

DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY

Development Studies Interdisciplinary Program

University of Calgary

DEST 375: Gender and Development

Course Outline

Winter 2022



Contact information for Instructor and TA

Instructor: Rita Yembilah, PhD

Office Hour: By appointment only, online

Office: ES 602

Email: ryembila@ucalgary.ca

TA: Simon Koots

Office Hour: By appointment

Office: Contact Simon

Email: simon.koots@ucalgary.ca

Time: Mon. Wed. Fri 10-10:50 a.m.

Class Location: ES 443

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.

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 GBA+

Textbooks: None. See course outline for detailed list of readings which are all mandatory for this course.

Lecture Notes: Classes are discursive in nature. Consult this outline and do the readings prior to class. I will not post class PowerPoints online (unless necessary) so ensure you take good notes in class.

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

Course Assignments and Assessment

Component	Weight	When
Class test 1	32%	February 16, 2022
Class test 2	35%	March 18, 2022
Final exam	33%	Registrar scheduled

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

In class assessments (Tests)

IMPORTANT: THIS ONLY APPLIES TO THE FEBRUARY 16TH ASSESSMENT

This assessment will be a take home exam that will be posted on D2L at the beginning of class on [February 11, 2022 at 10a.m] and will be due via THE D2L DROPBOX at ON FEBRUARY 18 at 11:59 pm. The take home exam will consist of responding to mandatory 2 strictly one page essay questions. You may have an extra page for references if you choose to cite any in your response. Each question will be grade out of 15 points.

The ~~Two~~ one in class test will be administered on March 18th. The class test will consist of short answer questions, tables to fill with answers, passages to read and answer questions from and in rare cases, multiple choice questions. **The aim is for students to demonstrate their understanding of 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 and development indices that were used in class to illustrate points.

Final exam

There **WILL BE** a final exam for this course. It will be scheduled by the registrar's office. The final exam will be in a format similar to both in-class assessments. It will be cumulative in content, meaning that you will be assessed based on all the topics and readings from the beginning to the end of term. It will be a **closed book exam** and be 90 minutes in duration. **Deferral of the registrar scheduled final exam requires Registrar approval.**

Closed book Exams: ~~All exams will be closed book.~~ The March 18th in-class test and final exam are closed book. The February take-home midterm is open book. Prior to the exam, a class will be held to respond to and clarify area 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 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.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus, please see ucalgary.ca/registrar.

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	Jan 10
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	Jan 12, 14, 17
Gender as an intrinsic development issue	<i>Momsen J (2020): Gender as a development Issue. Pages 1-8. Routledge: London and New York</i> http://hdr.undp.org/en/content/gender-development-index-gdi	19, 21, 24
Approaches to gender Studies	<i>Momsen J (2020): Gender as a development Issue. Pages 13-17. Routledge: London and New York</i>	26, 28, 31
Gender and the Sustainable Development Goals	https://www.un.org/sustainabledevelopment/ http://hdr.undp.org/en/content/human-development-index-hdi	Feb. 2, 4, 7

Gender and Health	https://www.who.int/health-topics/gender#tab=tab_1 Mid-term test prep (during February 11 class)	9, 11 ¹ , 14
Assessment	Class test 1 (weight 32%)	February 16
Term Break	Reading Break	Feb. 20 – 26
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/	Feb. 18, 28; Mar. 2
Gender and technology	http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.17.0.2885&rep=rep1&type=pdf (See content area for PDF). https://link.springer.com/article/10.1007/BF02298153	4, 7, 9
Gender and environmental discourses	<i>Momsen J (2020): Gender as a development Issue. Pages 120-152. .Routledge: London and New York</i> Mid-term test prep (during March 14 class)	11, 14, 16
Assessment	Class Test 2 (Weight 35%)	March 18
Gender and Language: Intersections with Equity, Diversity and Inclusion	Equity, Diversity, Inclusion and the language of development. The hidden sexism in workplace language: https://www.bbc.com/worklife/article/20170329-the-hidden-sexism-in-workplace-language	21, 23, 25
Discourses of Gender empowerment	https://doi.org/10.1016/j.wsif.2010.03.002 https://www.thelancet.com/action/showPdf?pii=S2214-109X%2817%2930300-5	28, 30.; Apr 1
Gender Based Analysis (GBA+)	https://www.swc-cfc.gc.ca/gba-acis/index-en.html ;	April 4, 6, 8
Assessment	Cumulative exam preparation: Class overview, questions and clarifications	April 11.

SUPPLEMENTAL INFORMATION AND UNIVERSITY POLICIES:

ACADEMIC ACCOMMODATIONS

¹ Part of this class will be used for test preparation. Bring your questions and issues for clarification,

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