

THE UNIVERSITY OF CALGARY  
FACULTY OF ARTS  
DEPARTMENT OF ANTHROPOLOGY

**DEST 375 – GENDER AND DEVELOPMENT**  
**FALL 2015**  
**9:00 am-4:00 pm ES 054**  
**Block Week Tuesday – Saturday Sept 1-5**

Instructor: Mary Liao  
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Office Hours: By appointment

**Course Description:**

The course seeks to critically examine how development processes affect women and men and gender relations. Most development projects and policies have actually had a negative impact on women's lives. Through lectures based on selected readings, video presentations, discussions, and research projects, students will examine: (1) Gender inequalities which hinder women's progress in developing countries, (2) Women's experiences as both agents and beneficiaries of development, (3) Feminist arguments for a fundamental change in gender relations and social institutions, (4) and the efforts made so far by the world community to improve the conditions of women's lives.

**Course Objectives:**

Students should leave this class with:

1. A basic understanding of the development process, especially the manner in which gender shapes the well being of men and women,
2. A good grasp of feminist theoretical debates and analysis of gender in development discourse,
3. An elementary grasp of gender analysis tools to support gender mainstreaming objectives within development projects

**Requirements and Evaluation:**

Requirement 1: *Class participation (30 %)*

Attendance with active participation carries 30% of students' final grade. Students are expected not only to attend classes but also to fully participate in class discussions, group work, and assignments. Students are considered participants and producers of knowledge in this course. Hence every student is expected to be present, to have read the assigned readings and be prepared to discuss them.

This includes submission of a two- page single-spaced, 12-pt. font, analysis of and commentary of five (5) of the course readings. **Please select 5 readings of your choice. Commentaries are due on the last day of class – Saturday Sept 6.**

**Approach:** Briefly summarize the key points in the articles. These may be done for the articles as a group or individually. The rest of the commentary should be devoted to providing a critique of the key ideas (this may, of course include your agreements and disagreements and rationales), some (dis)connections with issues discussed in other relevant (DEST or other) courses, or applications to your development-related experiences.

**Requirement 2: *Class Presentation - Gender Issues in Global Perspectives (20%)***

Students will work in groups to summarize the main gender issues related to women and development sectors such as women and the environment, women and violence, women and health, women and education, women and sport, etc. **Student Groups will present their summaries in class – Day 3 Thursday September 3 2015. Student Groups will develop summary key gender issues and recommendations for selected gender/sectors and hand in summaries on Friday September 4<sup>th</sup>.**

**Requirement 3: (15%) *Class Group Work –Gender concepts and gender analysis tools***

**Students will work in groups to experience gender analysis tools, and will present their group work in class.**

**Requirement 4: *Individual Critical Analysis Research Paper (30 %)*** Each student will personally prepare a research paper relating to any of the issues (or related topics) discussed in this course. **Due October 30 2015.**

**Requirement 5: (5%) Class exam on the last day.**

**Guidelines for Research Paper**

- Length of final paper: Should be a maximum of **20 PAGES TYPED AND SINGLE-SPACED** in **12 PT FONT**. Page margins should be **1 INCH (2.5 cm)** wide, and all pages should be numbered. Double-sided assignments are encouraged to save paper, but are not mandatory.
- Information to be included on the title page: *title of paper, course code, instructor's name, student ID, and date of submission.*

**In addition, your paper must have:**

- A clear statement of the problem(s) you want to investigate or explore. Your paper should begin with an introductory paragraph, which *clearly states the purpose or objective of the paper*. This statement should be presented as an argument that will guide the reader through the rest of the paper. Well explained research methodology is also relevant here.
- A brief justification of your choice of topic in relation to the existing literature and your group project.
- A strong conclusion including appropriate and clear recommendations.
- Clarity and coherence of arguments - clear and logical progression of ideas and thoughts throughout the paper.
- Clarity of expression and quality of grammar - easy to read with minimal typos and grammatical errors.

- A level of analysis suitable for a four year course, i.e., critical, as opposed to descriptive analysis.
- A well-informed review or discussion. The paper should be a critical assessment of your thinking about the subject being researched and demonstrate your understanding and application of the relevant literature.

#### Bibliographical Formatting and Citation

- A well-formatted bibliography, including ample in-text references, tables, maps and figures.
- You must at least use 8-10 different sources.
- Balance use of relevant and current references (e.g. books, journal articles, newspaper clippings, internet sources).
- Tables and figures must be well-referenced.
- Direct quotes must be cited with page numbers.
- Students are advised to use APA style. For proper bibliographic format visit the University of Calgary library website on the topic.
- Additional information such as tables, maps, figure, lists of interview questions, etc. can be included as appendixes.

