Course Title: GENDER AND DEVELOPMENT IN SOUTHEAST ASIA
Meeting Times: Monday, 11am-12:50pm, Room 501B
Instructor: Kristy Kelly (email: kk2772@columbia.edu)
Office Hours: Mondays 1-3 pm, and by appointment, 906 IAB
Credits: 3-credits

PREREQUISITES
This course does not presume any previous experience in Southeast Asian studies, development or women’s studies, although some background in one of these areas is recommended.

COURSE OVERVIEW
This course is designed to introduce students to issues of gender and development in Southeast Asia in comparative context. Development debates are currently in flux with important implications for the practice and analysis of gender and development. Some argue for market-driven, neo-liberal solutions to gender equality, while others believe that equitable gender relations will only come when women (and men) are empowered to understand their predicaments and work together to find local solutions to improve their lives. Empowerment and human rights approaches are popular among development practitioners, particularly those concerned with gender equity. This course uses the context of development in Southeast Asia to critically engage with issues important to development planners, national leaders and women’s groups throughout Southeast Asia.

We begin with a general overview of the historical context of development and the role and relationship of gender relations to development planning. We also consider the role of international development organizations (such as the World Bank, United Nations, Asian Development Bank, other governments and international non-government organizations), as well as local governments and civil society actors in the Southeast Asian context. The course then examines ongoing gender and development debates in and between countries specifically focusing on issues of labor and migration, education, health and HIV/AIDS, and women’s political participation and leadership. We examine these issues as they relate to issues of poverty alleviation and gender equity for women and men in local, national and international contexts. The course draws from both theoretical and empirical research and aims to provide insight into both regional and global challenges of linking theory with practice in gender equity and development.

COURSE REQUIREMENTS AND GRADING

CLASS ATTENDANCE AND PARTICIPATION (25% OF THE FINAL GRADE):

Attendance and participation (15%): Students are expected to read the assigned texts BEFORE class, and reading beyond the required texts is encouraged. Students are expected to read and think seriously and critically, and to share their ideas in class. Students will be awarded marks for participating actively in seminars (not just attending). Attendance will be recorded; more than two absences will significantly lower a student’s final grade.

Discussion Postings (10%): In order to kick-start discussions each week, students are expected to post brief reflections about each week’s readings, or questions that you want answered. Students are expected to post on the discussion board at least 10 weeks throughout the semester. All postings must be submitted before 6 PM the evening before class. We will use the postings to start off our discussions.
each week, and so reading each others’ postings (and/or responding to them) is encouraged. Responses to others’ reflection posts or questions can count toward students’ “posts.” It is expected that students will read each other’s posts before coming to class. More information will be provided the first day of class.

**GROUP CASE STUDY (5% OF THE FINAL GRADE):**

Students will work in groups to present country case studies the third week of class. Case studies will provide very general background on a country’s political, social, economic, and cultural contexts as gendered contexts through which readings and issues might better be understood. Presentations should take no longer than 10 minutes, should use powerpoint or provide handouts. Presenters should plan to arrive in class early the day to set up for presentations or send presentation materials to the professor in advance.

**GUIDED FILM REFLECTION (10% OF THE FINAL GRADE)**


**OUTSIDE EVENT REFLECTION (10% OF THE FINAL GRADE):**

There are many interesting events, speakers, presentations, workshops, conferences and exhibits on campus and in the New York City area that relate to the themes of this course. Attend one such event that interests you, and submit a 3-4 page paper reflecting on what you learned and how it related to the course themes. Draw in at least three readings from the semester in your analysis. Due by November 23rd. More information will be provided in class.

**FINAL RESEARCH PAPER, POLICY PAPER, CASE STUDY OR INDEPENDENT STUDY (50% OF THE FINAL GRADE)**

Students are expected to write a 15-20 page policy or research paper that focuses on a specific gender-related issue in one country-context in Southeast Asia. Topics will be determined in close consultation with the Professor. Students are asked to turn in a research question and tentative bibliography for the paper by October 21st. A paper outline or rough draft with annotated bibliography is due by November 11th. Final papers are due by December 16th. Further guidelines will be provided during class.

Papers will be graded based on the substance of the paper, originality, topic appropriateness, research thoroughness and presentation of the material. Research and writing is an essential part of the learning process and a vital medium through which students demonstrate their understanding of a subject. Quality academic writing usually contains the following attributes:

- Arguments supported by reference to secondary and, if possible, primary material
- Adequate range of sources
- Central question or issue clearly defined and answered
- Discussion of key issues and relevant narrative
- Logical flow of ideas and arguments
- Evidence of creative thought and articulation of own ideas
• Conclusions supported by evidence and argument
• Argument and conclusions linked to larger debates in relevant literatures
• Contains adequate introduction and conclusion
• Fluent and succinct writing
• Accurate spelling, grammar and punctuation
• Neat presentation
• Full bibliography of references cited

Papers should be more than simply a report of other people’s views but instead demonstrate students own understanding of the question or issue. Papers should go beyond descriptive analysis, be original and advance a particular argument, supported by evidence, leading to a conclusion or demonstrating the need for further research. Late submissions will result in grade reduction for a full-mark per day (e.g. an “A” will be reduced to “B” if submission is one day late).

Grading Standards for the Paper:

A: The argument is clearly articulated and logically developed, using relevant evidence. The research is of high quality, cleverly ordered to support the argument with an original and creative synthesis of materials and displaying understanding of wider issues. The presentation is of high standard.

B: The argument is well proposed but the structure is not fully developed. The research is quite extensive but sources are not fully utilized which limits the ability to be creative and deal with a full range of issues. The presentation is solid but can be improved.

