Course Objectives
This course is designed with the following objectives in mind:
• To introduce students to theories and perspectives from the social sciences relevant to an understanding of the role of education in relation to structures of gender differentiation and hierarchy.
• To familiarize students with and enable them to critically evaluate cross-national research in the status of females and their participation patterns in various sectors of society.
• To allow students the opportunity to gain research skills by designing projects related to gender, education, and development.

Course Format and Evaluation Procedures
This course combines lectures, large and small group discussions, and large and small group activities. This 4-unit course provides optional grading (letter grade or CR/NC).

Course evaluation will be based on the following criteria:
- Class participation: 20%
- Lead class activity: 10%
- Reflection papers: 20% (10% each) Due April 20 & May 18
- Annotated bibliography: 10% Due May 4
- Final paper: 40% Due Monday, June 6 by 3:15PM (including Outline: Due May 25)

Course Materials
Readings and links to web sites are available on the course web site on Coursework.

Students with Documented Disabilities
Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: http://studentaffairs.stanford.edu/dae).

Honor Code
Students are expected to read, understand, and adhere to the Honor Code of Stanford University.
COURSE READINGS

Week 1. Introduction (March 30, 2011)


Week 2. Overview of Feminist & Gender Theories (April 6, 2011)


Recommended:


Week 3. Global Models of Progress, Justice, and Gender Equality (April 13, 2011)


Recommended:

Week 4. Education as Empowerment/Development (April 20, 2011) * First Reflection Paper due *


Recommended:


Week 5. Defining Development: Global and Local Levels (April 27, 2011)


Recommended:

**Week 6. Equal to What? (May 4, 2011) * Annotated Bibliographies Due *  


**Recommended:**

**Week 7. Leaders and Leading Change (May 11, 2011)  


**Week 8. School Experiences (May 18, 2011) * Second Reflection Paper due *  


Global Fund for Women Grant Write-ups (Elgon Free Generation of Girls, Uganda and the [Girl Child Network Worldwide](http://www.girlchildnetworkworldwide.org/))
Week 9. Technology for Development (May 25, 2011) ** Paper outlines due **


Week 10. What Next? Courses of Action (June 1, 2011)

{Part of the final class period will be spent brainstorming options for advancing change on the issues raised in the class. Possibilities for future research, policy, advocacy and action will be explored.}


Review of *Half the Sky* written by Kavita Ramdas, available here: http://www.ssireview.org/articles/entry/women_hold_both_sky_and_solutions/

Recommended:

Monday, June 6, 2011 by 3:15PM ** Final papers due **
COURSE ASSIGNMENTS

**Class Participation (20% of course grade)**
1. *Critical reading of course materials*: Students are expected to come to class having critically read each of the assigned readings. They are expected to raise questions, challenge the findings and opinions raised in the readings, and otherwise be outspoken about the course materials. Our hope is that we will work together to create an atmosphere that is safe and open to a range of ideas, perspectives, and opinions.

2. *Discussion questions*: All students are required to turn in weekly discussion questions (one per author/reading) regarding topics and issues raised in the readings. As these will serve as the basis for class discussions, students should bring copies of their questions to class in addition to being posted to Coursework by **1PM on the Tuesday before each class meeting**. Students will be evaluated based on the quality and thoughtfulness of their questions.

3. *Attendance*: Students are required to arrive on time and stay for the duration of each class. The instructors ask that absences be limited to illnesses and that they all be notified of absences ahead of time.

**Developing and Leading Activity (10% of course grade)**
Students will work in small groups to create an activity for the last hour of class. Activities should be sent to the course assistants (CAs) for their feedback by **1PM on the Monday before your scheduled date**.

**Annotated Bibliographies (10% of course grade)**
In order to develop research skills in the field of development education and gender issues, students will be required to provide an annotated bibliography of 5-7 sources (e.g., journal articles) and a brief statement (2-3 sentences) on the topic and research methods one is considering for his/her final paper. More detailed instructions will be provided.

* Due date: May 4 (posted to Coursework by the start of class; Name assignments as follows: Last nameFirst initial_assignment name_date)

**Reflection Papers (20% of course grade)**
Reflection papers are five paragraph essays that advance a claim or argument or raise a question for exploration. Topics must relate closely with course materials (readings and discussions). Students may find it useful to build off of their weekly discussion questions for this assignment. Topic ideas may be shared with the instructors/CAs for review ahead of time. Two reflection papers are required. Each paper must be four double-spaced typewritten pages in length.

* Due dates: April 20 & May 18 (posted to Coursework by the start of class; Name assignments as follows: Last nameFirst initial_assignment name_date)

**Final Research Proposals (including Outline) (40% of course grade)**
Students will choose a topic that reflects course content and demonstrates an understanding of key concepts and the main issues addressed in the course, especially education, to develop a research paper proposal. Paper outlines are required and consist of a 2-page outline of the proposed research paper. The research paper proposal must consist of 15 double-spaced pages and reference relevant readings from the course. More detailed instructions will be provided in class.

* Due date for paper outline: May 25 (posted to Coursework by the start of class; Name assignments as follows: Last nameFirst initial_assignment name_date)

* Due date for final paper: Per final exam schedule – Monday, June 6 by 3:15PM to Coursework; Use Title Page template.