Please note that substantial marks will be taken off for improper citation and bibliographical formatting. Also note that your paper cannot be written simply from non-academic internet sources. Please hand in your essays directly to your instructor. If it is not possible to do so, a daytime drop box is available in **ES 620**. A night drop box is also available for after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox.

#### **REGISTRAR-SCHEDULED FINAL EXAMINATION: NO**

#### **POLICY FOR LATE ASSIGNMENTS:**

Assignments submitted after the deadline may be penalized with the loss of a grade (e.g. A- to B+) for each day late. This is time sensitive course and extensions will only be granted under extraordinary circumstances, not including having too much other work to do. If late assignments are handed in at the Interdisciplinary Programs' Office (ES 620), please ensure that they are signed and dated.

#### **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT**

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP). As consequence, students should identify themselves on all written work by using their ID number. Also you will be required to provide a piece of picture identification in order to pick up an assignment or look at a final exam.

For more information see also <http://www.ucalgary.ca/secretariat/privacy>

#### **GRADING SYSTEM**

The following grading system is used in the Faculty of Arts. Where a grade on a particular assignment is expressed as a letter grade, it will normally be converted to a number using the midpoint of the scale. That is, A- would be converted to 87.5 for calculation purposes. An F will be converted to zero. At the discretion of the instructor, assignments submitted late may be penalized with the loss of a grade (eg: A- to B+) for each day late.

Grading Scale	
A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49

### **PLAGIARISM**

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, in the course and possibly suspension or expulsion from the university. You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as web pages or visual media, and material taken from such sources. Please consult your instructor if you have any questions regarding how to document sources

### **INTERNET AND ELECTRONIC COMMUNICATION DEVICE INFORMATION**

The use of cell phones is not allowed during lectures. Students may use computers in class, however, the instructor reserves the right to forbid students from using computers if their use is disruptive to the class. This may include chatting online, playing music or games etc. during class.

### **ACADEMIC MISCONDUCT**

For information on academic misconduct and the consequences thereof please see the current University of Calgary calendar at the following links;  
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **ACADEMIC ACCOMMODATION POLICY**

If you are a student with a disability who may require academic accommodation, it is your responsibility to register with the Disability Resource Centre (403-220-8237) and discuss your needs with your instructor no later than fourteen (14) days after the start of the course.

For further information, please see <http://www.ucalgary.ca/drc/node/46>

### **EMERGENCY EVACUATION AND ASSEMBLY POINTS**

Please note the evacuation points for this particular classroom. All classrooms on campus exit to specific places in case of emergency. The emergency assembly points differ depending upon where your classroom is located. For information on the emergency evacuation procedures and the assembly points see <http://www.ucalgary.ca/emergencyplan/assemblypoints>

**SAFEWALK PROGRAM - 403-220-5333**

Campus Security will escort individuals day or night -- call 403-220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot booths.

**STUDENT REPRESENTATION**

There are now four Arts reps because of the amalgamation, with the email addresses being: [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca); [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca); [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca); [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca).

Please contact if you have questions related to Students Union matters, events, or concerns. For your student ombudsman, please see: <http://www.ucalgary.ca/provost/students/ombuds>

**FACULTY OF ARTS PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES**

- Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.
- For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them on the 3rd Floor of the Taylor Family Digital Library.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie.
- Another source of information that you may wish to use is your student representative. All faculties elect students to represent them on the Students Union. Please see <http://www.su.ucalgary.ca/home/contact.html>

For your student ombudsman, please see: <http://www.su.ucalgary.ca/services/student-services/student-rights.html>

