course papers. There are several websites that will have information on APA basic guidelines. If you do a search for APA, some of these will come up. Make sure you use the ones that reference the 5th edition.

- In the world of academia, the ability to write well is probably the single most important skill a person can possess. I will expect high quality in your written assignments, and in order to help you achieve this goal, I am available to help you with your writing. Please feel free to ask me for clarification or assistance. I am happy to review and discuss drafts of your papers, provided you give me enough advance notice. You can also support each other in class by reading and providing feedback on written papers. Assignments that are turned in on the due dates are assumed to be in final form, and no rewrites will be accepted after the due date.

Detailed Descriptions of Assignments

**Assignment 1:** Class Participation (face to face and online)

**Due Date:** Ongoing

*Face-to Face:* Active participation in class is dependent upon your physical presence. It is important for you to be present and to be on time for all scheduled classes. Except in cases of University-excused absences. Please complete the assigned readings and come prepared to discuss the key issues. I welcome your suggestions for outside presenters with knowledge of the topic areas.

*Online Facilitation:* You will be required to participate in on-line discussions of the readings assigned for that class meeting. During online discussions, you will be required to respond to questions posted by classmates or by the instructor, as well as review and comment on the responses of others through the conference board. These online discussions will provide an opportunity for you to articulate some of the main concepts in the readings and other current literature and extend your knowledge through interaction with your group. Each student will take turn serving as facilitator of the weekly online discussions.

**Facilitator:** As the facilitator, you are responsible for initiating the discussion with at least two questions from the readings. As class members respond to your questions, the facilitator extends the discussion by posing new questions on issues that arise out of the discussion. Additionally, the facilitator may refer back to the
readings to initiate discussion on another aspect of the topic. Facilitators are responsible for keeping an active and involved discussion going throughout the specified online discussion dates.

**Assignment 2:** Facilitate One Class Session  
**Due Date:** Various

*Class facilitation – 20%*
You will be responsible for facilitating one class session, about 45-60 minutes. I have assigned class readings for each module, and these coincide with each week of the semester. However, I expect you to go beyond the assigned articles and do more reading and research on the particular topics on which you will make your presentation. It is expected that these facilitated class sessions will **not** consist solely of a presentation. I also expect good activities and discussions that will engage the other class members. It is recognized that planned exercises and activities, PowerPoint presentations, and discussion may help to facilitate active learning on the part of all participants. Participants should exercise creative talents in engaging their peers in these sessions. Graduate and undergraduate students will be paired as co-facilitators.

Feel free to entertain an alternative mean of engaging the subject; for example a video presentation and discussion, bringing in an outside presenter, or other activities that are appropriate. *Your peers and I will evaluate your presentation.*

**Assignment 3:** Case Analyses (2)  
**Due Date:**  
**Case Analysis 1:**  
**Case Analysis 2:**

*Two literature analyses of gender and international education – 40% (20% each)*
Each student will research and identify two articles that address issues related to gender and international education. Examples of these issues could be the impact of globalization on international education, globalisation and educational change, gender and education in a developing country, women’s participation in education within various international contexts, education and women’s development in a particular country, among others. You will summarize and critique these issues using the course readings and other literature as references. However, the case examples or the article to be reviewed must come from sources other than the assigned readings.

First provide a summary of the article according to the authors’ views and positions. Then provide a critical analysis of the perspectives and assumptions presented in the article as they relate the topics of this class. Use theories, models, and guidelines from course readings, class discussions, and other literature. Use the library and the internet for relevant resources. Cite these in your report using APA, fifth edition format. You should include a minimum of 5 references. **Each report should be 5-7 pages in length.** You should provide the following where applicable:

- The context of the article or setting
- General summary of the article from the author’s perspective
- An analysis and critique of the article as it relates to the topics of this course
Conclusion, insights, recommendations (Your recommendations for a different approach, perspectives, or practice that would enhance the development of women and girls

Assignment 4: Research on an issue relative to gender and international education

Due Date:

Identify an issue relative to gender and education in an international context and do a thorough research of that issue. You can identify some topics from the readings, from the class discussions, and from your interests issues of gender, education, and development in international contexts. Follow APA guidelines in writing the research paper. You will present your research to the class. Please bring a one-page summary of your paper or your presentation slides to share with the class.

IN Incomplete. The grade of Incomplete is to be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent grade.

Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

Written work will be assessed based on the following criteria:

1. Completeness – Are all parts of the assignments included? Did you follow the directions/assignment specifications?
2. Accuracy – Accuracy refers to your main points, use of concepts learned in the class, use of evidence from readings and other sources, quoting from others and the uses of
statistics and other data sources. Is what you say correct and supported by evidence? Accuracy also includes proper citation of sources (APA).

3. Analysis – Are the main ideas of your paper identified? Have any implicit assumptions been identified and analyzed? Is the logic or the argument coherent and internally consistent? Is the evidence you use to make your argument assessed for its own strengths, weaknesses, limitations and accurately supported with evidence from the literature?

4. Quality of Writing – A bit more intangible than other criteria. Among the guidelines I use are the following: Is the writing clear to the reader? Is the writing succinct or wordy? Is the writing organized to help the reader make their way through the paper? Are key statements supported by examples and details? Are positions taken, or arguments made, supported by evidence (facts) or argument (reasoning by analogy, metaphor)? Is the overall writing coherent?

Grading:  
A: 90-100%  
B: 80-89%  
C: 70-79%  
D: 60-69%  
F: Below 60%

Course Outline
COURSE OUTLINE

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

Part I: A Gendered Perspective on International Relations

Week 1 (date): Course Introduction and Definitions of Gender and Development

Week 2 (date): Feminist Theories of International Relations

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

Week 3 (date): Gender and Nationalism

Readings:
1) Steans, States, nationalisms, and gendered identities, pp. 60-75
2) Geiger, “Tanganyikan nationalism as ‘women’s work’”, pp. 465-478 (available through JSTOR database in the Texas A&M University network or http://www.jstor.org/)

Recommended reading:
1) Rai, “Gender, nationalism and ‘nation building’”, pp. 33-43

Week 4 (date): Women and the Military in Contemporary Contexts

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

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

Week 5 (date): Feminist Perspectives on Security and Peace

Readings:
1) Steans, “Feminist perspectives on security,” pp. 104-129
2) Reardon, “Women’s visions of peace: Images of global security,” pp. 141-170
**Week 6** (date): Gender and Human Rights

Readings:
1) Tomasevski, “Women’s rights,” pp. 231-258
3) Gierycz, “Education on the human rights of women,” pp. 96-118

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

**Week 7** (date): The Global Political Economy

Readings:
1) Steans, “The gender dimension of global political economy and development” [second part of chapter], pp. 146-154
3) Beneria, “Capitalism and socialism: Some feminist questions,” pp. 326-333

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

**Week 8** (date): Gendered Development Discourses and the State

Readings (note: all of the readings are from the recommended *Women’s Studies Quarterly* issue):
1) Boesten, “Poor women in Peru,” pp.113-128
2) Hyndman & de Alwis, “Beyond gender” (Sri Lanka), pp. 212-226
3) Madhock, “A limited women’s empowerment” (India), pp. 154-173
4) Murdock, “Neoliberalism, gender, and development” (Colombia), pp.129-15

**Week 9** (date): Global Political Economy, Women’s Labor, and Education Part I

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

**Week 10** (date): Global Political Economy, Women’s Labor, and Education Part II

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

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

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

**Readings:**
2) Pong, “Gender inequality,” pp. 155-170
3) Heward, “Closing the gender gap?” pp. 203-217
4) Mehran, “Female education in the Islamic Republic of Iran,” pp. 269-286

**Week 12 (date):** Women’s Education and Empowerment: The Cases of Kenya and Tanzania

**Readings:**
1) Vavrus, “Constructing consensus,” [CICE online at http://www.tc.columbia.edu/CICE/articles/fv151.htm]
3) Mbilinyi., Searching for utopia: The politics of gender and education in Tanzania:
4) Vavrus, Adjusting inequality: Education and structural adjustment policies in Tanzania.

**Week 13 (date):** Gender Relations in the Classroom: The Cases of Nepal and Tanzania

**Readings:**
1) Skinner and Holland, “Schools and the cultural production,” pp. 273-299
2) Stambach, “Boys, preserve your bullets; girls, lock your boxes,” pp. 111-133

**Week 14 (date):** Final paper presentations

**Papers are due at the final class meeting at the beginning of class.**
BIBLIOGRAPHY

Required readings and recommendations for further reading


