

Overall, the students felt that the course content was very good. They thought the lectures were good and well organized and appreciated having many different professors giving lectures, especially Maurice Mittelmark. The same satisfaction was not felt with the seminars as we felt some of the seminars were not needed and some could have been completed in a shorter amount of time. The students really enjoyed the interactive seminars, but dissatisfaction was expressed with the ethics seminar as it felt not as helpful. We enjoyed when Helga combined the lecture and the seminar.

Overall, students were pleased with the clarity of the assignments and somewhat pleased with the feedback. Students suggested that it might be helpful to make it clear how many sources you all want us to use and how many from the reading list. Some students suggested a faux grade so we can gauge where we are heading into the final exam. The feedback for WA1 was very inconsistent as in some cases certain things were wrong for one student, and they were forced to re-submit the assignment, but the same was okay for another student. We suggest that you all utilize a checklist of some sort so the pass/fail would be more consistent. Also, some expressed that it was not clear whether or not they needed to resubmit. Moving on to WA2, we believe the presentation should be included on the course page and the introduction lecture so we know ahead of time. Many of us really enjoyed receiving feedback with everyone in our individual groups, while some felt it wasn't as useful and took a lot of time. Some expressed confusion as they have received different feedback from different professors on their thesis topic. As WA2 was on an important and relevant topic, it would have been nice to receive more feedback on the paper itself, especially on the structure of our writing.

The students wish the literature list was more accessible. There was also a request to include literature on the digital literature list that professors use in their lectures so we can easily find these sources. We believe it was a lot to read, and felt as if it was much more reading than 301, which is a longer course. We recommend to make some things recommended as everything was required and it made it difficult to keep up with the readings. These comments on the reading list can be included in the topic of workload and duration. Students also felt that it would have been nice if the class had ended sooner in the semester. We do not have a very long holiday break, unlike most UiB students, and this makes it difficult for students, especially international students, to go home and spend time with family.

We continue to be unsatisfied with communication from admin. This is likely due to the issues we had during GLODE 301 with our final exam. We wish that the external examiner is required to understand the system, and we would like more transparency about how grading and the examiners worked.

Students believe we had a good overview and developed a good basis of knowledge from this class. There were no comments on competence from the students, but they felt their skills got sharper. We enjoy Victor's reaching style and lectures and we also thought the range of lecturers made it interesting and was a strong feature of this course. Again, we also really enjoyed Maurice.

Our suggestion on how to improve the course is to maybe have a book loaning system for the textbook like we had in GLODE 301. Other suggestions can be seen throughout this evaluation.

The students also expressed thoughts on topics not necessarily related to GLODE 302. Some feel the program/professors need to be clear about the specialization, especially when it comes to writing our thesis. We also think that maybe the strongest course (20 credits) shouldn't be the first course, and maybe it should be split up into two 10 credit courses. Having the biggest grade be our first grade does not sit well with many of us. Some also suggested using the PBL system more overall in the program, while others disagreed.

GLODE 305

Gender Analysis in Global Development - Core perspectives and Issues

Overall evaluation of module 2018

This evaluation contains four sections: Course description, organisation of the course, student evaluation, and evaluation by the course leader. The course schedule and the list of recommended literature have been attached as appendices.

1. Course description

From UiB (<https://www.uib.no/en/course/GLODE305>):

Objectives and Content

The main objective of this course is to develop in-depth understanding of analytical perspectives and core concepts relevant for the study of gender in the context of global development and social justice. Gendered power-relations and vulnerabilities are explored through a range of topical issues, as are questions of gender justice and empowerment.

Learning Outcomes

On completion of this course the students should have the following learning outcomes defined in terms of knowledge, skills and general competence:

Knowledge:

The student has in-depth knowledge of:

- Core concepts and ideas in gender analysis and feminist epistemologies, including post-colonial and critical non-Western perspectives
- Historical and current trends in gender and development as a policy field
- Intersectionality and the politics of location
- Recent perspectives on masculinity and patriarchy
- Gendered aspects of sexuality and reproduction
- Different perspectives on empowerment including perspectives on political and social mobilization from below
- Gender perspectives on resources, livelihoods and climate change
- Current debates on gender, culture and human rights
- Current debates on gender violence and conflict

Skills:

The student has the ability to:

- Deal critically with various sources of information and apply them to structure and formulate independent scholarly arguments
- Critically apply key concepts of gender and feminist analysis to discuss empirical and theoretical problems
- Critically analyse and extract the essence of written texts in short annotated summaries

- *General competence:*
- By the end of the course the student has:
- The ability to coherently communicate ideas concerning gendered analysis of development processes both in written work and in oral presentations
- The ability to apply knowledge and skills in new areas to complete complex assignments

Teaching Methods and Extent of Organized Teaching

The teaching methods comprise 10 workshops, including short lectures, practical activities and group presentations.

