DEPARTMENT OF POLITICS
POLI M2032: Gender and Development
TB2 2006-2007
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THE UNIT
Gender and Development (GAD) has become an established field over the past thirty years. This course will focus on gender and development, in theory and practice, in the global South. Gender issues are at the core of many of the South's most profound development challenges, namely the HIV/AIDS pandemic and sexual violence. Cultural ideologies, the legacy of colonialism, liberation struggles and the free-market have also had gender specific effects. NGO's, development projects and governments have been successful and unsuccessful in tackling these challenges. Furthermore, projects that have incorporated GAD methodologies have been criticized by some southern feminists for perpetuating modes of colonialism or for being too conservative in their approach. This course will offer an overview of the development issues in the global South and look at how gender intersects these issues.

METHODS
- Listening and participating in seminar discussion
- Seminar presentation based on critical reading exercise
- Essay writing

OBJECTIVES
- To introduce and critically assess theories and practices of WID, WAD and GAD
- To assess gender importance to development projects and prospects in Sub-Saharan Africa
- To critique existing development strategies and assess the prospects for Sub-Saharan Africa.

LEARNING OUTCOMES
- To develop an understanding of the interconnections between gender and development issues
- To identify the major development challenges for Africa and to critically assess the effectiveness of the responses to these challenges
- To develop a critical perspective as to the future development prospects for Africa and how projects can best mainstream gender.

PREPARATION AND STUDYING
You should spend around 13 hours a week studying for this unit. You must direct your own activities for most of this time. You should engage in the following activities:
- reading core material for seminar;
- reading some of the recommended reading for each week;
- preparing and planning for seminar;
- collecting relevant material from newspapers and periodicals;
- consolidating notes and material after seminar;
- researching and reading for essay;
- planning, organising, drafting and redrafting essay;
- considering points raised in feedback on essay;
- searching for relevant material in the library including use of web and CD Roms

SEMINARS

There are ten two hour seminars. You are **required** to attend all these seminars. If you are unable to attend for any reason, then you **must** to let me know as soon as possible. The seminar will consist of a collaborative presentation and a group discussion. At the first seminar, you will be allocated a seminar topic and a date on which you will give a presentation in a subsequent seminar. You should follow the instructions for the critical reading exercise and then work out a strategy for giving a presentation. Seminars also provide you with an opportunity to ask questions about things that you don't understand and require the full participation of **all** students.

ASSESSED ESSAYS

The question for the essay and the oral presentation must be on different topics. Essay questions will be handed out in class.

Although the required and recommended reading indicated below is grouped in terms of weeks, your essay may usefully draw on reading across a number of weeks. Indeed, the essay questions are not necessarily designed to fit the weekly topics: the intention is to get you to integrate material across the unit. The unit deliberately asks very big questions: the challenge is to be concise and to show a broad grasp of the material.

Full details about all requirements and rules regarding assessed essays – including length, formatting, submission, pass marks, extensions, feedback, resubmissions, and so on – are in the Departmental Graduate Studies handbook.

ORAL PRESENTATION

You are required to make an oral seminar presentation based on the critical reading exercise (found at the end of this syllabus). The rules are as follows:

1. The topics will be allocated in the first seminar
2. The presentation is to be of no more than **fifteen minutes** in length. As with the word limit on the essay, part of the exercise is learning to be concise
3. It must not simply be read out word for word, but must instead be presented from notes
4. It should contain a brief and accurate bibliography of all your sources
5. Both presentation and handout should be considered a resource for yourself and your classmates. To this end, include potential questions raised by your study and any avenue for further study that could prove fruitful.
6. Any handouts must be word-processed, and be **no longer than one side of A4 paper**. I will photocopy the handout for all seminar members. If at all possible, give me your handout at least a day in advance of the seminar so that I have time to copy it.
7. There will be up to five minutes for you to answer questions from the seminar group.
8. I will provide comments on your presentation. When you are preparing for your presentation, bear in mind the importance of quality of handout, presentation style (pace, volume and time management), presentation content and contribution to the entire seminar. The comments on a feedback sheet will be returned to you in class within two weeks.