## Class Schedule and Readings

Tuesday Sept 1 2015		
TIME	SESSION	Facilitator
9:00-9:30	Introduction and Welcome	ML
9:30-10:00	Class Schedule and Requirements	ML
10:00- 10:30	<b>BREAK</b>	
10:30-11:30	<p><b>Introduction to Gender and Development</b>  <b>Feminization of Poverty</b></p> <p><u>Videos</u></p> <p>The Current State of Women in Developing Countries  <a href="https://www.youtube.com/watch?v=uhCWumfOhA0">https://www.youtube.com/watch?v=uhCWumfOhA0</a></p> <p><u>Readings:</u></p> <p>Moghadam, Valentine M. July 2005. The “Feminization of Poverty” and Women’s Human Rights. Gender Equality and Development Section, Division of Human Rights. Social and Human Sciences Sector UNESCO.</p>	ML
11:30-12:30	<p><b>Gender and Development - International Policy</b></p> <p><u>Videos</u></p> <p>Empowering Women - Empowering Humanity: Picture It! -  <a href="http://beijing20.unwomen.org/en/about">http://beijing20.unwomen.org/en/about</a></p> <p><u>Readings:</u></p> <p>Beijing Declaration and Platform for Action – Fourth World Conference on Women  <a href="http://www.un.org/womenwatch/daw/beijing/platform/">http://www.un.org/womenwatch/daw/beijing/platform/</a></p> <p>Canada’s Federal Plan for Gender Equality 1995  <a href="http://publications.gc.ca/site/archivee-archived.html?url=http://publications.gc.ca/collections/Collection/SW21-15-1995E.pdf">http://publications.gc.ca/site/archivee-archived.html?url=http://publications.gc.ca/collections/Collection/SW21-15-1995E.pdf</a></p> <p>Convention on the Elimination of All Forms of Discrimination against Women            New York, 18 December 1979  <a href="http://www.ohchr.org/EN/ProfessionalInterest/Pages/CEDAW.aspx">http://www.ohchr.org/EN/ProfessionalInterest/Pages/CEDAW.aspx</a></p> <p>Millennium Development Goals 2015 – Goal # 3  <a href="http://www.un.org/millenniumgoals/gender.shtml">http://www.un.org/millenniumgoals/gender.shtml</a></p> <p>DFTAD Policy on Gender Equality  <a href="http://www.international.gc.ca/development-developpement/priorities-">http://www.international.gc.ca/development-developpement/priorities-</a></p>	ML

	<a href="http://priorities/ge-es/policy-politique.aspx?lang=eng">priorities/ge-es/policy-politique.aspx?lang=eng</a>	
12:30-1:30	<b>Lunch</b>	
1:30-3:45	<b>Gender Development Concepts</b> <ul style="list-style-type: none"> <li>• Explain the concepts of gender (including: gender and sex/equality vs. equity/Women in Development (WID)/Gender and Development (GAD)/Practical Needs vs. Strategic Needs/Empowerment) and how they relate to the women in development and other development approaches. By the end of the session, participants will have an understanding of the different concepts used in gender and development work.</li> <li>• Gender Sensitization – Tool 1 Donkey and Cart</li> <li>• “Sex” and “Gender” – Tool 2 “Sex” and “Gender” Characteristics of Women and Men.</li> <li>• Gender roles – what do women do, what do men do? Tool 3</li> <li>• Gender Division of Labour – Tool 4: Daily Activities</li> <li>• Approaches to Gender</li> <li>• Information Leaflets 1-6 (see module 2)</li> </ul>	ML
3:45	Day 1 wrap up and plan for Day 2	ML

Wednesday September 2 2015		
TIME	SESSION	Facilitator
9:00 – 9:15	Review agenda for the day	ML
9:15-10:30	<b>Gender Development Concepts (continued)</b> <ul style="list-style-type: none"> <li>• Explain the concepts of gender (including: gender and sex/equality vs. equity/Women in Development (WID)/Gender and Development (GAD)/Practical Needs vs. Strategic Needs/Empowerment) and how they relate to the women in development and other development approaches. By the end of the session, participants will have an understanding of the different concepts used in gender and development work.</li> <li>• Gender Sensitization – Tool 1 Donkey and Cart</li> <li>• “Sex” and “Gender” – Tool 2 “Sex” and “Gender” Characteristics of Women and Men.</li> <li>• Gender roles – what do women do, what do men do? Tool 3</li> <li>• Gender Division of Labour – Tool 4: Daily Activities</li> <li>• Approaches to Gender</li> </ul> Information Leaflets 1-6	ML
10:30-11:00	<b>Break</b>	
11:00-12:30	<b>Module 2: Gender Development Concepts (continued)</b> <ul style="list-style-type: none"> <li>• Explain the concepts of gender (including: gender and sex/equality vs. equity/Women in Development (WID)/Gender and Development (GAD)/Practical Needs vs. Strategic Needs/Empowerment) and how they relate to the women in development and other development approaches. By the end of the session, participants will have an understanding of the different concepts used in gender and development work.</li> </ul>	ML