Compulsory Assignments and Attendance

- Presentation of selected course readings for the class
- Participation in two compulsory group work sessions.
- Individual oral presentation of a selected topic from the course curriculum
- All these activities and assignments must be completed and approved before the student can proceed to the home exam.

Forms of Assessment

Home exam (7 days, 3000 words)

2. Organisation of the course

Seven students attended the course, four of them GLODE master students, and three international guest students. The seven students came from five different countries. They had very varied backgrounds in terms of their bachelor programs. All were active in discussions in class.

Lectures and seminars: The course consisted of nine lectures (all but one double), an introductory seminar, and two group works.

The course leader, Siri Lange, was the only permanent GLODE staff involved in this course. This was due the fact that Haldis Haukanes was on research leave, and Wenche Dageid on sick leave. Victor Chimhutu (post.doc. at HEMIL), held one lecture, and in addition four unpaid guest lecturers held one lecture each (two are PhD students from the Department of Anthropology, UiB, and two are Senior Researchers at the Chr. Michelsen Institute).

The students presented literature for the class partly during lectures, partly during the group works. During the final seminar, all students held a ten-minute presentation on a chosen topic and received feedback from the course leader and fellow students.

A student evaluation was organised on the last day of the course. The course leader had prepared questions for the evaluation, but the class representative preferred to use the same format that they had used for two previous GLODE evaluations. The course leader left the room and received the student evaluation by e-mail in later the same day.

3. Student evaluation of the course

Information and infrastructure

- Timetable not accessible online – meant clashes (especially for exchange students)
- List of literature (not the digital one) could've been provided at the beginning.
- A lot of articles we had to pay for – less inclined to read it
- We enjoyed the group work + presentation. we particularly enjoyed doing it PBL style in one session. We do think that the lecture and group work could be more interlinked. Sometimes there were too many readings for one day when we had a lecture + group work. We liked it when one reading was assigned per person for the group work – this made it more manageable.
- Lecture rooms were fine.

Academic content

- Degree of difficulty was fine
- We would have liked a more theory-based perspective: more focus on theories that we can apply to later research.
- Progression: very intense
- We would enjoy more group work to get more into depth with all the topics.
- Course literature: generally fine.
- Exchange students don't feel prepared technically for the exam (not necessarily course specific, more university specific)

Lectures/ educational program

- Sometimes we don't get that out of lectures (particularly with certain guest lecturers), which is why more group work might be good.

Guest lecturers

(This section has been removed since it referred to individuals, but the students were very happy with three out of four guest lecturers and recommend them for future courses.)

Personal effort

- Workload generally okay - a bit much when we had group work.

Suggestions

- Maybe more lectures of 3 hours instead of 2 so we can cover more and go more into depth.
- No focus on LGBTQ+ (maybe good with one lecture + group work with this focus)
- Lecture on gender and climate change
- We enjoyed that there was focus as men as well as women – e.g. hegemonic masculinity etc.
- Link specific topics/ concepts to potential gender theories
- Post reading list in Mitt UiB from the start of the course, not mid-way

- Put not only lectures, but group work/ seminars in Mitt UiB calendar. (This also regards the course of Health Promotion). Doing this will prevent GLODE and exchange students from missing out

4. Evaluation by the course leader

Taking into consideration a very diverse student group, and the fact that only one of the GLODE staff was available, the course leader is overall content with the course. However, based on the feedback from the students, we should aim for the following improvements:

- Ensure that the entire timetable is accessible online
- Provide the list of additional/optional readings at the start of the course
- Consider having less book chapters on the reading list and more journal articles (which are accessible for free for UiB students)
- Consider using a short version of PBL for both group works
- Consider organising additional group work/colloquium where the students work independently (due to limited teaching resources), or encourage them to organise this themselves
- Make a better link between the different topics of the course and different theories/conceptual tools.