FEEDBACK

You will have feedback from me as follows:
- Feedback sheet returned to you for your essay
- Feedback sheet returned to you relating to the written exercise and oral presentation
- Informal comments during the seminar from me on your oral seminar performance.

TEXTBOOKS and RECOMMENDED READING

Required Reading: Each week's seminar will proceed on the assumption that you have completed ALL of that week's required reading. This is the reading that we will all have done in common. To be able to do this, you will need to PLAN AHEAD.

Recommended Reading: The syllabus also includes recommended reading. You are required to read some entries from this list each week to supplement the required common reading and to explore the Internet for sources relevant to the topics under discussion. These selections have been chosen to give you a range of examples of work under the topic of that week. Entries are arranged alphabetically (and not in order of possible relevance).

Short Loan: Items marked with * are in the Short Loan Collection (SLC). Note that some items will be in the SLC even if they are not marked with an asterisk, as they may have been put on short loan for another unit. So, if an item does not have an asterisk yet is not on the open shelves, always check the SLC! Please be aware that, for reasons of copyright, you are not allowed to photocopy items in the library that are themselves photocopies.

Journals: If you have trouble finding hard copies of journals, be sure that you also check the library's holdings of **electronic journals**. These are easily accessible through the library's home page at http://www.bris.ac.uk/Depts/Library/.

The journal *Agenda: Empowering Women for Gender Equity* [http://www.agenda.org.za] is a key source for many of the issues covered in the course. Current articles can be accessed using a password on the library's electronic journals page. The back issues are also held in the library.

Core Text: The following textbook contain a substantial amount of the required reading:

Momsen, J.H. (2004) *Gender and Development* London: Routledge.

Web Resources:

There is a wealth of internet resources relating to gender, development and Sub-Saharan Africa.
Africa:
http://www.womensnet.org.za/ Gateway and Advocacy site for Gender issues in South Africa
http://www.cge.org.za/ South African Commission on Gender Equality
http://web.uct.ac.za/org/agi/ African Gender Institute, University of Cape Town
http://www.sardc.net/widsaa/ Women in Development Southern Africa Awareness
http://www.etu.org.za/toolbox/index.html South African Community Organisers Toolbox (has resources on HIV and Gender Analysis for NGO's and community groups)
http://www.hrdc.unam.na/gender_issues.htm Southern African Development Community (SADC) Gender Declaration
http://www.zwrcn.org.zw/gadtalks.html Zimbabwe Women's Resource Centre. Website contains case studies, recommendations and pan-African reviews of gender and development issues

http://www.mg.co.za South Africa's Mail & Guardian newspaper covers many issues facing the country and the continent in depth and offers informed comment and analysis.
http://www.sabcnews.co.za/africa/southern_africa South African Broadcasting Corporation (SABC) Southern Africa News Service.
If you are particularly interested, there is a moderated e-mail discussion and information list relating to gender issues in South and Southern Africa called GENNET:
http://www.geocities.com/~anntothill/gennet/

Gender and Development, International Resources:

http://www.bridge.ids.ac.uk/ BRIDGE, Institute of Development Studies
An excellent site with country gender and development profiles on many Sub-Saharan African countries and overviews of the debates on HIV/AIDs and other major development issues
http://www.gdrc.org/gender/link-resources.html Women and Development Resources on the Internet
http://www.worldbank.org/gender/ World Bank's "Gender and Development" Portal
http://www.undp.org UN Development Programme
http://www.unifem.org/ UN Development Fund for Women
http://home.developmentgateway.org/ 'Development Gateway' World Bank
http://www.dfid.gov.uk UK Department for International Development

SCHEDULE OF SEMINARS

Week One: Introduction to Women in Development (WID)/Women and Development (WAD) and Gender and Development (GAD)