C: The argument is satisfactory, with some limitations, but the structure is not well thought out. The research used is adequate, but insufficient to develop fully the argument or display much originality. The presentation is adequate and could be improved.

D: While the essay displays a basic understanding of the subject, the argument lacks coherence and logical development. The research is basic and the use of evidence does not sufficiently support the argument nor display originally or understanding of wider issues. The presentation is not of sufficient standard.

F: The presentation is well below acceptable standard. The essay is incoherent with glaring misunderstandings.

Grade Breakdown:

- Research question and initial bibliography 5% (due Oct. 21)
- Paper outline or draft and annotated bibliography 5% (due Nov. 11)
- Final Paper: 40% (due Dec. 16)

Readings

There are two sets of readings in this course, required and recommended. Students will be expected to read all the required reading before each class. Students are encouraged to read from the recommended reading list for a deeper understanding of the issues, particularly for their selected topics. All the required course material is available for purchase (for books) or available electronically (for articles) on Courseworks. Required readings will also be on reserve at the library.
REQUIRED:

HIGHLY RECOMMENDED:

ACADEMIC INTEGRITY

The School of International & Public Affairs does not tolerate cheating and/or plagiarism in any form. Those students who violate the Code of Academic & Professional Conduct will be subject to the Dean’s Disciplinary Procedures. Cut and paste the following link into your browser to view the Code of Academic & Professional Conduct online.

http://sipa.columbia.edu/resources_services/student_affairs/academic_policies/deans_discipline_policy.html

Please familiarize yourself with the proper methods of citation and attribution. The School provides some useful resources online; we strongly encourage you to familiarize yourself with these various styles before conducting your research:

http://sipa.columbia.edu/resources_services/student_affairs/academic_policies/code_of_conduct.html

Violations of the Code of Academic & Professional Conduct should be reported to the Associate Dean for Student Affairs.

COURSE SCHEDULE

PART I LEARNING TO “DO GENDER”

WEEK 1 (SEPT. 12): INTRODUCTION TO THE COURSE

**Week 2 (Sept. 19): Explanations of Gender**


**Week 3 (Sept. 26): Contesting Gender and Development Narratives from Southeast Asia**

- Review the *Beijing Platform for Action* which was the result of the Fourth World Conference on Women held in Beijing in 1995. Read follow-up reports. [http://www.un.org/womenwatch/daw/beijing/fwccn.html](http://www.un.org/womenwatch/daw/beijing/fwccn.html)

Choose one or more of the following as relevant:


In class: Case Studies from Southeast Asia (Malaysia, Singapore, the Philippines, Indonesia, Thailand, Burma, Vietnam, Cambodia, East Timor and Laos)
**WEEK 4 (OCT. 3): USING THE LIBRARY**

- Class will meet at Lehman Library where students will learn how to use Columbia’s resources to develop independent research topics for final papers.

**WEEK 5 (OCT. 10): FEMINIST ECONOMICS AND GENDER BUDGETS**


  *Guided film reflection due by 6pm Friday, Oct. 14!*

**PART II LEARNING TO “DO DEVELOPMENT” WITH A GENDER LENS**

**WEEK 6 (OCT. 17): HOUSEHOLD ECONOMICS: REPRODUCTION, PRODUCTION AND CAREWORK**


  Choose one of the following:

  Choose one of the following:
Research question and initial bibliography due Friday, Oct. 21

Week 7 (Oct. 24) Labor, Migration, and the Global Economy of Care-Work


Week 8 (Oct. 31): Labor, Migration and the Global Economy of Sex-Work


Choose one of the following:


Week 9 (Nov. 7): No Class: Academic Holiday for Elections

- Kristy will be available for individual meetings to discuss papers

Draft papers with annotated bibliographies due by 6pm Friday, Nov. 11!

Part III Policy-Making and Implementation

Week 10 (Nov. 14): Empowerment, Rights and Social Change

• Kelly, Kristy (draft). “Whatever happened to ‘comrade’?“ Reframing gender, class and rights in post-socialist Vietnam.”

**Week 11 (Nov. 21): Empowerment through Land and Property Rights**


Choose two of the following:


*Outside reflection paper due by 6pm, Wednesday, Nov. 23rd!*

**Week 12 (Nov. 28): Empowerment through Education**


• Review *Education for All (EFA)* International Coordination site at UNESCO

**WEEK 13 (DEC. 5): EMPOWERMENT THROUGH POLITICAL PARTICIPATION AND REPRESENTATION**


**PART IV TRANSNATIONAL ORGANIZING**

**WEEK 14 (DEC. 12): ORGANIZING FOR SOCIAL CHANGE**


*Final papers due by 6pm, Friday, Dec. 16th!*
ADDITIONAL RECOMMENDED READINGS:

These readings are not required for this course, but are suggested for anyone interested in learning more about each topic, particularly in preparation for final presentations and papers.

STUDYING SOUTHEAST ASIA


STUDYING GENDER AND DEVELOPMENT


**Gender Equity in Theory and Practice**

• Link to reports on regional progress being made to achieve the MDGs: [http://www.un.org/millenniumgoals/reports.shtml](http://www.un.org/millenniumgoals/reports.shtml)
Gendered Work, Power and Globalization


Feminized Migration in and out of Southeast Asia


EDUCATION AND EMPOWERMENT

• Country reports on Education

HEALTH, HIV/AIDS AND DEVELOPMENT


WOMEN’S MACHINERIES, POLITICAL REPRESENTATION AND LEADERSHIP


