

DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY**Development Studies Interdisciplinary Program****University of Calgary****DEST 375: Gender and Development****Course Outline****Contact information for instructor and TA.****Time: Tues. Thurs 9:30-10:45 a.am****Class Location: ICT 114****Instructor: Dr. Rita Yembilah**

Office Hours: Friday 1-3pm

Office: ES 602K

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

Office Hours:

Office:

Email:

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. Identify and respond to a gendered development issue.

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

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 1	33%	October 10
In class test 2	33%	November 16
Class Presentation	26%	Nov. 30, Dec 5, Dec, 7
Attendance at presentations	8%	All three of them

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

Topic	Readings	Dates
Meet and greet	None	Sept. 12
Understanding development	http://www.worldbank.org/depweb/english/beyond/beyondco/beg_01.pdf	Sept. 14
Females' progress in terms of development.	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	Sept. 19 and 21
How gender became a development issue	See A. Martinez in Haslam et al (2012) <i>Social Assistance, Women in Development</i> p. 91-94	Sept. 26
	See A. Martinez in Haslam et al (2012) <i>Women and Development; Gender and Development</i> p. 94-98	Sept. 28
	See A. Martinez in Haslam et al (2012) <i>Mainstreaming gender equality. P. 98-102</i>	Oct. 3
Practitioner be mindful!	See A. Martinez in Haslam et al (2012) <i>Three lessons to better orient yourself</i> p. 102-103	Oct. 5
Oct. 5 Test Preparation		
Class Test 1: October 10		

Women and economic disadvantage: Why does women's wealth matter?	Gluckman, A (2010): <i>Women and Wealth: A primer</i> in <i>Conflicting Interests</i> p. 103-108	October 12 and 17
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	Oct. 19 and 24
How do we ensure technology in development does not sideline women?	Scott & Foster (2010): <i>Women, Technology and Development</i> in <i>The Companion to Development Studies</i> p. 369-372	Oct 26, 28
Macro economic policy and women's welfare: lessons from the past	Lynne Brydon (2010): <i>Gender and Structural Adjustment</i> in <i>The Companion to Development Studies</i> p. 365-369	Oct 31, Nov. 2
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 Halla Tomasdottir (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	November 7, 9
Test Prep: Nov. 9		
Class Test 2: November 16		
From theory to practice: Collaborating to solve a gender or gendered problem		
Team problem solving phase	Presentation strategy: Identify topic and angle of project	Nov.14
	Presentation strategy: Research content to meet angle	Nov. 21
	Presentation strategy: Brainstorm solutions	Nov. 23
	Presentation strategy: Finishing touches. Completed projects must be submitted on D2L by midnight on Nov. 28	Nov. 28
Class presentations		Nov. 30, Dec 5,7

PLAGIARISM AND CHEATING

Plagiarism: “to steal and pass off the ideas or words of another as one’s own” (Webster’s). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Department of Anthropology and Archaeology’s policy on intellectual honesty

DEFERRED EXAMS:

A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. The instructor at their discretion may transfer the percentage weight for the test to the final examination, if there is a final examination in the course, set another test, etc. An instructor will normally make this decision on the basis of verbal information provided by the student. In the event that an instructor feels that they cannot judge the veracity of the information provided, Students must be aware that they are responsible for payment of any charge associated with the medical assessment and documentation as this service falls outside the realm of services provided by the Provincial Health Care Plan. Deferral of the final exam requires Registrar approval.

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.

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

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/>