- Bhavnani, K., Foran, J. and Kurian, P. (2003) 'An Introduction to Women, Culture and Development', in Bhavnani, K., Foran, J. and Kurian, P (eds.) *Feminist Futures: Re-Imagining Women, Culture and Development* London: Zed. HQ1161 FEM
- Momsen, J.H. (2004) *Gender and Development* London: Routledge. Chapter 1 and 2 (2004 Library) HQ1240.5.D44 MOM
- McIlwaine, C. and Datta, K. (2003) 'From Feminising to Engendering Development', *Gender, Place and Culture*, 10 (4), pp. 369-382.
  http://www.journalsonline.tandf.co.uk/openurl.asp?genre=article&issn=0966-369X&volume=10&issue=4&spage=369

Recommended Reading
(2002) 'Just Another Talk Shop: Activists' Views on the World Summit' *Agenda* No. 52.
Baden, S. and Goetz, A. (1997) 'Who Needs Sex When you can have Gender? Conflicting Discourses on Gender at Beijing' *Feminist Review*, 56, 3-25
Derbyshire, H. (2002) *Gender Manual: A Practical Guide for Development Policy Makers and Practitioners* London: DFID. HMSO 2002
Heyzer, N (ed.) (1995) *A Commitment to the World's Women: Perspectives on Development for Beijing and Beyond* New York: UNIFEM.
Hodgson, D, McCurdy, D and Heryl, A. (eds.) (2001) *Wicked Women and the Reconfiguration of Gender*, James Currey. HQ1787 WIC
Jackson, C. and Pearson, R. (1998) *Feminist Visions of Development: Gender, Analysis and Policy* London: Routledge. Chapters by Kandiyoti and Molyneux. HQ1240 FEM
Kabeer N (1994) *Reversed Realities: Gender Hierarchies in Development Thought* chapters 1-4. *HQ1240 KAB

Kevane, M. (2004) *Women and Development in Africa: How Gender Works* Boulder, Colorado: Lynne Rienner Publishers. Chapter 3. HQ1240.5.A35 KEV

Koczberski, G (1998) 'Women in Development: A Critical Analysis', *Third World Quarterly* 19(3) 395-409. http://www.journalsonline.tandf.co.uk/openurl.asp?genre=article&issn=0143-6597&volume=19&issue=3&spage=395

Meena, R. (1992) 'Gender Research/Studies in Southern Africa', in Meena, R. (ed.) *Gender in Southern Africa: Conceptual and Theoretical Issues* Harare: SAPES Books HQ1800.5 GEN

Mannathoko, C. (1991) 'Feminist Theories and the Study of Gender Issues in Southern Africa', in Meena, R. (ed.) *Gender in Southern Africa: Conceptual and Theoretical Issues* Harare: SAPES Books.

Moser, C. (1993) *Gender Planning and Development: Theory, Practice and Training*, London: Routledge. Chapter 4. *HQ1240.5.D44 MOS

Njiro, E. (2002) 'Sustainable Development: An Oxymoron?' *Agenda* No. 52.

Rowan- Campbell, D. (ed.) (1999) *Development with Women* Oxford: Oxfam. HQ1236.5.U5 DEV

Saunders, K. ed (2002), *Feminist Post-Development Thought: Rethinking Post-Colonialism and Representation* London: Zed. Introduction. HQ1240.5.D44 FEM

Sen G and Grown C eds. (1988), *Development Crises and Alternative Visions: Third World Women's Perspectives*, Earthscan. HQ1870.9 SEN

Staudt, K. (1995) 'The Impact of Development Policies on Women', in Hay, M. and Stichter, S (eds) *African Women South of the Sahara* Harlow: Longman Scientific and Technical. HQ1787 AFR (2nd ed.)

Visvanathan, N. et. al. (eds.). (1996) *The Women, Gender and Development Reader* London: Zed Books. pp 1-54. HQ1240 WOM

Young, K. (1993) *Planning Development with Women: Making a World Of Difference* London: Macmillan. HQ1240 YOU

Week Two: Gender, Transformation and Empowerment

This seminar will focus on the concept of 'empowerment' in development studies. What does it mean for women to be 'empowered' in Africa and why is it important? What criticisms can be made of the concept of 'empowerment'? Furthermore, can men and women in Africa claim to have been empowered over the last few decades?