	<ul style="list-style-type: none"> <li>• Gender Sensitization – Tool 1 Donkey and Cart</li> <li>• “Sex” and “Gender” – Tool 2 “Sex” and “Gender” Characteristics of Women and Men.</li> <li>• Gender roles – what do women do, what do men do? Tool 3</li> <li>• Gender Division of Labour – Tool 4: Daily Activities</li> <li>• Approaches to Gender</li> </ul> <p>Information Leaflets 1-6 (see module 2)</p>	
12:30-1:30	Lunch	
1:30-2:30	<p><b>Gender Enters into Development Debate and Practice - From women to gender: the development of the field</b></p> <p><u>Readings:</u></p> <p><u>Books</u></p> <p>Moser, Caroline. 1993. <u>Gender Planning and Development: Theory, Practice and Training</u>. Routledge, London.</p> <p><u>Chapters in Books</u></p> <p>Boserup, Ester. 1970. <u>Women's Role in Economic Development</u> Earthscan Publications ISBN 1-85383-040-2 Ltd. 1970</p> <ul style="list-style-type: none"> <li>• Chapter 1 Male and Female Farming Systems p. 15-36</li> <li>• Mohanty, Chandra Talpade. 1991. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." In <u>Third World Women and the Politics of Feminism</u>.</li> </ul> <p><u>Articles</u></p> <p><u>Rathgeber, Eva. 1990. "WID, WAD, GAD: Trends in Research and Practice." <i>Journal of Developing Areas</i>, 24: 489-502.</u></p>	ML
2:30-3:45	Student Groups consolidate women and development sector presentations	
3:45-4:00	Wrap up and plans for Day 3	

Day 3 Thursday September 3		
TIME	SESSION	Facilitator
9:00-9:15	Review agenda for the day	ML
9:15-12:00 (break at 10:30ish)	<p><b>Gender Issues in Global Perspectives-</b> Readings, Videos, Class Discussion.</p> <p><u>Violence against Women</u></p> <p>Reading: <u>Heise, Lori, Raikes Alanagh, Charlotte Watts, and Anthony Zwi. 1994. "Violence Against Women: A Neglected Public Health Issue in Less</u></p>	<p>Student Group presentations</p> <p>Student groups of 3-4 select one development sector and presents key</p>



<p>Developed Countries.” <i>Social Science and Medicine</i>. 39(9):1165-1179. Publisher: Pergamon Press. ISSN:0037-7856. Total pages copied: 14.</p> <p>Video – The Missing MDG Target – Violence Against Women  <a href="https://www.youtube.com/watch?v=DRb1PP1blfQ">https://www.youtube.com/watch?v=DRb1PP1blfQ</a></p> <p><u>Women’s Health in the Developing World</u></p> <p>Reading:  <u>Okojie, Christi. E.</u> 1994. “Gender Inequalities of Health in the Third World.” <i>Social Science and Medicine</i>. 39(9):1237-1247. Publisher: Pergamon Press. ISSN: 0037-7856. Total pages copied: 11.</p> <p>Investing in Sexual and Reproductive Health in the Developing World  <a href="https://www.youtube.com/watch?v=TtkWoMp7zwo">https://www.youtube.com/watch?v=TtkWoMp7zwo</a></p> <p><u>Gender and the Global Challenge of AIDS</u></p> <p>Ethiopia - Women and HIV AIDS in Ethiopia  <a href="https://www.youtube.com/watch?v=OS93UvqfAPg">https://www.youtube.com/watch?v=OS93UvqfAPg</a></p> <p>Reading:</p> <p>Gupta, Rao. 2000. <i>Gender, Sexuality and HIV/AIDS: The What, the What and the How</i>. International Centre for Research on Women (ICRW)</p> <p>Ferguson, Anne. 2005. “Water Reform, Gender, and HIV/AIDS: Perspectives from Malawi.” <i>Globalization, Water, and Health: Resource Management in Times of Scarcity</i>. Eds. L. Whiteford and S. Whiteford. Santa Fe, NM: School of American Research. pp. 45-66.</p> <p><u>Women’s Basic Education</u></p> <p>Reading:  <u>Sutton, Margaret.</u> 2001. “Girls’ Educational Access and Attainment.” In Hodgson, Dorothy L. ed. <i>Gendered Modernities and Ethnographic Perspectives</i>, p.381-396 (New York: Palgrave). Total pages copied: 16</p> <p>The heavy burden of hope -- girls education in the developing world:  Amy Benson at TEDxMonterey  <a href="https://www.youtube.com/watch?v=WMM4ai6xOMo">https://www.youtube.com/watch?v=WMM4ai6xOMo</a></p> <p><u>Women, Higher Education and Career Tracks</u></p> <p>Reading:  <u>Petrides, Lisa.</u> 2001. “Higher Education and Professional Preparation.” In Stromquist, Nelly ed. <i>Women in the Third World: an Encyclopedia of Contemporary Issues</i>, p.408- 417 (London: Taylor and Francis). Total pages copied: 10</p>	<p>issues through videos/lectures/exercises etc.</p> <p>Every student group has approximately 30 minutes</p>
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	<p><u>Women and the Environment</u></p> <p><u>Readings:</u>  Dankelman Irene and Davidson, Joan. 1988. <u>Women and Environment in the Third World Alliance for the Future</u>. Earthscan Publications Limited. London. ISBN 1-85383-003-8  Part 1 Women, Environment and Natural Resources  Chapter 1 Why Women?  Chapter 2 Land: Women at the Centre of the Food Crisis  Chapter 3 The Invisible Water Managers  Chapter 4 Women and Forests; Fuel, Food and Fodder  Chapter 5 Women's Energy Crisis</p> <p>Video – UN HABITAT Women and Water Management</p> <p><u>Women in Politics and Public Decision Making</u></p> <p><u>Readings:</u>  Enloe, Cynthia. 1989. <u>Bananas Beaches &amp; Bases</u>. Pandora Press, London. ISBN 0-04-440368-2.  Chapter 1 Gender Makes the World Go Round p. 1-18  Chapter 2 On the Beach: Sexism and Tourism p. 19-41  Chapter 3 Nationalism and Masculinity p. 42-64  Chapter 8 “Just Like One of the Family”; Domestic Servants in World Politics p. 177-194  Chapter 9 The Personal is International p.195-201</p> <p><u>Women and Sport</u></p> <p><u>Readings:</u>  SDP IWG Harnessing the Power of Sport for Development and Peace: Recommendations to Governments  Chapter 2: Sport for Children and Youth  Chapter 4: Sport and Gender</p>	
12:00-1:00	<b>LUNCH</b>	
1:00-3:45	<b>Gender Issues in Global Perspectives – presentations and discussion continued</b>	Student group presentations
3:45-4:00	Review of Day and Plan for Day 4	ML

