

.VĒRITAS

S T U D Y A B R O A D

Center for International Programs and Sustainability Studies

Course name: Gender and Sustainability

Course code: SUSD 3100

Total contact hours: 60

Pre-requisites: None

COURSE DESCRIPTION

This course will explore and analyze the intersectionality between gender, socio-economic discrimination, and sustainable development.

There will be a special emphasis on the Latin American region and in particular the case study of Costa Rica. The local and regional cases studies will be put in their global, historical and present-day contexts. Students will finish the course with a profound understanding of the situation of Latin American and Caribbean women in relation to the environment and gender dynamics. Major challenges, advances, and the overall unfolding of sustainability with the key axis of equality will lead the discussion.

AUDIENCE

This course is structured for International Students attending the Study Abroad program at Universidad Veritas. However, courses are not exclusive to foreigners so a few native students could enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelors in Sustainability Management.

This is a theoretical-practical course, and it seeks to clarify the following questions:

What is the environmental problematic in relation to gender and how are the issues being confronted within the merging contexts of the sustainable development goals? What are

the case study advances and limits in relation to the Latin American and Costa Rican context, and how are a variety of sectors formulating and responding with solutions?

In order to respond this question, we will study the following **generative topics**:

- An introduction to the main concepts in relation to gender and sustainability.
- Brief history and development of feminism (regionally and globally).
- An introduction to the global and regional mechanisms in the search for gender equity.
- Study of International conventions and agreements, CEDAW and more.
- Local, regional and global institutions.
- Political and legal frameworks for understanding gender and sustainability.
- Social movements and their agendas.
- Study of vulnerable groups, indigenous women, and violence against women.
- Gender issues and access to the land and natural resources.
- The feminization of poverty.

Along the course, the following **skills** will be fostered:

- Ability to contribute to the consolidation of a team and teamwork,
- Ability to promoting communication,
- Ability to promote and practice equal distribution of tasks and a working environment encouraging calm and cohesion.
- Capacity to evaluate work of NGOs, State entities and institutions.
- Ability to participate and collaborate actively in the group tasks, and ability to demonstrate confidence, solidarity, cordiality, and skills in communal task management.

Among the **values** and **attitudes** that will be promoted among students are the following:

- How to work and get on with others.
- Teamwork development and leadership.
- How to communicate with others.
- Problem and challenge identification.
- Search for solutions through dialogue and deliberation.
- Management and resolution of conflicts.
- Negotiation to inspire confidence and empathy

- Responsible communication and profound listening.

COMPETENCIES, CRITERIA AND EVIDENCE

The competencies for the Veritas University are reflexive and integral actions that respond to the professional profile and to the problems of the context, with suitability and ethical commitment, integrating the know-how, and the knowledge to know in a perspective of improvement.

Below are both the disciplinary and general competencies, linked to their criteria and evidence of performance for this course.

Competencies	Key Competencies	Evidence of learning
Discipline Evaluate the pertinent global, regional, and national issues to illustrate gender discrimination by developing understanding of the existing frameworks, mechanisms, and indicators emerging within the search for equality, equity and the shift toward sustainability.	<ul style="list-style-type: none"> ○ Evaluate global, regional, and national issues illustrating discrimination and the mechanisms within the search for equality, equity in relation to gender and sustainability issues. 	<ul style="list-style-type: none"> ○ Case study analysis ○ Interaction and first hand research with different projects, site visits and fieldtrips. ○ Observation and collection of data.
	<ul style="list-style-type: none"> ○ Critically assess successes and failures in the application of gender mainstreaming and other anti-discriminatory policy approaches. 	<ul style="list-style-type: none"> ○ Group work comparative research reports. ○ Interviews. ○ Essay.
	<ul style="list-style-type: none"> ○ Analyze the methods, indicators and outcomes used for and combating gender disparities and discrimination. 	<ul style="list-style-type: none"> ○ Case study analysis. ○ Research reports. ○ Design and execute interviews. ○ Essay.

