

**Course Syllabus: Gender & Development
Fall Semester 2025 – DU Anglophone
Sciences Po Toulouse**

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This syllabus provides information about the Seminar Gender & Development, including the course objectives, schedule, expectations, policies, and evaluation.

I Course description

This interdisciplinary seminar explores poverty, livelihoods, and international development through a gender lens, with an emphasis on intersectionality and power. The course engages both theoretical and practical analyses, critically examining donor-led approaches while identifying grassroots and policy-level opportunities for transformative gender equity.

Using interactive, problem-based learning approaches and real-world case studies, students will apply gender analysis frameworks and engage deeply with questions of development, social justice, and inclusion. We will critically examine how systems of power, such as patriarchy, colonialism, and neoliberalism, intersect in shaping development outcomes.

The course incorporates reflective practice and critical use of AI tools to enhance learning and analytical skills. Students will explore how generative AI can be used, and misused, in the production of knowledge, particularly in relation to feminist, decolonial, and Global South perspectives.

This course is taught in English. All presentations and assessments must be submitted in English.

II Learning objectives

By the end of this course, students will be able to:

1. **Critically analyse key issues surrounding gender, intersectionality, and social inclusion** within the field of international development from a political and systems-oriented perspective.
2. **Understand how gendered identities and power relations shape development processes**, drawing on theoretical frameworks and grounded case studies from the Global South.
3. **Apply gender analysis frameworks and feminist approaches** to interrogate development policies, programs, and institutions.
4. **Develop and communicate well-supported arguments about gender equity** in development practice, using reflective, collaborative, and intersectional approaches.
5. **Critically engage with generative AI tools** to support learning, analysis, and reflection—while recognizing their limitations, potential biases, and implications for knowledge production.
6. **Demonstrate learning through diverse assessment formats**, including reflective writing, discussion facilitation, and an in-class final exam consisting of short-answer and essay questions.
7. **Articulate a personal and professional understanding of gender equality and equity**, connecting course themes to their future work, study, or community commitments.

III Evaluation and Assessment

1. Participation and Discussion Leadership (20%)

Active and thoughtful participation is a core part of this course. It includes attendance, preparation, engagement in discussion, and collaborative contributions to group activities. This course emphasizes student-led learning, collective inquiry, and reflection, both during and between classes.

Students are expected to:

- Complete assigned readings in advance
- Participate in full-class and small-group discussions
- Contribute constructively and respectfully to peer learning

1.1 Discussion Groups: Student-Led Facilitation

As part of their participation grade, each student will take part in a **small discussion group** responsible for leading a class discussion on selected chapters from *Invisible Women*. Each group will:

- Prepare and post **3–5 discussion questions** on Moodle at least **24 hours before class**
- Facilitate a 40–50 minute discussion during the second half of the class
- Groups are encouraged to use creative, collaborative formats (e.g., role plays, games, structured debates, facilitated critical discussions). Please do not use a slidedeck.

The goal of these sessions is to spark reflection, dialogue, and critical inquiry, not to "present" the reading but to co-create understanding. Students are encouraged to explore connections between the reading and broader course themes, lived experience, current events, or development practice.

2. Reflective Reading Diaries (15%)

Each student will submit one reflective reading diary (5–6 pages in total) covering readings from the first half of the course. Approximately 400 words per reading is expected. You may treat readings individually or comparatively.

These diaries should go beyond summary to engage with the materials critically and personally by raising questions, making connections, challenging assumptions, or relating to your prior knowledge and lived experience.

Optional: Students may use AI tools (e.g. for summarizing or brainstorming) during the reading process but must declare this use briefly at the end of the reading diary and reflect on its limitations and usefulness.

Guidance on reflective writing (and responsible AI use) will be provided in class.

3. Final In-Class Exam (50%)

The in-class exam (Week 13) will assess your understanding of key concepts, debates, and frameworks in Gender and Development. It will include:

- **Part I: Short-answer questions** (conceptual clarity, case-based application)
- **Part II: Mini-essay** (choose 1 of 2 prompts to explore a theme in depth)

This format is designed to support synthesis, reflection, and critical thinking developed over the semester. A study guide and practice questions will be provided in advance.

The use of phones/computers and generative AI tools is **prohibited** during the exam.

4. Individual Reflection & AI Use Declaration (15%)

Each student will submit a short (600–1000 word) individual reflection that explores how they understand gender equality and equity, and how this understanding informs the work, study, or decisions they envision in their future.

This assignment includes a **1-page AI Use Declaration**, in which you will briefly explain:

- Whether and how you used AI tools in this course
- What benefits and limitations you observed
- Any ethical concerns or reflections you have around AI in learning

This is not a test of your AI usage, but an opportunity to reflect on how technological tools intersect with feminist thinking, ethics, and education.

IV Extension and Late Work Policy

All requests for extensions or make-up work must be made in writing (via email) at least one week in advance. Late submissions without approved extensions will incur a 10% deduction per day. Exceptions for illness, emergencies, or religious observance will be granted with documentation or communication. Please reach out early if you need flexibility.

