

FCHD 7200 Women and Children in the Developing World

Dr. Ann M. B. Austin

3:30 to 6:00 Monday

Gunshed 101

ann.austin@usu.edu

Research Office: FL 127

Admin Office: Center for Women and Gender: TSC 309

Office Hours: Please email me for an appt.

Overview

This class comes at an important crossroads in global advocacy. In 2000, the global community embarked on a 15-year mission to address the eight Millennium Development Goals (MDGs), an ambitious set of projects aimed at decreasing severe poverty, hunger, disease, and ameliorating gender inequity. The goals focused on education, health, the environment, inner city slums, clean water, and housing, bringing to light many of the grave issues facing the world today. This class comes as our progress on the MDGs is being assessed and the world begins 15 years of work on the 17 Sustainable Development Goals (SDGs). As the world tried to address the MDGs, it became clear that certain populations were more distressed than others. Not surprisingly, this included women and children and the indigenous populations in most countries. The focus on this class will be the intersection of the MDGs, the SDGs, and indigenous women and children.

I have uploaded material on the MDGs, indigenous populations, and many of the materials on the SDGs, but because they are so new, some SDG readings are not yet available. It will be the responsibility of each of us through the semester to find new information on the SDGs, indigenous populations, and global conditions to share with each other. This will not be a straight forward task. The literature on human development in the developing world is scattered and disconnected, although multiple rich data banks can be found. Much of the literature is nested within organizations such as the United Nations or World Bank. Other pieces are found in professional journals in medicine, nutrition, and education. Our foray into the MDG and SDGs will be informed as much as possible by empirical research (e.g., *Handbook of Early Childhood Development Research & Its Impact on Global Policy*, editors Britto, Engle, & Super) and by the specific methodological problems inherent in the study of global population groups (e.g., Bagele Chilisa's *Indigenous Research Methodologies*). The units of measure we will use to organize the data will include the HDI, GNI, GII, CDI, MDGs, SDGs, and others.

Class Goals

Through this course, we will:

The overall goal of this class is to develop a solid knowledge base relative to mothers' and children's issues in the developing world especially as they relate to marginalized/indigenous populations so that we can prepare a substantive paper for the collection to which we will be contributing. Accordingly, our goals will include the following:

1. Develop an understanding of mother's and children's well-being relative to the MDGs and how the MDGs have been met among indigenous groups and especially the Guaranis of South America.
2. Discuss where we're going with regard to mothers' and children's well-being as articulated by the SDGs with special focus on marginalized and indigenous groups, include the Guaranis of South American.
3. Discuss alternative research methods that might be more reliable and valid for marginalized groups.
4. Put what we've learned into practice through a co-authored paper on issues relative to Guarani mothers and children in South America.

Policies

Participation: It is expected that you will come to class on time each week, fully prepared and ready to participate and that you will stay until the end of the class period. It is expected that you will engage in higher order thinking during all class discussions and written work. The instructor reserves the right to take action if these expectations are not met.

Personal Honor:

As stated in The Student Code, "Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to re-enforce the higher level of conduct expected and required of all Utah State University students." Upon admission to the university, you agreed to abide by this Honor Code by signing the Honor Pledge, which reads: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments will result in a failing grade and may result in further action according to University policy.

Your class conduct should also be governed by personal honor. This includes expressing class comments in a respectful tone, turning off and putting away cell phones before class, showing respect when opinions expressed do not coincide with your own, discontinuing conversations with peers and discontinuing all texting during class. Since we will be working with various databases please bring an internet-linked laptop to class, but of course, personal honor dictates that you use the laptop only for the purpose of participating in class activities.

Text and Class Readings

Britto, P. R., Engle, P. L. & Super, C. W. (Eds). (2013). *Handbook of Early Childhood Development Research and Its Impact on global Policy*. New York, NY: Oxford University Press.

Chilisa, B. (2012). *Indigenous Research Methodologies*, Los Angeles, CA: Sage Publications, Inc.

Other readings will be assigned, and most of them will be posted on *Box*.

Points and Grading Schedule

Weekly preparation and reports 150 pts

10 pts x 15 weeks

Two Midterms 200

100 pts x 2

Guarani Mothers Paper 200

How final grades are figured:

A = 93% of total points and above

A- = 90-92.9%

B+ = 87-89.9%

B = 83-86.9%

B- = 80-82.9%

C+ = 77-79.9%

C = 73-76.9%

C- = 70-72.9%

D+ = 67-69.9%

D = 60-66.9%

F = 59.9% and below

I do not grade on the curve.

Course Schedule

September 9

Each week, please come prepared with five questions or issues per article that you would like to discuss.

Readings:

- A. *Millennium Development Goals Report 2015 United Nations*_(Find in Box)
- B. *Handbook*: Chapter 8, Voices Less Heard: The Importance of Critical and “Indigenous” Perspectives, by Pence.
- C. Since our class paper is one the Guarani mothers and their children, spend some time researching this indigenous group. Come to class ready to answer the questions: Who are there? Where are they found?
- D. Jacob: Please prepare a short summary (no more than 10 minutes) of the writing guidelines presented in the book, *Writing Your Journal Article in Twelve Weeks*. In your summary, please give us recommendations on how you think we should structure goals, and deadlines for working on your joint paper.

