

DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY**Development Studies Interdisciplinary Program****University of Calgary****DEST 375: Gender and Development****Course Outline****Fall 2018****Contact information for instructor and TA.****Time: Mon.Wed. Fri 11-11:50 a.m.****Class Location: ICT 114****Instructor: Rita Yembilah, PhD**

Office Hour: Wednesday 1-2pm or by appointment

Office: ES 602K

Email: ryembila@ucalgary.ca**TA: Matthew Moors**

Office Hour: By appointment only

Office: ES 714

Email: matthew.moors@ucalgary.ca**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.

Course Learning Outcomes

By the end of this course, students be able to demonstrate the following competencies:

1. Describe development and various development topics from a gender point of view;
2. Articulate clearly contexts that have necessitated a gendered approach to development studies;
3. Analyze development concepts, policies and practices for gender responsiveness;
4. Develop depth knowledge of at least one individual critical to Gender and Development studies¹.

¹ This excludes any names that we specifically touch on during the delivery of the course.

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.). (2011). *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. I will not post full PowerPoint online so ensure you take notes in class.

Course Evaluation

Marks Weighting:

Questions from the readings	20%	Ongoing assessment
In class test	30%	October 26
Class conference (prep. and presentation)	15%	November 19- 26
Cumulative Final exam	35%	Scheduled by registrar

Questions from the readings:

For this segment, students will work in groups of 4, no more and stay with their designated group through the semester long. *On Mondays, or Wednesdays (if Monday is a long weekend) each group must submit "questions from the readings" in class for review and grading.* Each group must derive and record 3 questions from the readings and clearly discuss 1 of these questions in 4 points (preferably in table format). Examples of issues that can be discussed include, but are not limited to: why this question occurred to your group, reflect on how that question connects to previous knowledge; discuss how the question advances your knowledge of the interconnection between gender and development, what a good answer to the question could be (if your group thinks the question is dicey), or muse about the further questions that arise out of the original question you have identified².

Class test Format

The class tests will consist of short answer questions. The aim is for students to demonstrate their understanding and ability to apply the content that has been discussed in class. Cognisant of this, questions will be framed in 'why', 'how' and 'explain' language. You may also be invited to explain the context of diagrams and images, development indices that were used in class to illustrate points. It is also possible that you will be asked to complete tables or identify the tenets of development concepts.

Class conference: Preparation and Presentation

In this assessment, students will work in groups (size TBA) and have one week to put together an 8-10-minute video, PowerPoint or poster presentation to present to the class the week of November 26. This segment is meant to foster self-directed learning and expand your knowledge in Gender and Development beyond class topics. The assignment will involve *researching an individual who has worked or works effectively at the intersection of Gender and Development to advance the field and/or women's (or marginalised genders') place in development in substantive ways.* The groups will be responsible for coming up with suitable candidates to profile. Assessment will be based on the quality of research used to identify the individual and the persuasiveness of the argument that highlights the individual's contributions to Gender Studies. All group meetings will take place in class to minimise group disruption. You may work outside of class if the group deems it necessary. More detail on the assignment will be handed out with it.

Final exam

There will be a final exam for this course. It will be modelled similarly to the in-class test that students would have taken on October 26th, 2018.

² This is not meant to be an essay (one page is sufficient) so be sparing in your words and deliberate in keeping the weekly commitments short. Table will help you keep things succinct.

