

DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY**University of Calgary****DEST 375: Gender and Development****Course Outline****Fall 2016****Contact information for instructor and TA.****Time: MWF 11-11:50am****Class Location: PF 118****Instructor: Rita Yembilah**

Office Hours: Mon.Fri 9:30-10:30am

Office: ES 602 K

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TA: MaryAnne L. Haglund

Office Hours: Wed 1:30-2:30pm

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Course Description

Gender is an integral part of the discourse and process of development. This course is designed to introduce students to the concept of development from a gendered perspective, familiarise students with essential terminology for engaging in gender-sensitive development practice and expose students (drawing from actual examples) to the progress and ongoing struggles of women in the context of development policy and practice.

Grade Breakdown

| | | | | | |
|--------|----|-------|----|-------|----|
| 96-100 | A+ | 77-80 | B | 59-61 | C- |
| 90-95 | A | 71-76 | B- | 55-58 | D+ |
| 86-89 | A- | 65-70 | C+ | 50-54 | D |
| 81-85 | B+ | 62-64 | C | 0-49 | F |

| Grade | Grade Point Value | Description |
|--------------|--------------------------|---|
| A+ | 4.00 | Outstanding |
| A | 4.00 | Excellent-superior performance, showing comprehensive understanding of subject matter |
| A- | 3.70 | |
| B+ | 3.30 | |
| B | 3.00 | Good - clearly above average performance with knowledge of subject matter generally complete |
| B- | 2.70 | |
| C+ | 2.30 | |
| C | 2.00 | Satisfactory - basic understanding of the subject matter |
| C- | 1.70 | Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation. (See individual undergraduate faculty regulations.) |
| D+ | 1.30 | |
| D | 1.00 | Minimal pass - marginal performance; generally insufficient preparation for subsequent courses in the same subject |
| F | 0 | Fail - unsatisfactory performance or failure to meet course requirements |

Textbooks:

Optional. Track the relevant chapters on D2L or access the books in the library.

1. Desai, V., & Poter, R. (Eds.). (2014). *The Companion to Development Studies* (3rd ed.): Routledge.
2. Haslam, P., Schafer, J., & Beaudet, P. (Eds.). (2012). *Introduction to International Development: Approaches, Actors and Issues* (2nd ed.): Oxford University Press.

See the detailed course outlined to readings details and additional readings

Lecture Notes: Classes are discursive in nature. Consult this outline and do the readings prior to class. PowerPoints would be very rarely used.

Course Evaluation

Class test: The class test is intended to test your understanding of the conceptual issues relating to the board themes of the course. The format of the class test will be determined by how the course unfolds. Multiple choice questions are however precluded. Questions may be straight essays, short answer types or combinations of both. These details will be communicated in advance of test date.

Marks Weighting:

| | | |
|-----------------------|-----|-------------------|
| In class test | 32% | October 14, 2016 |
| In class test | 35% | November 18, 2016 |
| Cumulative Final exam | 33% | Set by Registrar |

SCHEDULE OF TOPICS (could change depending on progress of course!)

| Topic | Readings | Dates |
|--|---|---|
| Meet and greet | September 14, 2016 | |
| What does development mean? | http://www.worldbank.org/depweb/english/beyond/beyondco/beg_01.pdf | Sept. 16, 19, 21 |
| Issues of gender in development: Why are left behind? | See A. Martinez in Haslam et al (2012) An obstacle course p 86-89 See also <i>The Gender Inequality index</i> http://hdr.undp.org/en/content/gender-inequality-index-gii | |
| How gender became relevant to development | See A. Martinez in Haslam et al (2012) <i>Social Assistance, Women in Development</i> p. 91-94 <i>Women and Development; Gender and Development</i> p. 94-98 <i>Effectiveness approach; Mainstreaming gender equality.</i> p. 98-102 | Sept. 23, 26, 28 |
| Practitioner be mindful! | See A. Martinez in Haslam et al (2012) <i>Three lessons to better orient yourself</i> p. 102-103 <i>Ethical behaviour and the development practitioner</i> p. 22-24 | Sept. 30, Oct 3 |
| Women and Economical disadvantage: Why does women's wealth matter? | Gluckman, A (2010): <i>Women and Wealth: A primer in Conflicting Interests</i> p. 103-108 Discussion http://www.advocate.com/women/2016/4/13/9-ways-immediately-improve-gender-wage-gap-video http://www.politifact.com/georgia/statements/2015/apr/22/viral-buzzfeed/viral-video-misfires-on-wage-gap/ | October 5, ¹ Part 1 October 12 |
| Test preparation October 7 | | |
| Thanksgiving Day Holiday October 10 | | |
| Class Test 1 October 14 | | |