General/Core	Performance criteria	Evidence of performance
To integrate knowledge, abilities and necessary attitudes in order to learn in a continuous manner throughout life from keen appreciation and understanding of other experiences and struggles.	<ul style="list-style-type: none"> ○ Problem and challenge identification. 	<ul style="list-style-type: none"> ○ Case study research and comparisons. ○ Essay.
Participate actively in the team tasks, strengthening confidence, cordiality, shared goals and teamwork.	<ul style="list-style-type: none"> ○ How to work and get on with others. ○ Search for solutions through dialogue and deliberation. Negotiation to inspire confidence and empathy. 	<ul style="list-style-type: none"> ○ Fieldtrips, group work, and site visits.
Direct work groups, assuring the integration of all members and group assessment.	<ul style="list-style-type: none"> ○ How to communicate with others. ○ Work in teams and leadership. ○ Responsible communication and profound listening. 	<ul style="list-style-type: none"> ○ Collaborative tasks
Contribute to the consolidation of groups, favoring communication, equal distribution of tasks, with internal cohesion.	<ul style="list-style-type: none"> ○ Problem and challenge identification. ○ Search for solutions through dialogue and deliberation. ○ Management and resolution of conflicts. 	<ul style="list-style-type: none"> ○ Collaborative tasks and presentation of results.

COURSE CONTENT

Theme 1: Introduction to the central concepts in relation to gender and sustainability.

- Definitions and discussion of gender, equality, equity, sustainability.
- Definition and discussion of “machismo and marianismo”.

Theme 2: Feminisms.

- The history and development of feminism, the types. Globally and regionally.

Theme 3: Introduction to the regional and global mechanisms in the search for equity and equality.

- Study and analysis of international conventions, treaties, CEDAW and more.

Theme 4: Theoretical and conceptual framework: the most relevant components for the analysis of gender.

- Local, regional and global exploration and overview.
- UN Development Goals.

Theme 5: Local, regional, and global institutions.

- Local, regional, and global NGOs.

Theme 6: Political and legal frameworks for understanding gender and sustainability.

- Case study focus: Women, human rights, and access to a healthy environment.

Theme 7: Social movements and their agendas. Heroines and leaders.

- Women, participation, and sustainability.
- Women and political participation.

Theme 8: Study of vulnerable groups, indigenous women, and violence against women.

- The feminization of poverty, women and violence.
- The case of Costa Rica – Human rights, equity issues and youth.
- The case of Costa Rica – Indigenous women.

Theme 9: Gender and Access to Land and Resources

- Agriculture - conventional and organic.
- Gender, risk and climate change.
- Women and ecotourism.
- Women and management of the forests.

Theme 10: Conclusions and future outlooks

- Sustainable Development Goals – gender advances and limits and challenges.

METHODOLOGY

For this course the activities are planned at an intermediate level and stimulate learning through research and preparation of interviews, field trip research, case studies, essays, presentations, discussions and through consideration of the basic aspects of the fundamentals in strategic and systemic thinking.

The methodology encourages learning through student interaction with real life scenarios, problem identification, and problem solving in relation to gender and sustainability issues and dynamics, and with an aim to detect opportunities for learning and self-development. Finally, the method focuses on providing students with situations that they will go on to encounter in their professional lives and careers, thus enhancing competency and experience.

EDUCATIONAL RESOURCES

In order to guarantee good development of the course, therefore, to guarantee learning, the following resources are available: an updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and other school equipment for weekly sessions, and readings provided by the educator. All of these complement the suggested projects and provide the students with higher possibilities of knowledge ownership. Most of the lessons will take place in the classroom.

During independent work periods students will be able to attend the institution.

A campus library, study rooms, and computer labs are available for the students' independent work time. Free Wi-Fi connection for students, educators, and staff is provided on campus, which gives students the possibility to work not only in the library or computer labs, but also around campus.

LEARNING EVALUATION

Evaluation compiles and evaluates evidence by taking into account feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource and the details will be provided in **CANVAS LMS**. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the students' performance. The rubrics include the core and discipline key competences.

