

Course title: Gender, Rights and Equity perspective for sustainable water management				
Course code WSW 163	No. of credits 3	L-T-P distribution: 22-20-0	Learning hours: 42	
Pre-requisite course code and title (if any): None				
Department: Department of Regional Water Studies				
Course coordinator(s): Ms. Fawzia Tarannum		Course instructor(s): Ms. Fawzia Tarannum		
Contact details:				
Course type: Compulsory Core		Course offered in: Semester 1		
Course Description This course critically discusses contemporary debate on gender, rights and equity perspectives for sustainable water management. The course will underscore how gender identities are socially, historically and culturally constructed. Gender in this course is articulated as not only women issues. Rather, it is emphasized that gender issues are issues related to both men and women. The course will also inform students how to undertake research on gender and introduce them to related tools and methodologies. The course will provide not only academic knowledge but also practical knowledge, by critically looking at popular tools and strategies, viz. mainstreaming, empowerment and rights based approaches.				
Course objectives				
1. To introduce students to theory and practice of development with respect to gender, rights and equity perspective for water management				
2. To explore critically through lens of 'gender, rights and equity', issue of access and management of water using concrete cases/case study where these three intersect				
3. To build capacities of students -with respect to gender, equity, and rights perspective- to enable them to work for sustainable and gender sensitive management of water resources				
Course content				
Module	Topic	L	T	P
1	Introduction <i>i) What is gender, Why study gender?</i> - Nature/nurture, sex/gender, women/woman debates <i>ii) How do you practice gender? Gender relations are power relations</i> <i>ii) Gender water, equity and social justice:</i> - Legal pluralists approach to understanding water rights - Water well-being and (economic) development - Gender diversity and social development - <i>Historical evolution of the gender & development approach (WID, WAD, GAD, WED)</i>	6	4	
2	Social organization of gender in South Asia (specifically India) <i>i) Gender and its intersectionality with caste, class, and religion</i> <i>ii) Gender and institutions (household, community and the state)</i> - Gender, marginality and state <i>iii) Gender, participation, and development</i> - Current approaches and their critique	4	4	
3	Access (quantity and quality) to water <i>i) Gender, class and access to water – the South Asian context</i> - Salience of history, structure, cultural narratives to understand the socio-political context <i>ii) Role of women and marginalised sections in water management:</i> - Cases of drinking water, irrigation, watershed management, etc. <i>iii) Multiple claims and contestation over water</i> - Cases of political struggle and justice <i>iv) Feminization of agriculture</i> - Migration, irrigation and agriculture	6	6	

4	Gendering narratives <i>i) Three key strategies to ensure ownership, control and access to resources.</i> <ul style="list-style-type: none"> - Mainstreaming - Empowerment (through involvement in <i>panchayats</i> or as Self Help Groups) - Rights based approaches (rights of men and women, <i>dalits</i>) 	6	6	
		22	20	
Evaluation criteria				
<ol style="list-style-type: none"> 1. 25% of the grades will be based on class participation. Class participation will be adjudged based on the quality of discussion that students engage in based on their reading/understanding of the material circulated and their preparedness for seminars and tutorials. Additionally, debates, role-play, etc. will be conducted to adjudge class participation. 2. 25% of the grade will be assessed through class presentation. Students can choose to present any session's reading. A list will be circulated in the first week of class, wherein students can mark their selection of text for presentation. 3. 25% of the grades will be assessed through short reaction papers (2000 words) that the student will be expected to hand in once in the semester. Students can choose any week's readings for writing their reaction papers. The reaction papers should go beyond summarizing readings and clearly articulate grasp of concepts and debates in order to undertake a good gender analysis. If students like, they can draw on any additional work for making their argument. It is expected that students will adhere to tenets of academic honesty, as elaborated in university regulations. 4. Another 25% of the grade will be assessed through written exam at the end of the semester. 				
Learning outcomes				
<p>By the end of the course students will:</p> <ul style="list-style-type: none"> - Have a critical understanding of concept of gender, rights and equity and salience of these perspectives for sustainable water management - Be able to recognise various strategies of gendering narratives and its limitations 				
Pedagogical approach				
<p>This course curriculum has been designed as a learning programme wherein students will be able to read, discuss and write about the work being discussed. The course will be run as a seminar and it will be expected that students read beforehand the assigned reading and come prepared to the class to participate in the discussion. This will also give them an opportunity to reflect on authors' approach, methods employed, and explanatory building blocks used to take forward their argument. Audio visual tools like short documentaries that highlight gender issues will also be used in the course.</p>				
Materials				
Module 1. Introduction				
<p>i) Baden, S., & Goetz, A. M. (1997). Who needs [sex] when you can have [gender]? Conflicting discourses on gender at Beijing. <i>Feminist Review</i>, 3-25.</p>				
Module 2. Social organization of gender in South Asia (specifically India)				
<p>i) Bina Agarwal's (1997) "Bargaining" and gender relations: within and beyond the household'. <i>Feminist Economics</i> 3(1): 1-51.</p>				
Module 3: Access (quantity and quality) to water				
<p>i) Crow, B., & Sultana, F. (2002). Gender, Class, and Access to Water: Three Cases in a Poor and Crowded Delta. <i>Society and Natural Resources</i>, 15(8), 16.</p>				
Module 4. Gendering narratives				
<p>i) Eveline, J., & Bacchi, C. (2005). What are we mainstreaming when we mainstream gender? <i>International Feminist Journal of Politics</i>, 7(4), 496-512.</p>				

ii) UN-HABITAT. (2006). *Framework for Gender Mainstreaming: Water and Sanitation for Cities*: United Nations Human Settlement Programme.

Suggested readings:

i) Kabeer, N. (1994). *Reversed realities: Gender hierarchies in development thought*: Verso.

ii) Kamala, B. (2000). *Understanding Gender. Kali for women*, New Delhi.

iii) Sultana, F. (2009). Community and Participation in Water Resources Management: Gendering and Naturing Development Debates from Bangladesh. *Transactions of the Institute of British Geographers*, 34(3), 17.

iv) Ray, I. (2007). Women, Water and Development. *Annual Review of Environment and Resources*, 31.

v) Nussbaum, M., Basu, A., Tambiah, Y., & Jayal, N. G. (2003). *Essays on Gender and Governance* (pp. 143). New Delhi: Human Development Resource Centre, UNDP

vi) Agarwal, B. (1992). The Gender and Environment Debate: Lessons from India. *Feminist Studies*, 18(1), 119-158.

vii) Joshi, D. (2011). Caste, Gender and the Rhetoric of Reform in India's Drinking Water Sector. *Economic & Political Weekly*, 46(18), 57.

viii) Zwartveen, M. (2008). Men, masculinities and water powers in irrigation. *Water Alternatives*, 1(1), 19.

ix) Mukhopadhyay, M. (2004). Mainstreaming gender or "streaming" gender away: feminists marooned in the development business. *IDS Bulletin*, 35(4), 95-103.

Websites:

<http://www.bridge.ids.ac.uk>

www.unifem.org

www.awid.org

Journals

i) Economic and political weekly

ii) Gender and development

iii) Feminist policy review

iv) World development

Additional information (if any)

Student responsibilities

Students are expected to come prepared for class, having done the required reading and be able to participate in class discussions. Additionally, class representative will be responsible for recording attendance.

Course reviewers:

1. Dr. Sharada Srinivasan, Associate Professor & Canada Research Chair in Gender, Justice and Development, University of Guelph, Guelph, Ontario, Canada
2. Dr. Elena Kim, Assistant Professor and Chair, Department of Psychology, American University of Central Asia, Bishkek, Kyrgystan