- Fonchingong, Charles (2006) 'Expanding horizons: Women's voices in community-driven development in the Cameroon grasslands' *Geojournal*, 65 (3), March, pp. 137-149. http://dx.doi.org/10.1007/s10708-005-3597-y
- Pieterse, J. (2003) 'Empowerment: Snakes and Ladders', in Bhavnani, K., Foran, J. and Kurian, P (eds.) *Feminist Futures: Re-Imagining Women, Culture and Development* London: Zed.
- Parpart, J. (2002) 'Lessons from the Field: Rethinking Empowerment, Gender and Development from a Post (Post-?) Development Perspective', in Saunders, K. (ed.) *Feminist Post- Development Thought* London: Zed, pp.41-56.

Recommended Reading
Agenda (2004) 'Contemporary Activism?' No. 60
Agenda (2002) 'South Africa Women's National Coalition – Working Document of Concerns and Priorities for the World Summit on Sustainable Development' No 52
Agenda, (2002) 'Breaking Free, Choosing Life: The International Women's Caucus for the World Summit' No. 52.

Assibey-Mensah, G (1998) 'Ghana's Women-in-Development Program: Problems, Issues and Prescription', *Journal of Black Studies* 29(2), pp. 277-295 . http://links.jstor.org/sici?sici=0021-9347%281998811%2929%3A2%3C277%3AGWPPIA%3E2.0.CO%3B2-A

Beall, J., Hassim, S. and Todes, A. (1989) 'A Bit on the Side? Gender Struggles in the Politics of Transformation in South Africa', *Feminist Review* (33), pp. 30-56.

Boyd, R. (1989) 'Empowerment of Women in Uganda' *Review of African Political Economy* Vol 16, No. 45/46, Summer, pp106-117.

Cleaver, T. and Wallace, M. (1990) *Namibia Women in War* London: Zed

Cornwell, L. (2000) 'Gender, Development and Democracy', in Soloman, H. and Liebenberg, I. (eds.) *Consolidation of Democracy in Africa: A View from the South* Aldershot: Ashgate.

Jacobs S, Jacobson R and Marchbank J (2000), *States of Conflict: International Perspectives on Gender, Violence and Resistance*, chapter 12 *Globalization, States and Women's Agency: Possibilities and Pitfalls.* *HV6250.4.W65 STA

Karl, M (1995) *Women and Empowerment: Participation and Decision-Making* London: Zed.

Kawamara-Mishambi, S. and Ovonji-Odida, I. (2003) 'The 'Lost Clause': The Campaign to Advance Women's Property Rights in the Uganda 1998 Land Act', in Goetz, A. and Hassim, S. (eds.) *No Shortcuts to Power: African Women in Politics and Policy Making* London and Cape Town: Zed and David Philip. HQ1236.5.S6 NOS

Lairap-Fonderson, J. (2002) 'The Disciplinary Power of Micro Credit: Examples from Kenya and Cameroon', in Parpart, J., Rai, S. and Staudt, K. (eds.) *Rethinking Empowerment: Gender and Development in a Global/Local World* London: Routledge.

Lind, A. (1997), 'Gender, Development and Urban Social Change: Women's Community Action in Global Cities', *World Development*, 25(8): 1205-1223. http://dx.doi.org/10.1016/S0305-750X(97)00033-8

MacDonald, M. (ed) (1994) *Gender Planning in Development Agencies: Meeting the Challenge* Oxford: OXFAM.

Moolman, J. (2005) 'Still more Promises than Progress: Beijing +10 Review', *Agenda*, No 65.

