
**DEST 375 (LEC01)
Gender and Development
GFC Hours 3-0
Fall 2023**

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Office Hours: By appointment only

Lecture Location: ST 139
Lecture Days/Times: Tu.Th 12:30-1:15pm
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Teaching Assistant: Sammy Sanchez
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Prerequisite(s): Development Studies 201 or Women's Studies 201.

COURSE DESCRIPTION

Examines development from the critical perspective of the key role played by gender in development. Case studies from Canadian and international contexts will provide illustrative material for analyzing the issues that emanate from the gendered nature of development processes and practices.

LEARNING OUTCOMES:

The Department of Anthropology and Archaeology is committed to student knowledge and skill development. Upon completion of this course, students should be able to:

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 from a gender standpoint.
4. Develop knowledge and skill in the use of gender lenses such as Gender Based Analysis + (GBA+)

READINGS AND TEXTBOOKS:

- All listed in the course outline readings are required.
- As discovered, relevant links will be shared in class for illustrative purposes. These are **strongly recommended** to extend students' engagement with the course materials.
- Reading links are on the course schedule and should be accessed using those links.
- Sections of books will be uploaded to D2L, and you can access them there.

REQUIRED TECHNOLOGY and EQUIPMENT:

Access to a computer and stable internet are required for this course. These will enable access to the course portal (D2L) for independent study as well as other independent study needs.

SUPPLEMENTARY FEES

None

COURSE REQUIREMENTS AND ASSESSMENT

Component	Weight	When
In-class test 1	22%	October 3, 2023
In-class test 2	23%	November 2, 2023
In-class participation	15%	Continuous assessment
Final Exam	40%	Set by registrar

- All tests and exams in this course will be closed book.
- Class tests will NOT be cumulative. They will cover content until just before the tests.
- Students will be informed of the cut-off points during test preparation. See course outline for dates.
- The final exam **will be cumulative** and cover all the content between the first and last day of class.
- Test format: All three (3) assessments in this course will use a **short answer format**. The aim of assessment is to ascertain students' mastery of content, understanding and ability to apply the content. To this end, assessments will 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 students can clarify any arising questions before each assessment.
- Exams may only be deferred in the case of serious illness or medical emergency, religious observance, or domestic affliction (see: <https://www.ucalgary.ca/registrar/exams/deferred-final-exams>) Students who miss a test/exam have up to **48 hours** to contact the instructor to ask for a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam and will receive a mark of zero on the exam or assignment.
- **Please note that makeup tests/exams may differ significantly in format and/or content** from the regularly scheduled test/exam. For example, deferred exams may be essay style or any format I deem appropriate under the and/or some circumstances.
- **The registrar schedules final exams.** All students must make provision to be available on that date and time to take the final exam. As per this guidance, only the Registrar can approve a deferred final exam: Deferral of the registrar-scheduled final exam requires Registrar approval <https://www.ucalgary.ca/registrar/exams/deferred-final-exams>.
- Students may be asked to 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, or a statutory declaration, 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.

NOTE: Should a request to defer term work exceed the end of the term, a Deferral of Term Work form must be completed and submitted to the Office of the Registrar. The deferral will be recorded on the student record. Deferrals are granted at the discretion of the Dean or designate and are normally granted for 30 days beyond the last day of the term. Should circumstances warrant, the maximum time that may be granted for a deferral of term work is one additional term. Approved extensions must be sent to the Office of the Registrar. Application information is available at: <https://www.ucalgary.ca/registrar/student-centre/student-forms>

Other important notes for students:

- 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>

Department of Anthropology and Archaeology Grading Scheme:

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

Students do not need to pass all components to pass the course. Please note: No extra credit or ‘make up’ work is available in this class.

Land Acknowledgement

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut’ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta Region 3.

Acknowledgment and Respect for Diversity

The Department of Anthropology and Archaeology views diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion.

COURSE POLICIES

- Please note that this class is discursive in nature for maximum learning benefit.
- Group huddle sessions are an important teaching component that students should expect to participate in.
- The class environment is a safe and brave space where everyone is encouraged to share without fear of reprisal, judgement, or ridicule.
- Lectures **should not** be recorded, unless related to an accommodation approved by the Accessibility Office.
- Class PowerPoints will not be shared in advance of classes, only after class for pedagogical reasons.
- Instructor may only be contacted by email at ryembila@ucalgary.ca.
- To do well in this course, read up on positionality and post-coloniality prior to first classes.

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/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

ACADEMIC INTEGRITY POLICY

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: www.ucalgary.ca/pubs/calendar/current/k.html.

ACADEMIC MISCONDUCT

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at:

www.ucalgary.ca/pubs/calendar/current/k-3.html. 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 adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>.