RUBRIC	WIEIGHT/GRADE
Participation, reading and discussion work. (Mind-maps, summaries = 2% per week's reading assignment and ten in total)	20%
Two Case Studies: (15% each) Possible choices: <ul style="list-style-type: none"> ○ Women and violence ○ Equity issues and youth ○ Indigenous women and environmental justice issues ○ Women and management of the forests. 	30%
Two Fieldtrips Surveys/Activities (design and application) and presentation of findings/ results. (5% each plus 5% of active and alert attitude during fieldtrips)	15%
Essay and presentation: <ul style="list-style-type: none"> ○ Theme of choice in relation to Gender and Sustainability 	15%
Group Work Activity and Report: Possible ideas: <ul style="list-style-type: none"> ○ Investigation and comparison of the projects and outcomes of the MDGs and/or the SDGs in relation to gender equity. 	20%

<ul style="list-style-type: none"> ○ Investigation and comparison of a selection of case studies or countries and implementation and outcomes and limitations of gender equity. ○ To produce an ACTION piece – outreach to the public about the main themes or a chosen theme related to the course – communicate your information in a creative manner. ○ Compare the work of several NGOs working on gender and sustainability 	
TOTAL	100%

LEARNING STRATEGIES

The following learning strategies will be developed:

1. Case Studies and Interviews (Interviews are optional and depend on level of Spanish)

Learning through case studies educates students in three essential aspects: knowledge management, reflective practices, and the ability to adapt to change. Knowledge management seeks that the student acquires strategies and techniques that allow him/her to learn by him/herself; this implies the awareness of assimilation, reflection, and interiorization of knowledge so the student can finally value and deepen from a personal choice.

The case study method promotes the learning of three basic aspects: the management of knowledge, reflective practice and contemplation and design of solutions. Three case studies will be explored and evaluated. The cases will be summarized according to the main actors, events, issues, dates and outcomes (and according to answering the following pattern for case study analysis: who was involved, where, when, what happened, how and why?). The major issues will be highlighted and illustrated with clear examples from the case studies or similar cases. Major indicators and data will be extracted and discussed for its relevance and

meaning. Solutions will be discussed and suggested. Students will choose the case studies according to their interests within the following areas:

- The case of Costa Rica – women and violence
- The case of Costa Rica – Equity issues and youth
- The case of Costa Rica – Indigenous women
- Women and management of the forests – regional case study.

Students will identify the problematic and major contentious issues, evaluate, discuss, and report on the solvability of the case. Solutions will be provided based on observations, similar cases, and discussion outcomes.

2. Argumentative Essay

An argumentative essay as an academic writing tool allows each student to express opinions, interpret, and evaluate one or more topics by formally including adequate justification. The point is to show evidence of research and to demonstrate the ability to compose argument explanations clearly.

3. Group Work and Workshops

Workshops, involving role play, will promote shared spaces in which students, working as a team, will develop their oral and written communication skills, synthesis, leadership, listening and relating well with others when dealing with sustainability issues.

4. Presentations

Individual and group presentations will provide opportunities to communicate orally and iconically, share the results of research, and demonstrate the appropriation of topics of interest.

5. Reports and discussions

Students will exercise the capacity of critical thinking, and oral and written expression through the presentation of reports and discussions about videos or documentaries with respect to the Sustainable Development Goals.

6. Presentation of results

Individual and group presentations of the results of analysis and research of almost all activities will develop in students the ability to communicate orally and graphically to demonstrate knowledge assimilated through assignments. Students must also present their action proposal in order to demonstrate their convincing communication skills in English or Spanish (depending on their native language)

7. Group work idea: Rubric for site visits, organization profiling and interviews

(if chosen for group work)

Students could arrange and execute 2 site visits or interviews which will make up the group work part of the final grade. They will be expected to plan the interview or site visit objectives prior to the visit, work in pairs or small groups to fulfill the activity objectives and interest of the group members. A small report will be prepared on the major findings and observation gained from the visit. In place of a visit, students can profile an NGO, highlighting their work, mission, target groups and projects and results.

ATTENDANCE

Regarding classes:

1. Students are only allowed a total of two (2) nonconsecutive (back-to-back) class absences. A student shall fail the course if more than two absences are registered.
2. Three late arrivals to class (within the first 15 minutes) are treated as one absence. Attending class 30 minutes late without an official justification will also count as an absence.
3. In the case of an absence from any assignment evaluated in class (presentations, evaluations, field trips, etc.) a student will be given a grade zero unless an official document is presented within one week of the absence.
4. If a student presents an official document to excuse the absence, the missed assignment is to be presented on that same day.

Regarding field trips:

5. An unjustified absence on a field trip will immediately result in the loss of all points assigned to that specific trip. However, if an official document justifying the absence is presented, 50% of the assignment points may be obtained on presentation of a complementary research assignment, to be agreed upon with the professor, within one week of the field trip.

