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.

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


**Grade Breakdown**

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

**Textbooks:**

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


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.
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 identified.

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.

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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.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings</th>
<th>Week of, 2018</th>
</tr>
</thead>
</table>
  - Social Assistance,  
  - Women in Development  
  - Women and Development | September 17 |
| How gender became a development issue II             | Martinez. A in Haslam et al (2012): *An obstacle course* p 92-100 (See D2L)  
  - Gender and Development  
  - Mainstreaming Gender Equality                     | September 24 |
 October 12: Empowerment interaction with Ashley Tedham |
  Tomasdotiir, 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](https://www.ted.com/talks/halla_tomasdottir_it_s_time_for_women_to_run_for_office) | October 15 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reference</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 26, 2018;</td>
<td>In class mid-term test</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>In-class collaborative research project guidance, research and preparation</td>
<td>Gender and Development individuals/scholars/practitioners in profile</td>
<td>November 19</td>
</tr>
<tr>
<td></td>
<td>In-class mini conference</td>
<td>10-minute presentations on practitioners you should know about</td>
<td>November 26</td>
</tr>
<tr>
<td></td>
<td>Winding down and building up to final exam</td>
<td>All readings and content related to the class Bring all your issues for clarification</td>
<td>December 3</td>
</tr>
</tbody>
</table>

Final exam: Scheduled by registrar

**ACADEMIC ACCOMMODATIONS**

[http://www.ucalgary.ca/access/accommodations/policy](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 / USRIS (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/