Appendix 1. Course schedule

GLODE 305 (Gender) Spring term 2019

	Monday	Tuesday	Wednesday	Thursday	Friday
<i>Week 2 January</i>	7	8 10.15-11.00 <i>Seminar 1.</i> Information meeting and introductions SL BC Gr.rom 005	9	10 10.15-12.00 <i>Lecture 2.</i> Intersectionality and theorizing from the South SL BC Gr.rom 005	11
		11.15-12.00 <i>Lecture 1.</i> Introduction. Why is gender important? SL			

		BC Gr.rom 005			
Week 3 January	14	15 10.15-12.00 Lecture 3. Gendered aspects of sexuality and reproduction VC BC Gr.rom 005	16	17 10.15-12.00 Lecture 4. Empowerment and gendered economies SL C13 276-2 13.15-15.00 Group work 1 Gender, empowerment and activism SL BC Gr.rom 005 BC Gr.rom 007	18
Week 4 January	21	22 10.15-12.00 Lecture 5. Gender, culture and human rights SL BC Gr.rom 007	23	24 09.15-11.00 Lecture 6. Recent perspectives on masculinities and patriarchy Guest lecturer Mari Norbakk C13 276-2 11.15-15.00 Group work 2 Gender perspectives on resources, livelihoods and climate change SL BC Gr.rom 005 BC Gr.rom 007	25
Week 5 January/	28	29 10.15-12.00	30	31 10.15-12.00	1

<i>February</i>		<i>Lecture 7.</i> Gender and development as a policy field Guest lecturer Vibeke Wang C13 Rom 276 -2 / 276-3		<i>Lecture 8.</i> Gender violence Guest lecturer Torunn Wimpelmann BC Gr.rom 007	
<i>week 6 february</i>	4 12.15-14.00 <i>Lecture 9.</i> Gendered bodies & gendered systems Guest lecturer Tomas Salem SV Sem.rom 204	5	6 9.15-13.00 <i>Seminar 2.</i> Individual presentations SL BC Gr.rom 005 13.15-14.00 Evaluation SL	7	8 9.00 Hand out home exam (3000 words)
<i>Week 7 March</i>	11	12	13	14	15 12.00 Hand in home exam

GLODE staff:

SL: Siri Lange

VC: Victor Chimhutu

WD: Wenche Dageid

Guest lecturers:

Mari Norbakk, PhD student, Department of Social Anthropology, UoB

Tomas Salem, PhD student, Department of Social Anthropology, UoB

Torunn Wimpelmann, Senior Researcher (PhD), Chr. Michelsen Institute

Vibeke Wang, Senior Researcher (PhD), Chr. Michelsen Institute.

Appendix 2. Recommended literature

GLODE 305. Gender Analysis in Global Development - Core Perspectives and Issues.

Spring term 2019

Please note that this list does not follow the APA style in a consistent way. The reason is that different staff members have added literature at different times. When you refer to the literature in your own work, you should therefore not copy the reference uncritically from this list, but make sure that you follow the APA style that you learned during the library sessions.

In the cases where a main reading was identified, it has been highlighted in yellow.

[Lecture 1. Introduction. Why is gender important?](#)

Stimpson, C. and Herdt, G. (2015). Introduction. In: C. Simpson and G. Herdt *Critical terms for the study of gender* Chicago: University of Chicago press, pp1-19 (20 pages)

Connell, Raewyn (2009). *Gender in World Perspective*. Cambridge: Polity Press. Introduction +: Gender relations: Concepts for gender analysis. 72-94 (chapter 5) (22 pages).

de Beauvoir, Simone (originally in French, 1949). Introduction. in: *The second sex*. (pp. 7-29).

Nanda, Serene (2002). "Transgendered males in Thailand and the Philippines" in: *Gender Diversity. Crosscultural variations*. Long Gove: Waveland Press. Chapter 5 (pp 71-78).

Optional:

Andrea Cornwall, Elizabeth Harrison & Ann Whitehead (2007). "Introduction: feminisms in Development: contradictions, contestations and Challenges" in: *Feminisms in development : contradictions, contestations and challenges*. Andrea Cornwall, Elizabeth Harrison & Ann Whitehead (eds). (Chapter 1, pp. 1-17).