6. An absence on a field trip may be justified should two course field trips coincide. In such a case, and in order to avoid losing points, students shall be able to opt for carrying out a research assignment.

CODE OF CONDUCT

Professors have the right to expel a student from the classroom should he / she/ they:

1. Be disruptive in the classroom.
2. Behave in a disrespectful way.
3. Be under the influence of alcohol or even smells like alcohol.
4. Be under the influence of any illegal drug.
5. Shows hygiene problems that may disturb other students.

ELECTRONIC DEVICES

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. **Please turn all devices OFF** and put them away when class begins. Devices may be used **ONLY** when the professor assigns a specific activity and allows the use of devices for internet search or recording.

Those who fail to comply with the rule must leave the classroom for the remainder of the class period. If situation happens again, 10 points will be deducted from the final participation grade.

PROGRAM POLICIES

The student must comply with the provisions of the CIPSS Program Policies available on the Canvas platform.

Special Needs: Please ask if you would like your teacher to consider any special needs.

BIBLIOGRAPHY

Biermayr-Jenzano, P. (2016) Género Y Sistemas Agroalimentarios Sostenibles Estudios De Caso: Yuca, Quinoa, Maíz Y Algodón. Organización de las Naciones Unidas para la Alimentación y la Agricultura. Santiago.

Estado de la Nacion (2016) Capitula Dos: Equidad e integración social. San José, CR.

Naciones Unidas (2013) Desarrollo sostenible en América Latina y el Caribe Seguimiento de la agenda

Naciones Unidas para el desarrollo post-2015 y Río+20. UN, CEPAL. Bogotá.

PNUD (2014) Estrategia sobre igualdad de género del Programa de las Naciones Unidas para el Desarrollo, 2014-2017. El futuro que queremos: derechos y empoderamiento.

UNESCO (2016) Nuevo Resumen sobre género en la colección de Informes de Seguimiento de la Educación en el Mundo. La educación al servicio de los pueblos y el planeta: Creación de futuros sostenibles para todos. Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura, Paris.

World Economic Forum. (2012) Global Gender Gap Report. Geneva.

World Economic Forum. (2015) Global Gender Gap Report. Geneva.

Sources:

Some MDG results: <http://mdgs.un.org/unsd/mdg/Home.aspx>

<https://unstats.un.org/unsd/mdg/SeriesDetail.aspx?srid=611>

Índice de paridad entre los géneros en la enseñanza primaria

<https://unstats.un.org/unsd/mdg/SeriesDetail.aspx?srid=613>

educación secundaria

<https://unstats.un.org/unsd/mdg/SeriesDetail.aspx?srid=614>

Índice de paridad entre los géneros en la enseñanza terciaria

https://en.wikipedia.org/wiki/World_Happiness_Report#2017_World_Happiness_Report

CEPAL /ECLAC:

<https://www.cepal.org/en/datos-y-estadisticas>

<http://www.latinobarometro.org/latNewsShowMore.jsp?evYEAR=2016&evMONTH=-1>

SDGs: <https://unstats.un.org/sdgs/report/2017/>

Purchasing Parity: [https://en.wikipedia.org/wiki/List_of_countries_by_GDP_\(PPP\)](https://en.wikipedia.org/wiki/List_of_countries_by_GDP_(PPP))

Environmental performance Index: <http://epi.yale.edu/>

Global Climate Change risk Index: <https://germanwatch.org/en/12978>

Gender pay gap report: <https://www.pwc.co.uk/services/economics-policy/insights/women-in-work-index.html>

<http://uk.businessinsider.com/pwc-gender-pay-gap-report-women-in-work-index-2017-2>