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Geography recommends that they attend Academic Integrity workshops offered through the Student Success Centre: <https://www.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. Information on Instructor Intellectual Property can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy>.

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.

SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY

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

- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information

- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

TENTATIVE CLASS SCHEDULE

This schedule is subject to change slightly depending on the progression of the semester.

Topic	Readings	Approx. dates
Course Introduction	None	Sept. 5, 2023
Setting the tone: <i>Development today as post-coloniality</i>	<ul style="list-style-type: none"> ♦ https://www.soas.ac.uk/cedep-demos/000_P501_USD_K3736-Demo/unit1/page_12.htm ♦ The Human Development Index: http://hdr.undp.org/en/content/human-development-index-hdi 	Sept 7, 12
Gender as a development issue	<ul style="list-style-type: none"> ♦ https://www.unwomen.org/en/digital-library/multimedia/2020/2/infographic-visualizing-the-data-womens-representation ♦ Momsen J (2020): <i>Gender as a development Issue. In Gender and Development. Pages 1-8. Routledge: London and New York</i> 	Sept 14
Gender Lensing	Gender, Equity, Diversity, and Inclusion <ul style="list-style-type: none"> ♦ Gender and language: https://www.bbc.com/worklife/article/20170329-the-hidden-sexism-in-workplace-language ♦ Odette (2013) Ableism – A Form of Violence Against Women Critical Reflections, LB-11.pdf (http://vawlearningnetwork.ca)https://www.vawlearningnetwork.ca/our-work/briefs/briefpdfs/LB-11.pdf 	Sept 19, 21
Approaches to gender Studies	<ul style="list-style-type: none"> ♦ Momsen J (2020): Introduction: gender is a development issue in Gender and Development. <i>Pages 13-17. Routledge: London and New York</i> 	Sept 26, 28
Class test 1, Weight 22%	♦ Readings and class content to date	Oct 3
Gender and Sustainable Development Goals	♦ UN: https://www.un.org/sustainabledevelopment/	Oct. 5
Gender and technology	<ul style="list-style-type: none"> ♦ The 'gender-equality paradox' in STEM fields – BBC Newsnight - YouTube ♦ Weingarten, E (n.d)The STEM Paradox: Why are Muslim-Majority Countries Producing So Many Female Engineers? - School of Engineering Education - Purdue University ♦ https://oxfamlibrary.openrepository.com/bitstream/handle/10546/621189/rr-gender-and-technology- 	Oct 10, 12

	050521-en.pdf;jsessionid=68EA31C632C9C8EE5345A05FBAD2EE9F?sequence=1 . Pages 11-22	
Gender Indices and development. How much stock should we put in these?	<ul style="list-style-type: none"> ♦ The Gender Development Index: http://hdr.undp.org/en/content/gender-development-index-gdi ♦ Gender Inequality Index: Gender Inequality Index Human Development Reports (undp.org) 	October 17
Discourses on gender and empowerment	♦ Notions of Gender Empowerment. Collated from various sources. No reading.	Oct. 19, 24
Gender education as empowerment.	<ul style="list-style-type: none"> ♦ 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/ ♦ From access to empowerment: UNESCO strategy for gender equality in and through education 2019-2025 - UNESCO Digital Library 	Oct. 26, 31
<i>Class test 2, Weight 23%</i>	♦ Readings and class content since test 1	Nov. 2
Gender and Health: Gender as a health risk	<ul style="list-style-type: none"> ♦ The intersections of gender and health: https://www.who.int/health-topics/gender#tab=tab_1 ♦ WHO, 2023 (Menstrual health, not just hygiene: The path toward a strong cross-sectoral response (who.int)) ♦ WHO (2023) WHO announces the development of a guideline on the health of trans and gender diverse people 	Nov 7,9
Reading break	No classes	Nov. 14, 16
Gender and environmental discourses	<ul style="list-style-type: none"> ♦ Momsen J (2020): Gender and Environment. In Gender and Development. Pages 120-152. Routledge: London and New York ♦ Look up before class: Human Biophilia 	Nov.21, 23
Full circle, back to the lenses. Doing a GBA+	<ul style="list-style-type: none"> ♦ City of Edmonton GBA+ lensing: Gender-Based Analysis + : What is it and Why? - YouTube ♦ GoC: Applying a GBA+ lens to your work: Apply Gender-based Analysis Plus to your work- Women and Gender Equality Canada 	Nov. 28, 30
Finish GBA+. Revision class	<ul style="list-style-type: none"> ♦ GBA+ continued ♦ Preparation for cumulative final exam 	Dec. 5
<i>Final exam 40%</i>	Final exam	<i>Set by registrar Dec 9-20th</i>