[Lecture 2. Intersectionality and theorizing from the South \(SL\)](#)

Crenshaw, Kimberle (1991) "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." *Stanford Law Review* 43, no. 6: 1241-299.

Cho, Sumi, Kimberlé Williams Crenshaw, and Leslie McCall (2013). Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis, *Signs: Journal of Women in Culture and Society* 38, no. 4: 785-810. (25 pages).

Mohanty, C. T. 1988. Under Western eyes: Feminist scholarship and colonial discourses. *Feminist review*, 61-88 (28 pages).

Optional:

Lutz, Helma (2014). Intersectionality's (brilliant) career – how to understand the attraction of the concept? Working Paper Series. “Gender, Diversity and Migration“. No. 1 http://www.fb03.uni-frankfurt.de/51634119/Lutz_WP.pdf (13 pp)

Hill Collins, Patricia (1989). The social construction of Black Feminist Thought. *Signs* Vol 14. No. 4 :745-773. (29 pages)

Yuval-Davis, Nira (2006). Intersectionality and Feminist Politics. *European Journal of Women's Studies* 13 (3): 193-209 (18 pages).

Davis, Kathy (2008). Intersectionality as buzzword: A sociology of science perspective on what makes a feminist theory successful. *Feminist Theory*, pp 67-85 (18 pages)

Saskia Sassen (2007): Countergeographies of Globalisation. The Feminization of Survival. In: Lucas, L. Unpacking Globalisation. Markets, Gender and Work. Plymouth: Lexington books; 21-35 (15 pages)

Connell, R. (2014). The sociology of Gender in Gender in Southern Perspective. *Current Sociology*, Vol. 62(4), pp.550-567 (17 pages)

Radcliffe, Sarah (2015). Gender and postcolonialism. In A.Coles, L. Gray and J. Momsen (eds.). *The Routledge Handbook of Gender and Development*. London: Routledge, pp 35-46 (12 pages)

Lewis, Desiree (2009). Discursive Challenges for African Feminisms. In Akosua Adomako Ampoo and Signe Arnfred (eds). *African Feminist Politics of Knowledge: Tensions, Challenges, Possibilities*. Nordiska Afrikainstitutet.p. 205-22 (17 pages).

Lecture 3. Gendered aspects of sexuality and reproduction (VC)

Fausto-Sterling, Anne (2015). Nature. In: *Critical terms for the study of gender* Chicago: University of Chicago press, pp 301-319 (17 pages).

Schurr, Carolin & Friedrich, Bettina (2015). *Serving the transnational surrogacy market as a development strategy?* In A. Coles, L. Gray and J. Momsen (eds.) *The Routledge handbook of gender and development*. Routledge, London [u.a.], 236-243 (7 pages).

Storeng, Katerini T. and Fatoumata Ouattara (2014). The politics of unsafe abortion in Burkina Faso: The interface of local norms and global public health practice, *Global Public Health*, 9:8, 946-959 (15 pages).

Comrie-Thomson, L., Tokhi, M., Ampt, F., Portela, A., Chersich, M., Khanna, R., & Luchters, S. (2015). Challenging gender inequity through male involvement in maternal and newborn health: critical assessment of an emerging evidence base. *Culture, Health & Sexuality*, 17 (sup2), 177-189 (13pages).

Optional

Stoltenberg, J., Delivering for women and children. *The Lancet*, 2008. **371**: p. 1230-1232. (3 pages).

Blystad, Astrid and Moland, Karen Marie. 2009. Counting on Mother's Love. The Global Politics of Prevention of Mother to Child Transmission of HIV in Eastern Africa. In: *Evaluations of Public Health Initiatives*. P 447-479 (32 pages).

Lecture 4. Empowerment and gendered economies (SL)

Jackson, Cecile (1999). Men's work, masculinities and gender divisions of labour, *The Journal of Development Studies*, 36:1, 89-108 (20 pages).

Mosedal, S. (2005) "Assessing women's empowerment. Towards a conceptual framework." *Journal of International Development* 17, 243-257 (14 pages)

Cornwall, Andrea and Rivas, Altea Maria (2015). From 'gender equality and 'women's empowerment' to global justice: reclaiming a transformative agenda for gender and development. *Third World Quarterly*. Vol 36 (2) Pages 396-415 (20 pages).