Moser, C (1993), *Gender Planning and Development: Theory, Practice and Training.* London: Routledge. Chapter 9 HQ1240.5.D44 MOS

Parpart, J. (2002) 'Rethinking Participatory Empowerment, Gender and Development: the PRA Approach', in Parpart, J., Rai, S. and Staudt, K. (eds.) *Rethinking Empowerment: Gender and Development in a Global/Local World* London: Routledge. HQ1240.5.D44 RET

Porter, F. and Sweetman, C. (eds) (1999) *Gender Works: Oxfam Experience in Policy and Practice* Oxford: Oxfam Rowbotham S and Linkogle S (2001) *Women Resist Globalisation: Mobilizing for Livelihood and Rights.* London: Zed Books

Rowlands, J. (1999) 'Empowerment Examined', in Rowan-Campbell, D. (ed.) *Development with Women* Oxford: Oxfam.

Rowlands, J. (1997) *Questioning Empowerment* Oxford: Oxfam. HQ1470.9 ROW

Sadie, Y. (2005) 'Women in Political Decision Making in the SADC Region', *Agenda*, No. 65.

Sadie, Y. (2001) 'Post-Beijing Initiatives by Governments: A Comparative Assessment of South Africa and other SADC States', *Agenda* No. 65

Saunders, K. (2002) 'Introduction: Towards a Deconstructive Post-Development Criticism', in Saunders, K. (ed.) *Feminist Post- Development Thought* London: Zed.

Van Der Wesyhuizen, C. (2005) 'Women's Advancement in Africa: Undermined by Tradition and Bureaucracy?', *Agenda* No. 65.

World Bank: Engendering Development: http://www.worldbank.org/html/prmge/prr/

World Bank Report (2000*) Can Africa Claim the 21st Century*? Washington: World Bank. HC200 CAN

Week Three: African Feminisms and Development: Complementary or Contradictory?

Some feminist scholars and activists in the global South have criticized Western feminism for being neo-imperialist and racist. This seminar will analyse 'African feminism' and assess whether one can talk of 'gender and development' in international terms.

- Kandiyoti, D. (1988) 'Bargaining with Patriarchy', *Gender and Society* 2(3). JSTOR http://links.jstor.org/sici?sici=0891-2432%28198809%292%3A3%3C274%3ABWP%3E2.0.CO%3B2-W
- Miles, A. (1998) 'North American Feminism/Global Feminisms Contradictory or Complementary', in Nnaemeka, O. (ed.) *Sisterhood: Feminisms and Power from Africa to Diaspora* Africa World Press. HQ1788 SIS
- Mohanty, C. (1991) 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in Mohanty, C., Russo, A. and Torres, L. (eds.) *Third World Women and the Politics of Feminism*, Bloomington: Indiana University Press. *HQ1870.9 THI also Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourses," *Feminist Review* 30 (1988): 61-88 http://blog.lib.umn.edu/raim0007/RaeSpot/under%20wstrn%20eyes.pdf and
- Mohanty, C (2003) '"Under Western Eyes" Revisited: Feminist Solidarity through Anticapitalist Struggles' *Signs: Journal of Women in Culture and Society*, volume 28 (2003), pp. 499–535 http://www.journals.uchicago.edu/SIGNS/journal/issues/v28n2/280214/280214.web.pdf

Recommended Reading

Agenda (2001) 'African Feminisms: One' No. 50.

Agenda (2002) 'African Feminisms: Two', No. 54

Agenda (2003) 'African Feminisms: Three' No.58.

Aina, O. (1998) 'African Women at the Grassroots: The Silent Partners of the Women's Movement', in Nnaemeka, O. (ed.) *Sisterhood: Feminisms and Power from Africa to Diaspora* Africa World Press.

Amadiume, I. (2003) 'Bodies and Choices: African Matriarchs and Mammy Water', in Bhavnani, K., Foran, J. and Kurian, P (eds.) *Feminist Futures: Re-Imagining Women, Culture and Development* London: Zed.

Ata-Aidoo, A. (1998) 'The African Woman Today', in Nnaemeka, O. (ed.) *Sisterhood: Feminisms and Power from Africa to Diaspora* Africa World Press.

