



DEPARTMENT OF ANTHROPOLOGY
AND ARCHAEOLOGY
Faculty of Arts

**Development Studies Interdisciplinary Program
University of Calgary
DEST 375: Gender and Development
Course Outline
Fall 2022**

Contact information for Instructor and TA

Instructor: Rita Yembilah, PhD

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TA: Kelly Thomas

Office Hour: Please email Kelly

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Time: Tuesday and Thursday 12:30-1:45 p.m.

Class Location: EDC 388

Prerequisite(s): Development Studies 201 or Women's Studies 201.

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.

Textbooks: None. See course outline for detailed list of required readings for this course.

Lecture Notes: Classes are discursive in nature. Consult this outline and do the readings prior to class. It is not guaranteed that lecture PowerPoints will be posted on D2L and/or posted on time, so ensure you come to class and take good notes.

Required technology: Access to a computer and stable internet are required for this course.

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 contexts that have necessitated a gendered approach to development studies;
3. Analyze development concepts, policies and practices for gender responsiveness, including Gender Based Analysis + (GBA+)

Course Assignments and Assessment

Component	Weight	When
Class test 1	35%	October 6, 2022
Class test 2	40%	November 15, 2022
Group assignment	25%	Handout Nov. 17, Due Nov. 30 via D2L
Group assignment presentations		December 1, 6 2022

It is not required to pass all course components to pass the course.

A. In class assessments (Tests)

Two class tests will be administered during this course. The aim of assessment is to ascertain students' mastery of content, and understanding and ability to apply the content. To this end, class tests use an analysis and demonstration of understanding framework, and to a lesser extent, a recall framework. Thus, in addition to a few recall type questions, class tests will consist of short answer questions that have a why, how, explain tone. You may also be invited to explain the context of tables, diagrams, images, and indices that were introduced in class. Multiple-choice questions will not be used as an assessment tool. There will be a test preparation class, where you can clarify any arising questions students many have.

B. Group assignment and presentation

The method of assessment is students' full participation in a group assignment that will take place over the last two weeks of classes. Depending on the final enrolment numbers, groups of 6-8 will be constituted to work on a GBA+ assignment. The aim of the assignment is to move students beyond a taught understanding of GBA+ to a hands-on understanding of the concept and associated practices, given the increased focus on social equity (including Equity, Diversity and Inclusion) in social planning, analysis and service delivery.

Each group will have to identify a department, agency or program they wish to examine using the GBA+ lens and work collaboratively to meet the requirements of the assignment.

The assignment will be handed out at the start of the GBA+ class on November 17 and be due on November 30 via Dropbox by midnight. The first 15 minutes of intervening classes will be used to consult on assignment progress and the class on November 29 will be devoted to assignment consultation, finalizing assignments and determining presentation order. Presentations will be on December 1 and 6.

The deliverables for this assignment are a PowerPoint presentation for marking AND a group presentation to the class. For accountability purposes, each group will present and list of contribution each group member made to the completion of the assignment. NB: Participation means contributing to the content of assignment and not merely being the authors of the presentation. If serious lack of participation is detected, marks will be deducted from that member (details will be outlined on the assignment). Marks will be apportioned based on student participation to the assignment so make sure your participation is seen, enthusiastic, constructive and meaningful.

A full assignment guidance sheet will be presented to the class with further details and expectations.

Final Exam:

There will be no final exam for this course.

Closed book Exams: All exams will be closed book. Prior to the exam, a time will be provided in class to respond to and clarify areas of concern and/or that need reiteration.

GRADING SCHEME:

Each item of course work will be weighted as above and a final mark out of 100 calculated. This will then be converted to a letter grade as follows:

A+	95 – 100%	B	75 – 79.9%	C-	59 – 62.9%
A	90 – 94.9%	B-	71 – 74.9%	D+	55 – 58.9%
A-	85 – 89.9%	C+	67 – 70.9%	D	50 – 54.9%
B+	80– 84.9%	C	63 – 66.9%	F	< 50%

MISSED EXAMS OR ASSESSMENTS

Students may provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

Reappraisal of Graded Term Work: <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade: <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

SCHEDULE OF TOPICS

Topic	Readings	Approx. dates
Course Introduction	None	Sept. 6, 2022
Development and Gendered Development	<i>What is development?</i> https://www.soas.ac.uk/cedep-demos/000_P501_USD_K3736-Demo/unit1/page_12.htm https://www.unwomen.org/en/digital-library/multimedia/2020/2/infographic-visualizing-the-data-womens-representation	Sept 8 and 13

Gender as an intrinsic development issue	The Human Development Index: http://hdr.undp.org/en/content/human-development-index-hdi <i>Momsen J (2020): Gender as a development Issue. Pages 1-8. Routledge: London and New York</i>	Sept 15, 20
Approaches to gender Studies	<i>Momsen J (2020): Gender as a development Issue. Pages 13-17. Routledge: London and New York</i>	Sept 22, 27
Gender and the Sustainable Development Goals	https://www.un.org/sustainabledevelopment/ The Gender Development Index: http://hdr.undp.org/en/content/gender-development-index-gdi	Sept. 29, Oct. 4
Class test, Weight 35%	Readings and class content to date	Oct. 6
Discourses of Gender empowerment	Notions of Gender Empowerment. Collated from various sources. No reading. Analysis of measuring the Gender Empowerment Index: https://www.thelancet.com/action/showPdf?pii=S2214-109X%2817%2930300-5	October 11, 13
Gender and Health	https://www.who.int/health-topics/gender#tab=tab_1	Oct. 18, 20
Gender and education	https://data.unicef.org/topic/gender/gender-disparities-in-education/ https://www.brookings.edu/blog/brown-center-chalkboard/2018/04/23/how-our-education-system-undermines-gender-equity/	Oct. 25, 27
Gender and environmental discourses	<i>Momsen J (2020): Gender as a development Issue. Pages 120-152. Routledge: London and New York</i>	Nov. 1, 3
Reading break	No classes	Nov. 8, 10
Class test, Weight 40%	Readings and class content since test 1	Nov. 15
Gender Based Analysis +	Various sources and GBA+ group assignment hand out	Nov. 17, 22
Gender, Equity, Diversity and Inclusion: Introductory conversations	Introduction to EDI concepts Gender, language and the workplace: https://www.bbc.com/worklife/article/20170329-the-hidden-sexism-in-workplace-language	Nov. 24
GBA+ revisit	Full guided class on GBA+ group assignment	Nov. 29
Submission	Group Assignment due	Nov. 30
Group assignment presentations (20%)	All class engagement	Dec 1, 6 2022

SUPPLEMENTAL INFORMATION AND UNIVERSITY POLICIES:

ACADEMIC ACCOMMODATIONS

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <https://live-ucalgary.ucalgary.ca/student-services/access>. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor or the Department Head. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

ACADEMIC MISCONDUCT

“Academic Misconduct” includes such things as cheating, falsification, plagiarism, unauthorized assistance, and failure to comply with exam regulations or an Instructor’s expectations regarding conduct required of Students completing academic assessments. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action which could include Probation, Suspension, or Expulsion from the University. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

Further support on academic integrity is available at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

Student information will be collected in accordance with typical (or usual) classroom practice. Students’ assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

SUPPORT AND RESOURCES:

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Emergency Evacuation/Assembly Points
- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Safewalk

IMPORTANT DATES

- The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Thursday, September 15, 2022.**
- Last day add/swap a course is **Friday, September 16, 2022.**
- The last day to withdraw from this course is **Wednesday, December 7, 2022.**
- <https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017>