V AI Policy: Critical and Ethical Use of Generative AI Tools (developed with the assistance of ChatGPT)

This policy outlines the role of generative AI tools in the *Gender & Development* course. The purpose is to support student learning while upholding academic integrity, critical reflection, and inclusive, ethical knowledge practices.

Principles Guiding This Policy

1. **Critical Use, Not Blind Use:** AI tools can support reflection, brainstorming, or synthesis, but their outputs are shaped by systems of bias and exclusion. Students are expected to approach AI as they would any source, critically, cautiously, and transparently.
2. **Learning First:** AI should enhance, not replace, your learning. Over-reliance on generative AI risks short-circuiting the analytical, creative, and reflective capacities this course aims to build.
3. **Transparency is Essential:** If you use AI for any assignment, you must acknowledge it explicitly through the **AI Use Declaration** or a brief note on the assignment (for example, the reading diaries and Invisible Women group discussion preparations).

Permitted Uses of AI (With Disclosure)

- Brainstorming initial ideas or essay outlines
- Summarizing academic articles (you must verify accuracy)
- Clarifying difficult concepts or unfamiliar terms
- Generating sample discussion questions

- Comparing different theoretical perspectives (for reflection only)

Prohibited Uses of AI

- Writing full paragraphs or responses in assignments (e.g. reflection diaries or the final exam)
- Generating citations or references without verifying them
- Using AI to generate discussion points you do not understand or engage with
- Using AI during the final in-class exam

Recommended Practices

- Always verify AI-generated content against course readings.
- Reflect on what AI includes and excludes: Whose knowledge is centered? Whose is marginalized?
- If AI helps you think differently about a topic. Note that in your reflection.

Academic Integrity and Enforcement

Violations of this policy will be treated as academic misconduct. This includes submitting AI-generated content as your own without disclosure, or using AI during assessments where it is prohibited. Use of AI-generated content will be treated with the same severe academic consequences as plagiarism.

Students are expected to complete and submit a **1-page AI Use Declaration** (see section VIII below), reflecting on their use of AI tools during the course.

VI Course Schedule, Format, and Organisation

Week 1	Course introduction, expectations, structure - Collaborative exploration of our understanding of gender	11 September 10h-12h30
Week 2	Gender, an introduction: definitions, theory, history of gender in development	18 September 10h-12h30
Week 3	Unconscious bias, and an exploration of intersectionality and meritocracy	24 September 10h-12h30
Week 4	Law & Policy: CEDAW and its application	2 Oct 10h-12h30
DEADLINE	Reading Diaries due for first 4 weeks	23 October by midnight
Week 5	Gender, the SDGs <i>Invisible Women: Group 1</i>	TBD 10h-12h30
Week 6	Gender, Water, Climate Change, and the Energy Transition <i>Invisible Women: Group 2</i>	TBD 10h-12h30
Week 7	Gender Equality and the Digital Transition <i>Invisible Women: Group 3</i>	TBD 10h-12h30
Week 8	Final In-Class Exam	TBD 10h-12h30

VII Readings

Selected introductory academic readings reading diaries (5-6 pages total for all readings weeks 1-4) are due on 23 October at 10 PM by email to karen.delfau@sciencespo-toulouse.fr

For the first four weeks of class, please read the following chapters from:

Visvanathan, N.; Duggan, L.; Wiegersma, N. & Nisonoff L. (2011). The women, gender and development reader, second edition. Zed Books, London.

- Weeks 1 & 2: Chapters 1 & 3
- Week 3: Chapters 6 & 7
- Week 4: Any other chapter in part 1 of the textbook – your choice!
- Week 4: Also:
 - Parpart, J. (2014). Exploring the Transformative Potential of Gender Mainstreaming in International Development Institutions. *Journal of International Development*. J. Int. Dev. 26, 382–395 (2014).
 - Hillenbrand, E.; Karim, N.; Mohanraj, P.; and Wu, D. (2015). Measuring gender-transformative change: A review of literature and promising practices. CARE USA. Working Paper.

For the second half of the class, we will be reading *Invisible Women* by Caroline Criado Perez:

- Week 5: Preface, Intro & Parts I & II
- Week 6: Parts III & IV
- Week 7: Parts V & VI, and also
 - McDougall C, Newton J, Kruijssen F and Reggers A. (2021). Gender integration and intersectionality in food systems research for development: A guidance note. Penang, Malaysia: CGIAR Research Program on Fish Agri-Food Systems. Manual: FISH-2021-26. Available at: <https://hdl.handle.net/20.500.12348/5286>

Texts are available on Moodle.

Please come to class ready to discuss your questions and reflections about the previous week's reading.

VIII AI Use Declaration – Student Form

Name: _____

Date: _____

1. Did you use any generative AI tools (e.g. ChatGPT, Claude, Perplexity) during the course?

☐ Yes ☐ No

If yes, briefly describe how and for which assignments or learning tasks:

2. What did you find useful or interesting about using AI in this course (if anything)?

3. What were the limitations, risks, or ethical concerns you encountered when using AI (if any)?

4. Reflect briefly: How do you think feminist, decolonial, or intersectional perspectives might shape how we use—or resist—AI in education and development?

Note: This declaration is not graded for content. It is an opportunity to reflect honestly and critically. There are no "right answers."