Friday September 4		
TIME	SESSION	Facilitator
9-10:30	Gender Issues in Global Perspectives –Summary of sector issues	Student Groups

	(Classroom time to work on summaries)	will develop summary key gender issues and recommendations for selected gender/sectors and hand in summaries on Friday September 4 <sup>th</sup> .
10:30-11:00	<b>Break</b>	
11:00-12:00	<p><b>From Policy to Practice - Gender Mainstreaming</b></p> <p><u>Readings:</u></p> <p>An Integrated Approach to Gender Equality: From Gender-Based Analysis to Gender Mainstreaming. JSGS Working Paper Series Kathleen McNutt and Johnson-Shoyama, Graduate School of Public Policy, University of Regina.</p> <p><a href="http://www.schoolofpublicpolicy.sk.ca/">http://www.schoolofpublicpolicy.sk.ca/</a></p> <p><b>Module 3: Gender Mainstreaming Frameworks</b></p> <ul style="list-style-type: none"> <li>• Explain the concept of gender mainstreaming and its application in projects. To build and strengthen participant's skills in gender mainstreaming.</li> </ul>	ML
12:00-1:00	<b>Lunch</b>	
1:00-2:30	<p><b>Module 4: Gender Mainstreaming the Project Cycle</b></p> <p><b>Step 1: Secondary Data Collection – desk research</b></p> <p><b>Step 2: Primary Data Collection</b></p> <ul style="list-style-type: none"> <li>• Social Mapping/Resource Mapping/Water Source Profiles/Division of Labour/Activity and Decision Making Profiles/ Access to and Control over Resources</li> </ul>	ML
2:30-3:00	<b>Break</b>	
3:45-4:00	Plan for Day 5	ML

Saturday September 5		
TIME	SESSION	Facilitator
9:00-10:30	<p><b>Step 3: Gender Mainstreaming the Project Cycle (continued)</b></p> <ul style="list-style-type: none"> <li>• Summary of Key Gender issues</li> </ul>	ML
10:30-11:00	<b>BREAK</b>	
11:00 – 12:00	<p><b>Step 3: Gender Mainstreaming the Project Cycle (continued)</b></p> <ul style="list-style-type: none"> <li>• Key Gender issues – Mitigation Strategies</li> </ul>	ML

12:00 – 1:00	<b>LUNCH</b>	
1:00-1:30	Final Wrap up. Review of course requirements. Course Evaluation	ML
1: 30 – 3:45	<b>Class Exam (students may leave when they have completed the exam)</b>	ML