Optional

Overå, Ragnhild (2007). When men do women's work : structural adjustment, unemployment and changing gender relations in the informal economy of Accra, Ghana. *Journal of Modern African Studies*, 45, 4 pp. 539-563 (24 pages).

Isaksen, Lise Widding (2010). Introduction. In *Global Care Work. Gender and migration in Nordic Societies*. In Lise Widding Isaksen, (2010 ed). Nordic societies. Lund Nordic Academic Press. Pp 9-19 (10 pages)

Parrado, Emilio A., and Flippen, Chenoa A. (2005). Migration and Gender among Mexican Women. *AMERICAN SOCIOLOGICAL REVIEW*, VOL. 70 (August:606-632) – 26 pages.

Kabeer, Naila (1994). *Reversed realities. Gender hierarchies in development thought* London, Verso. Chapter 5, p. 95-135 (41 pages)

Haukanes, Haldis and Heggli, Gry (2016). Care and Career in the Life Scripts of Young People—Gendered Cases from The Czech Republic and Norway. *NORA - Nordic Journal of Feminist and Gender Research*. <http://dx.doi.org/10.1080/08038740.2016.1242512>

Lecture 5. Gender, culture and human rights (SL)

Elisabeth Swanson Goldberg (2015). Human rights. In *Critical terms for the study of gender* Chicago: University of Chicago press, pp 139-156

Merry, Sally Engle (2003). Constructing a Global Law: Violence against Women and the Human Rights System. *Law and Social Inquiry* 28(4):941-47 (7 pages)

Ong, Aihwa (2011). Translating Gender Justice in Southeast Asia: Situated Ethics, NGOs, and Bio-Welfare *Journal of Women of the Middle East and the Islamic World* 9 (2011) 26-48 brill.nl/hawwa (22 pages)

Optional

Mollett, Sharlene (2017). Irreconcilable differences? A postcolonial intersectional reading of gender, development and *Human Rights in Latin America*, Gender, Place & Culture, 24:1, 1-17, DOI: [10.1080/0966369X.2017.1277292](https://doi.org/10.1080/0966369X.2017.1277292)

Sen, Gita and Mukherjee, Avanti (2014). No Empowerment without Rights, No Rights without Politics: Gender-equality, MDGs and the post-2015 Development Agenda. *Journal for human development and capabilities*. Vol 15 (2-3).pp 188-202 (15 pages)

Abu-Lughod, L. (2009) "Dialects of women's empowerment: The international circuit of the Arab Human Development Report 2005." *International Journal of Middle East Studies*, 41(1): 83-103 (20 pages).

Lange, S. and M. Tjomsland (2014). Partnership, policy making and conditionality in the gender field: The case of Tanzania, *Africa Today* 60(4): 67-84.

Lecture 6. Recent perspectives on masculinity and patriarchy (Mari Norbakk)

Inhorn, Marcia C., & Wentzell, E. A. (2011). Embodying emergent masculinities: Men engaging with reproductive and sexual health technologies in the East and Mexico. *American Ethnologist*, 38(4), 801-815.

Gutmann, Matthew C. (1997). Trafficking in men: The anthropology of masculinity. *Annual review of anthropology*, 26(1), 385-409.

Norbakk, M. (2018). Men of Light Blood: Revolution Stories, Humor, and Masculine Capital in Egypt, *Men and Masculinities* 21(3): 328-340.

Connell, .W, and Messerschmidt, J. (2005). Hegemonic Masculinity: Rethinking the Concept. *Gender and Society*, pp 829-859 (25 pages)

Optional

Ouzgane, L. and R. Morell (2005). *African Masculinities. Men in Africa from the late nineteenth century to the present*. Palgrave-McMillan/KZNpress, p.189-204 (16 pages)

Tadele, Getnet (2011). Heteronormativity and 'troubled' masculinities among men who have sex with men in Addis Ababa, *Culture, Health and Sexuality*, pp 457-469 (12 pages)

Demetriou, D. (2001). Connell's concept of hegemonic masculinity. A Critique. *Theory and Society*, 30, pp 337-361 (24 pages)

Schippers, M. (2007). Recovering the feminine other: masculinity, femininity and gender hegemony. *Theory and Society*, 36(1): 85-102.