¹ Part of this class will be used to cover *Women and Wealth*

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|--|--|--------------------|
| Striking the right balance: Does “empowerment” get women in trouble sometimes? | Jane Parpart (2014): <i>Rethinking gender and empowerment</i> in The companion to development Studies p. 407-411 | Oct 17,19, 21 |
| How do we ensure technology in development does not sideline women? | Scott & Foster (2008): <i>Women, Technology and Development</i> in The companion to development studies p. 369-372 | Oct 24, 26, 28 |
| | Another Twist: How technology has sidelined women <i>Livestock and Women’s Livelihoods (Kristjanson et al, 2010)</i> | |
| | Discussion continues: How can practitioners get it right? Revert to Scott and Foster; What are your thoughts? | |
| The impact of gender blindness | Lynne Brydon (2008): <i>Gender and Structural Adjustment</i> in The companion to development studies p. 365-369 | Oct 31-Nov 2,4 |
| | Discussion continues | |
| | Tracking case studies: How many can you find? | |
| Why does women’s political representation matter? | Shirin Raj (2014): <i>Women and political representation</i> in The companion to development studies p. 420-425 | November 7, 9 |
| | Discussion continues: How can practitioners get it right? Revert to Raj; What are your thoughts? | |
| Class Test Preparation/November 9² | | |
| Reading Break November 10-14 | | |
| Why does women’s representation matter? | Research: Where are women most represented politically in the global south? | Nov.16 |
| Class Test 2: November 18 | | |
| Women worth knowing about | Esther Boserup (1910-1999) | Nov. 21,23,25 |
| | Wangari Maathai (1940-2011) | |
| | Research: One woman worth knowing about! | |
| Championing women in development | https://www.farmafrica.org/where-we-work/women-in-the-field | Nov. 28, 30, Dec 2 |
| | Sustainable development goal #5 http://www.un.org/sustainabledevelopment/gender-equality/ | |
| | Research: 1 project/organisation championing women in development | |
| | Buffer week / Final exam preparation/Final class | Dec 5, 7, 9 |
| Cumulative Final Exam: Set by Registrar | | |

² Part of this class to cover *Women’s Political Representation*.

Writing across the Curriculum

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, instructors can and may use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Centre in the Effective Writing Office can be utilized by all undergraduate and graduate students who feel they require further assistance.

Academic Accommodations:

The academic accommodations policy can be found at <http://www.ucalgary.ca/access/accommodations/policy>.

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students that have not registered with the SAS are not eligible for formal academic accommodations. More information about the academic accommodations can be found at <http://www.ucalgary.ca/access>.

Academic Misconduct

Academic dishonesty is an unacceptable activity at the University of Calgary and students are strongly advised to read the Student Misconduct section of the University Calendar. Quite often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are:

- 1) Presenting another student's work as your own
- 2) Presenting an author's work or ideas as your own without proper referencing
- 3) Using work completed for another course

This activity will not be tolerated and students conducting themselves in this manner will be dealt with according to the procedures outlined in the University Calendar. For detailed information on what constitutes academic misconduct, please refer to the following link:

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Emergency Evacuation Assembly Points

In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

USRI

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. Your responses make a difference, please participate!

Website: <http://www.ucalgary.ca/usri/>

Freedom of Information and Protection of Privacy Act

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act.

Please refer to the following link for detailed information:

<http://www.ucalgary.ca/secretariat/system/files/foip%20overview.pdf>

The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternate arrangements with the course instructor early in the term.

Safewalk Information

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

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 SS110, call us at 403-220-3580 or email us at 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 in their new space 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 Library Block.

Contact for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca

arts2@su.ucalgary.ca

arts3@su.ucalgary.ca

arts4@su.ucalgary.ca