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

Topic	Readings	Week of, 2018
Understanding development	https://www.saylor.org/site/wp-content/uploads/2012/07/Beyond-Economic-Growth-Student-Book.pdf	September 10
How gender became a development issue I	Martinez. A in Haslam et al (2012): <i>An obstacle course</i> p 83- 92 (See D2L) <ul style="list-style-type: none"> • <i>Social Assistance,</i> • <i>Women in Development</i> • <i>Women and Development</i> 	September 17
How gender became a development issue II	Martinez. A in Haslam et al (2012): <i>An obstacle course</i> p 92-100 (See D2L) <ul style="list-style-type: none"> • <i>Gender and Development</i> • <i>Mainstreaming Gender Equality</i> 	September 24
Women and economic disadvantage: Why does women's wealth matter?	Gluckman, A (2010): <i>Women and Wealth: A primer in Conflicting Interests</i> p. 103-108 (See D2L)	October 1
What does "empowerment" mean without being counter-productive?	Jane Parpart (2014): <i>Rethinking gender and empowerment</i> in <i>The Companion to Development Studies</i> p. 407-411 See: http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1656758	October 8 October 12: Empowerment interaction with Ashley Tedham
Why does women's political representation matter?	Shirin Raj (2014): <i>Women and political representation</i> in <i>The Companion to Development Studies</i> p. 420-425 See: http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1656758 Tomasdottir, H (2016): It's time for women to run for president https://www.ted.com/talks/halla_tomasdottir_it_s_time_for_women_to_run_for_office	October 15
Taking down the Privileged Walk: "Equalization" and Gender-Based Analysis	Main: https://info.undp.org/sites/bpps/SES_Toolkit/SES%20Document%20Library/Uploaded%20October%202016/UNDP%20Guidance%20Note%20how%20to%20conduct%20a%20gender%20analysis.pdf Supplementary: https://www.swc-cfc.gc.ca/gba-ac/index-en.html ; https://www.swc-cfc.gc.ca/gba-ac/guide-eng.pdf	October 22, 24

October 26, 2018; In class mid-term test		
How do we ensure technology in development does not sideline women?	Scott & Foster (2010): <i>Women, Technology and Development</i> in The Companion to Development Studies p. 369-372 (See D2L)	October 29
Macro economic policy and women's welfare: lessons from the past	Lynne Brydon (2010): <i>Gender and Structural Adjustment</i> in The Companion to Development Studies p. 365-369. (See D2L)	November 5
Gender and the Sustainable Development Goals: Living in the moment	The Sustainable Development Goals: http://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs_Booklet_Web_En.pdf O'Manique, C., & Fourie, P. (2016). Affirming our world: Gender Justice, Social Reproduction and the Sustainable Development Goals. <i>Development</i> , 59, 121-126. doi:10.1057/s41301-017-0066-0	November 12
In-class collaborative research project guidance, research and preparation	Gender and Development individuals/scholars/practitioners in profile	November 19
In-class mini conference	10-minute presentations on practitioners you should know about	November 26
Winding down and building up to final exam	All readings and content related to the class Bring all your issues for clarification	December 3
Final exam: Scheduled by registrar		

ACADEMIC ACCOMMODATIONS

<http://www.ucalgary.ca/access/accommodations/policy>

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor of this course, Pascale Sicotte.

ACADEMIC INTEGRITY

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student's

individual academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program.

For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and entering (forcibly entering an office to gain access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University

DEFERRED EXAMS/ASSIGNMENTS:

The format of a deferred examination/assignment will likely vary from the original format on the scheduled exam. .

IE: Essays or short answers rather than multiple choice.

TEACHING EVALUATIONS / USRI (Universal Student Ratings of Instruction)

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/>

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, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance

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>

Freedom of Information and Protection of Privacy Act: 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/legalservices/foip>

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 alternative 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? Arts Students' Centre

The Faculty of Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require.

In addition to housing the Associate Dean, Undergraduate Programs and Student Affairs and the Associate Dean for Teaching and Learning, the Arts Students' Centre is the specific home to:

- program advising
- the Faculty's Co-operative Education Program
- the Arts and Science Honours Academy
- the Faculty's Interdisciplinary Programs
- a Student Help Desk

Location: Social Sciences Room 102

Phone: 403.220.3580

Email: ascarts@ucalgary.ca

Website: arts.ucalgary.ca/undergraduate/

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.

Contacts 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

Ombudsman`s office: <http://www.ucalgary.ca/ombuds/>