



Gender Lensed Curricula in Development

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Introduction

- Climate change disproportionately impacts women.
- Women are key to holistic approaches to cultivate resilience.
- Are our students and employees prepared to cultivate crisis-proof food systems through gender-responsive policies and programs?





Background

Gender Lensed Curricula for Development (GLCD)

- Initiative that combines the activities of two projects funded by Texas A&M University (TAMU) and the United States Department of Agriculture (USDA)
 - Gender Lensed Curricula for International Development (GLCID)
 - Gender Lensed Curricula for the Food, Agricultural, Natural Resources, and Human Sciences (GLCF)



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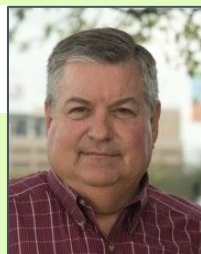
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GLCD Curricula

Three sectional themes encompass 14 modules.

1. Understanding the context in which women live and work in developing countries.
2. Exploring women's contributions and opportunities in critical sectors and in the context of peace and security.
3. Application for Change: Evaluating and learning to adapt the design and implementation of gender-responsive programs and research in development.



Curriculum Areas



Module 2: Natural Resource, Management and Scarcity through a Gendered Lens

- Address the impact climate change will have on natural resources, how that will affect women and exacerbates some of the key drivers of conflict.
- Broad subject areas include biodiversity and food resources, oceans and fisheries, forests and energy, access to fresh water, and the importance of the environment to women's health.



Module Contents



Instructor-Facilitated Module (IFM)

- Instructor guide with full written curriculum
- PPT slides with lecture notes
- Introductory video
- Assignments
- Handouts
- Answer keys & grading rubric

Online Module: IFM plus...

- Online module instructor guide
- Additional short videos
- Engaging infographics
- Immediate question feedback
- Built-in grade for LMS use
- SCORM Compliant

Materials

Assignment 1.1: Comparing and Contrasting WID, WAD, & GAD

Name: _____

Use the following Venn Diagram to Compare and Contrast the three concepts. Refer back to what we learned in class.

Women in Development (WID)

Gender and Development (GAD)

Women and Development (WAD)

Assignments

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Handout 1.2: Module 1 Key Terms and Concepts

- Sex:** The physical traits you are born with or develop that we think of as "sex characteristics," as well as the sex you are assigned at birth.
- Identity:** Defined as how you are in your head, experience and define as your gender, based on how much you align (or do not align) with what you were assigned at birth.
- Gender:** Characteristics of femininity and masculinity that are socially constructed, often defined by social and cultural norms for men and women.
- Gender Roles:** Socially constructed ideas of how men and women should act and participate in society, and/or actual roles in participation the.
- Gendered Lens:** The application of a social lens that emphasizes how experiences differ among men and women.
- Gender Neutral:** Refers to programs or experiences of participants or communities that are not gendered.
- Gender-Blind:** Refers to programs or approaches that do not consider the needs of men and women, between boys and girls and ignores the underlying socio-economic dimensions of gender (USAID, 2018)
- International Development:** Encompasses a wide range of activities and policies aimed at improving the overall stability of developing countries (Greiman, 2011).
- Women in Development (WID):** The term "WID" arose in the 1970s following the publication of Bose's (1970) book which is noted as the first global and systematic investigation of the sexual division of labor in agrarian communities and how modernization impacted men and women differently (Haslam et al., 2009).
- Women and Development (WAD):** A perspective/framework which emerged in the late 1970s which argues "women's position will improve if and when international structures become more equitable" (Rathgeber, 1990, p. 19), highlight that men in non-elite positions also suffer from the inequalities of social systems of development and it stresses the need for women to organize themselves for more effective political voice" (Rathgeber, 1990, p. 19).
- Gender and Development (GAD):** Emerging in the 1980s and rooted in socialist feminism theory with consideration of productive and reproductive work of women and focusing on the broader social relations of gender, this framework often questions societal norms prescribed to men and women (Rathgeber, 1990). "The GAD approach sees women as agents of change rather than as passive recipients of development and it stresses the need for women to organize themselves for more effective political voice" (Rathgeber, 1990, p. 19).
- Intersectionality:** "the mutually constitutive relations among social identities" (Shields, 2008, p. 1). Social identities influence how we think and experience gender, requiring a deeper look at "identity" beyond that of gender groups.
- Intracultural Dynamics:** How experiences of women or men in the same community will likely differ by social-economic class, ethnicity, and other formal and informal cultural and societal norms and perceptions of roles as well as one's access to resources.

This project was supported by the Higher Education Challenge (HEC) Grants Program, grant no. 2020-7000-32353 from the USDA National Institute of Food and Agriculture and by the Texas A&M University Presidential Transformational Teaching Grants Program, Round 1.

Handouts

105 girls in extreme poverty for every 100 boys

Video

Module 1: Introduction to International Development Through a Gendered Lens

Prior Readings

Background Information and Key Terms:

- Gender Integration Continuum
- WID, WAD, GAD: Trends in research and practice

Prior Readings

Real-World Examples

- If you shouldn't call it the third world, what should you call it?
- Evidence-based policymaking and the wicked problem of SDG 5 Gender Equality

Key Terms and Concepts

Learning Objectives

Lecture Slides



Get Connected

Visit the Gender Lensed Curricula for Development website to register for updates and future seminars at:

<https://genderlensed.tamu.edu>

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Thank You!