Silberschmidt, Margareth (2005). Poverty, Male disempowerment and Male Sexuality. Rethinking men and Masculinities in Rural and Urban East Africa. In: Ouzgane L. and R. Morell (eds) *African Masculinities*.

Lecture 7. Gender and development as a policy field (Vibeke Wang)

Muriaas, R.L., L. Tønnessen and V. Wang (2018). Counter-mobilization against child marriage reform in Africa. *Political Studies* 66 (4): 851-868.

Htun, M., & Weldon, L. (2010). When do governments promote women's rights? A framework for the comparative analysis of sex equality policy. *Perspectives on Politics*, 8(1), 207–216.

Weldon, S. Laurel and Htun, Mala (2013). Feminist mobilisation and progressive policy change: why governments take action to combat violence against women, *Gender & Development*, 21:2, 231-247.

Franceschet, Susan, Krook, Mona Lena and Piscopo, Jennifer M. (2012). "Conceptualizing the Impact of Gender Quotas". In *The Impact of Gender Quotas*, S. Franceschet, ML Krook and J. M. Piscopo (eds), 3-24.

Optional

Franceschet, S. and Piscopo, Jennifer M. (2008). Gender Quotas and Women's Substantive Representation: Lessons from Argentina. *Politics & Gender*, 4 (3): 393-425.

Wang, V. and Yoon, MY. (2018). "Recruitment mechanisms for reserved seats for women in parliament and switches to non-quota seats: a comparative study of Tanzania and Uganda." *J. of Modern African Studies* 56(2): 299-324.

Eyben, Rosalind (2015). Promoting Gender Equality in the changing Global landscape of international Development Cooperation. In: A.Coles, L. Gray and J. Momsen. *The Routledge Handbook of Gender and Development*. pp 515-526 (11 pages)

Dover, Paul (2014) Gender and Development Cooperation: Scaling up Work with Men and Boys *IDS Bulletin* Volume 45 Number 1 January 2014 pp 91-98 (8 pages)

Barker, G. (2014) A Radical Agenda for Men's Caregiving. *IDS Bulletin*, 45(1): 85-90 (6 pages)

Calkin, Sydney (2015). Feminism, interrupted? Gender and development in the era of 'Smart Economics'. *Progress in Development Studies* 15, 4 pp 295-307 (13 pages)

Koffman, Ofra and Gill, Rosalind (2013). 'the revolution will be led by a 12-year-old girl': girl power and global biopolitics. *Feminist Review* pp 83–102 (20 pages)

Lund, Ragnhild (2015). Navigating Gender and Development. In: A.Coles, L. Gray and J. Momsen (eds.). *The Routledge Handbook of Gender and Development*.

Visvanathan, N. (1997). Introduction to part 1. In N. Visvanathan, L. Duggan, L. Noisonoff, & N. Wiergerersma (Eds.), *The Gender and Development Reader* (pp. 17-32). London: Zed Books.

Razavi, S. & Miller, C. (1995). *From WID to GAD: conceptual shifts in the women and development discourse*, United Nations Research Institute for Social Development Geneva.

Arnfred, Signe (2011). [Women, Men and Gender Equality in Development Aid. Trajectories, Contestations.](#) [Kvinder, Koen og Forskning](#), 20, 1, s. 41-50 9 s.

Wimpelmann, Torunn (2017). *The Pitfalls of Protection*, University of California Press Introduction (p. 1-12) and Chapter 2 (p. 51-85) (book freely available for download at <https://www.luminosoa.org/site/books/10.1525/luminos.32/>)

Dolan, Chris (2014). Has Patriarchy been Stealing the Feminists' Clothes? Conflict-related

Sexual Violence and UN Security Council Resolutions. *IDS Bulletin* Volume 45 Number 1 January 2014, pp 80-84. (5 pages).

Jakobsen, Hilde (2014). What's Gendered about Gender-Based Violence? An Empirically Grounded Theoretical Exploration from Tanzania. *Gender & Society* August 2014 vol. 28 no. 4 537-561. (24 pg)

Optional

Kapur, Ratna (2012). "Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India" in: Ania Loomba and Ritty A Lukose (eds.) *South Asian Feminisms*, pp 333-355.