September 12

- A. *World Development Indicators 2016 World Bank* (Find in Box): This publication gives you a good overview of the Sustainable Development Goals (SDGs) that have now replaced the MDGs, along with suggested ways to measure each one. Read enough of each of the SDGs to understand what they are about and how they would be measured. Especially read enough of the goals directly related to women’s and children’s development to start forming a foundation for the essay you will write together.
- B. June 1, 2016 blog: Measuring Human Development in the Future:
<http://hdr.undp.org/en/content/measuring-human-development-future> (use this link to find the reading online)
- C. Chilisa, Chapter 1, do Activity 1.2. For Activity 1.2, how might we use the main points of Chapter 1 to frame our essay? How can we avoid a colonized view and tone as we discuss the Guarani? Give specific examples relating back to the MDGs and the SDGs.

September 19

- A. *Human Development Report 2015* (Find in Box) In the statistics section (p. 27 and beyond) note that each country has an HDI (Human Development Index) score, and inequality-adjusted HDI (IHDI), Gender Development Index score (GDI), Gender Inequality Index (GII), and Multidimensional poverty index (MPI). 1. Look up the definition of each of these so you can describe with confidence how each is figured. Wikipedia is fine for this task. 2. Then select a country from each of the following regions: Africa, Asia, Eastern Europe, & South America. Find the HDI, IHDI, GDI, GI, and MPI for each using the Human Development Report. 2. What are your impressions of the HDI, IHDI, GDI, GI, and MPI as legitimate indices? What are the strengths and weaknesses of each? Does one seem to give a more positive view of circumstances than the other? 3. There is another index, the Child Development Index (CDI). Look it up in Wikipedia. We don't often see it referenced yet it is important to our specific work.
- B. What are the separate indicators for the countries in which the Guaranis are found? Are you able to find any indicators specific to the Guaranis themselves, or even more specific to Guaraní mothers?
- C. *Reaching the Marginalized (Find in Box)*, pp 133-213.
1. Measuring marginalization in education—Leslie & Jennifer
 2. Getting left behind—Jacob & Kristin
 3. Leveling the playing field--Ann

September 26

Gender Equality and Development: World Development Report (2012), Washington, DC: The International Bank for Reconstruction and Development/World Bank. (Box)

Introduction and Overview (up to page 50): Two students will report on text and two will report & explain box/chart/figure/table

*Britto, Engle, & Super (2013). *Handbook . . . Global Policy*

Read: Chapters 1, 2, 3, 4

October 3

Gender Equality and Development: World Development Report (2012), Washington, DC: The International Bank for Reconstruction and Development/World Bank. (Box)

Pick one “sticky” area (see framework) on which to give a 10-minute report. Be sure to follow the sticky area through the publication so your report is as comprehensive as possible. Also be sure to check with your classmates to make sure you are reporting on different sticky areas.

Read: Britto, et al, Chapters 5, 6, 7,

Chilisa, Chapters 2, 3, 4 Continue to relate the activities to the construction of our paper.

Midterm #1 next week, first hour of class. Your midterm will require responses to the first two course objectives: 1. Develop an understanding of mother’s and children’s well-being relative to the MDGs and how the MDGs have been met among indigenous groups and especially the Guaranis of South America.

2. Discuss where we’re going with regard to mothers’ and children’s well-being as articulated by the SDGs with special focus on marginalized and indigenous groups, include the Guaranis of South American.

Progress of the World’s Women 2015-2016: Transforming Economies, Realizing Rights (2015).

UNWomen, <http://progress.unwomen.org>. (Find in Box). Everyone read the Executive

Summary. Jacob & Leslie: read and report on Chapter 1; Jennifer & Kristin: read and report on Chapter 2; Use annexes as appropriate

All: Discuss at least three similarities with past readings and/or with Guarani status

October 10

Progress of the World’s Women 2015-2016: Transforming Economies, Realizing Rights (2015).

Jennifer & Jacob: read and report on Chapter 3; Kristin & Leslie: read and report on Chapter 4.

Be sure to use annexes as appropriate

All: Discuss at least three similarities with past readings and/or with Guarani status

Chilisa, Chapter 5

Handbook: chapter 9 (2 students report) chapter 10 (2 students report)

October 17

Handbook: chapters 11,12,13,14 (each student reports on one chapter)

Method: chapter 6 (all read)

Global Education Monitoring Report: 2016 (find in box): Read Introduction (up to page 15). Two students will serve as text reporters and 2 as box/figure/graph/table reporters.

Paper: Finalize framework and give assignments for pieces within framework

October 24

Handbook: chapters 15, 16 (two students report on each chapter)

Method: chapter 7 (all read)

Each student shares his/her outline for their piece of the paper.

October 31

Handbook: chapters 17, 18, 19 (all read each chapter)

Global Education Monitoring Report: 2016 (find in box): All read chapter 1. Chapter 2 will be divided by with text and chart/figure responsibilities

November 7

Handbook: chapters 20 & 21 (all read)

Method: chapters 8 &9

Education for People and Planet 2016: Chapter 3 (responsibilities will be divided)

November 14

Draft of paper discussed during first part of class

Method: chapter 10

Education for People and Planet 2016: Work with another student to select a chapter on which to report. 2 students/1 chapter

November 21

Midterm #2 during first hour of class. Write a response to the following question: Discuss alternative research methods that might be more reliable and valid for marginalized groups.

Handbook: Chapters 22, 23, 24, 25 (each student selects a chapter on which to report)

November 28

Final edits on paper

Education for People and Planet 2016: Work with another student to select a chapter on which to report. 2 students/1 chapter

December 5

Handbook: 26, 27, 28, 29 (each student selects a chapter on which to report)

Education for People and Planet 2016: Work with another student to select a chapter on which to report. 2 students/1 chapter OR discussion on another reading selected by class

December 12

Reading to be assigned and/or separate readings reported on, as guided by class interest and material students and professor have found over the semester.