CHRONOGRAM

Week	Competency	Content	Teaching strategies
1	Evaluate the pertinent global, regional and national issues to illustrate gender discrimination by developing understanding of the existing frameworks, mechanisms, and indicators emerging within the search for equality, equity and the shift toward sustainability. Analyze the central concepts and theoretical	Theme 1: Introduction to the central concepts in relation to gender and sustainability. <ul style="list-style-type: none"> ○ Definitions of gender, equality, equity, sustainability 	<ul style="list-style-type: none"> ○ Introduction to the course, assignments, tools, methods and expectations.
2		Continuation theme 1: <ul style="list-style-type: none"> ○ Definition of “machismo and marianismo”. ○ Theoretical and Conceptual frameworks. Theme 2: Feminisms <ul style="list-style-type: none"> ○ The history and development of feminism, the types. Globally and regionally. 	<ul style="list-style-type: none"> ○ Lecture and discussion ○ Group work and discussion: Identification of feminisms / Defining core concepts.
3		Theme 3: Introduction to the regional and global mechanisms in the search for equity and equality. <ul style="list-style-type: none"> ○ Study and analysis of international conventions, treaties, CEDAW and more... 	<ul style="list-style-type: none"> ○ Lecture and discussion ○ Essay proposal and development.
4		Theme 4: Theoretical and conceptual framework:	<ul style="list-style-type: none"> ○ Lecture and discussion

	frameworks in relation to gender and sustainability	<p>the most relevant components for the analysis of gender</p> <ul style="list-style-type: none"> ○ Local, regional and global exploration and overview 	<ul style="list-style-type: none"> ○ Group work and discussion: Theories and concepts.
5	Discuss the importance of the ideologies behind the manifestations of development, the types of feminisms, and the women's movement agenda.	<p>Theme 5: Local, regional and global institutions.</p> <ul style="list-style-type: none"> ○ The National Women's Institute and its work ○ Regional and global NGOs 	<ul style="list-style-type: none"> ○ Lecture and discussion ○ Group work, team work: Round Table: Women's Orgs and NGOs (profile and present and discuss functions and roles)
6	Discuss the importance of the legal framework that responds to gender and sustainability through the study of the international declarations,	<p>Theme 6: Political and legal frameworks for understanding gender and sustainability.</p> <ul style="list-style-type: none"> ○ Case study focus: Women, human rights and access to a healthy environment 	<ul style="list-style-type: none"> ○ Lecture and discussion ○ Group work and discussion.
7		<p>Theme 7: Social movements and their agendas. Sheroes and leaders</p> <ul style="list-style-type: none"> ○ Women, participation and sustainability ○ Women and political participation 	<ul style="list-style-type: none"> ○ Group work and discussion: Case Studies. ○ Group work and discussion: Case Study development.

	conventions, and policies.		
8	Explore and discuss the situation, experience and importance of the international, regional and national response in the search for equity and sustainability.	<p>Theme 8: Study of vulnerable groups, indigenous women, and violence against women.</p> <ul style="list-style-type: none"> ○ The feminization of poverty ○ The case of Costa Rica – women and violence ○ The case of Costa Rica – Equity issues and youth ○ The case of Costa Rica – Indigenous women 	<ul style="list-style-type: none"> ○ Lecture and discussion ○ Case Study development. ○ Analyzing indicators and case study findings.
9	Analyze case studies, vulnerabilities and advances. Promote the permanent	<p>Theme 9: Gender and Access to Land and Resources</p> <ul style="list-style-type: none"> ○ Agriculture - conventional and organic ○ Gender, risk and climate change ○ Women and ecotourism ○ Women and management of the forests. 	<ul style="list-style-type: none"> ○ Lecture and discussion ○ Case Study development. ○ Analyzing indicators and case study findings.
10	revision, understanding and monitoring of legal frameworks, agendas, policy	<p>Theme 10: Conclusions and future outlooks</p> <ul style="list-style-type: none"> ○ Sustainable Development Goals – gender advances and limits and challenges. 	<ul style="list-style-type: none"> ○ Lecture and discussion ○ Development of conclusions, solutions and recommendations

	formation and implementation.		for policy development.
11	Discuss, reflect upon and search for solutions.	FINAL WORKSHOPS	<ul style="list-style-type: none"> ○ Research work in groups: Identification of vulnerabilities, advances, policy gaps, key illustrative indicators. ○ Workshop: compare cases, indicators, recommendations
12	Analyze case studies, vulnerabilities and advances. Discuss, reflect upon and search for solutions. Develop recommendations	FINAL PRESENTATIONS and EVALUATIONS	<ul style="list-style-type: none"> ○ Present reports, interviews and final conclusions.

The above is the first draft of the class content order. Class order subject to change. Students will be advised. Please look on the CANVAS shared platform for the final version of the course content order and updated versions of some of the main/compulsory reading texts.

