AUS | American University of Sharjah
الجـامعة الأمـيركـية في الشـارقة

Women's Empowerment & International Development

For Participatory Enquiry, Action competence and Group Discussion

- The module *Sociology: Women's Empowerment & International Development* examines international development from a sociological perspective and addresses the causes of women's deprivation focusing on how global forces influence the political, social, and cultural constructions of women's social role.
- Students work with local organizations to help them understand the roles of governmental and non-governmental organizations (NGOs) that seek to offer women's empowerment as a strategy in international development.
- This class offers direct engagement with underserved populations moving the discussions out of the theoretical realm into the applied. Allowing students to understand the challenges faced by orphaned girls and providing comprehensive and meaningful support, in addition to the larger structural equity challenges faced by society.

How the specific learning objectives were targeted

By the end of the module the students were able to:

- Analyse theories of international development.
- Recognise sources of and challenges to women's empowerment worldwide.
- Analyse the relationship between capitalism, patriarchy, and gender inequality.

- Group discussions on the quality and impact of service and the environment that it is provided.
- Self-reflect through journaling about their experience working with the mentees.

- Tutoring and mentoring the orphaned girls seeking access to higher education.

How the specific learning objectives were assessed
Learners will be assessed on readings through participation in group discussions and using Perusal, a learning tool that enhances academic reading experience. Engagement levels will be assessed based on the number and quality of annotations and interactions by each learner in Perusal. Additionally, student will be assessed on written reflections and a class presentation on the service learning.

How the SDGs targeted were embedded

The learner knows about access to education and discrimination in education.

The learner knows about the gender-based discrimination and equal rights to economic resources.

How were the learning and teaching activities designed and delivered?

Participatory enquiry and action activities:
Hands-on experience working with a local NGO tutoring and mentoring orphaned girls seeking access to higher education. Reflection on the quality and impact of service and the environment in which it is provided.

Group discussion:
Discuss readings on education and globalisation, access to education, gender representation in the workforce, and the feminisation of poverty with reflections on their hand-on experience with local civil society/NGOs.