Mookherjee, Nayanika (2015). *The Spectral Wound: Sexual Violence, Public Memories, and the Bangladesh War of 1971*, Duke University Press.

Engle, Karen (2017). Feminist Governance and International Law: From Liberal to Carceral Feminism. In: *Governance Feminism: Notes from the Field*. Janet Halley, Prabha Kotiswaran, Rachel Rebouché & Hila Shamir (eds.). University of Minnesota Press, (2018). Available at SSRN: <https://ssrn.com/abstract=3091260>

Ferralez, G. et al (2016). Gender-Based Violence against Men and Boys in Darfur: The Gender-Genocide Nexus. *Gender & Society*, Vol 30 No. 4 pp 565–589.

Nibbe, Ayesha Anne (2015). Women, Camps and «Bare Life. In: In A.Coles, L. Gray and J. Momsen. *The Routledge Handbook of Gender and Development*. London: Routledge, pp. 418-429 (12 pages)

Tonheim, Milfrid (2012). 'Who will comfort me?' Stigmatization of girls formerly associated with armed forces and groups in eastern Congo, *The International Journal of Human Rights*, 16:2, 278-297 (23 pages).

Baaz, Maria Erikson and Stern, Maria (2011). Whores, men, and other misfits: Undoing 'feminization' in the armed forces in the DRC. *African Affairs*, 110/441, 563–585 (22 pages).

Lecture 9. Gendered bodies & gendered systems (Tomas Salem)

Smith-Rosenberg, Carroll (2014). Bodies. In: C. Stimpson and G. Herdt (eds). *Critical terms for the study of gender* Chicago: University of Chicago press, pp 21-40 (20 pages)

Cowan, B. A. (2014). Rules of Disengagement: Masculinity, Violence, and the Cold War Remakings of Counterinsurgency in Brazil. *American Quarterly*, 66(3), 691-714.

Salem, T. (2017). Diplomats or Warriors? The Failure of Rio's Pacification Project. *NACLA Report on the Americas*, 49(3), 298-302.

West, C., Zimmerman, D.H. (1987). Doing Gender. *Gender & Society*, 1(2):125-151 (26 pages).

Optional

Zaluar, A. (2010). Youth, drug traffic and hypermasculinity in Rio de Janeiro. *VIBRANT-Vibrant Virtual Brazilian Anthropology*, 7(2), 7-27.

Moi, Toril (1999). *What is a Woman*. Oxford: Oxford University Press. Ch. 1 p.21-30 (10 pages).

Butler, Judith. 1999 [1990]. *Gender trouble. Feminism and the Subversion of Identity*, New York: Routledge. 3-22 (20 pages).

Scheper-Hughes, N. and Lock, M. (1987). The mindful body: A prolegomenon to future work in medical anthropology, *Medical Anthropology Quarterly* 1, pp 208-225 (18 pages)

Ortner, Sherry (1972): Is male to female as Nature is to culture? *Feminist Studies*, 1 (2)

Ridgeway, C.L., Correll, S.J. (2004) "Unpacking the Gender System: A Theoretical Perspective on Gender Beliefs and Social Relations. *Gender & Society*, 18(4): 510-531 (21 pages).

Group work 1. (Two hours). Empowerment. Discuss the case of the peace process in Colombia + micro finance

Chant, Sylvia (2011). The 'feminization of poverty' and the "feminization" of anti-poverty programmes. Room for revision? In Visvanathan et al *The Women, Gender and Development reader*. 174-194 (20 pages).

Batliwala, S. (2007). "Taking the Power out of Empowerment: An Experiential Account." *Development in Practice*, 17(4/5): 557-565 (8 pages).

Visvanathan, Nalini and Karla Yoder. (2011). Chapter 7 "Women and microcredit: a critical introduction" by (pp. 47-63). *The Women, gender and development reader* edited by Nalini Visvanathan et al.

Bouvier (2017). Gender and the role of women in Colombia's peace agreement
<http://www.unwomen.org/en/digital-library/publications/2017/2/gender-and-the-role-of-women-in-colombias-peace-process>

Colombia case:

<https://www.girlsglobe.org/2016/12/02/gender-and-colombias-peace-agreement/>

Alvarez, Sonia (2009). Beyond NGO-ization? Reflections from Latin America. *Development* 52 (2) PP 175-184 (10 pages)

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