Bentley, K. and Brookes, H. (2005) 'The Great Leap Sideways: Gender and Culture after 10 years of Democracy in South Africa', *Agenda*: Special Focus.

Berger, I. (1999) 'Women in East and Southern Africa', in Berger, I. and White, E. *Women in Sub-Saharan Africa: Restoring Women to History* Bloomington: Indiana University Press. HQ1787 BER

Brydon, L. (ed) (2004) *Gender Relations in Africa: The Politics of (Dis)Empowerment* Oxford:James Currey (on order with Library)

Bujra, J. (1990) 'Taxing Development in Tanzania: Why Must Women Pay?', *Review of African Political Economy* 47: 44-63.

Cornwell, L. (1998) 'Gender, Development and Democracy – Security, Development and Gender in Africa', Institute of Security Studies, Monograph No 27., Pretoria http://www.iss.co.za/pubs/monographs/no27/gender.html

Hodgson, D, McCurdy, D and Heryl, A. (eds.) (2001) *Wicked Women and the Reconfiguration of Gender* James Currey.

Hudson, H. (1998) 'Gender, Development and Democracy- A Response', Institute of Security Studies, Mongraph No. 27, Pretoria http://www.iss.co.za/Pubs/Monographs/No27/GenderResponce.html

Jobson, M. (2005) '5,25 Million Minutes: Gender and Culture after 10 Years of Democracy', *Agenda* Special Focus.

Kevane, M. (2004) *Women and Development in Africa: How Gender Works* Boulder, Colorado: Lynne Rienner Publishers.

Kolawole, M. (2002) 'Transcending Incongruities: Rethinking Feminisms and the Dynamics of Identity in Africa', *Agenda* No. 54.

Mbire-Barongi, B. (1999) 'Ugandan Feminism: Political Rhetoric or Reality?' *Women's Studies International Forum* 22(4): 435-439 http://dx.doi.org/10.1016/S0277-5395(99)00037-0

Meena, R. (ed.) (1992) *Gender in Southern Africa: Conceptual and Theoretical Issues* Harare: SAPES Books. HQ1800.5 GEN

Miles, A. (1998) 'North American Feminism/Global Feminisms Contradictory or Complementary', in Nnaemeka, O. (ed.) *Sisterhood: Feminisms and Power from Africa to Diaspora* Africa World Press.

Mikell, G. (1997) 'Introduction', in Mikell, G. (ed), *African Feminism: The Politics of Survival in Sub-Saharan Africa* Philadelphia: University of Pennsylvania Press. HQ1787 AFR

Ndashe, S. (2005) 'Human Rights, Gender and Culture – a Deliberate Confusion', *Agenda* Special Focus

Salo, E. (2001) 'Talking about Feminism in Africa', *Agenda*, No. 50.

Snyder, M. and Tadesse, M (1995) *African Women and Development: A History* London: Zed Books, 1995.

Ssewakiryanga, R. (2002) ''That Beijing Thing!': Challenging Transnational Feminisms in Kampala, Uganda', *Agenda* No. 54.

Week Four: Masculinities and Development

Studying men and masculinities has become a major theme in feminist research over the past decade. Considering the impact of men and constructs of masculinity to the success of development projects has also become a major issue for NGO's and state agencies. This seminar will focus on defining masculinity and it's importance to development and to assess in what ways men and masculinity can contribute to solving Africa's development challenges.

- Chant, S and Gutmann, M. (2000) *Mainstreaming Men into Gender and Development: Debates, Reflections, and Experiences*, Oxfam http://www.oxfam.org.uk/what_we_do/resources/wp_mainstreamingmen.htm
- Cleaver, F. (ed.) (2002) *Masculinities Matter! Men, Gender and Development* London: Zed
- Cornwell, A. (1997) 'Men, Masculinities and 'Gender' in development, *Gender and Development*, 5(2): 8-13. http://www.journalsonline.tandf.co.uk/openurl.asp?genre=article&issn=1355-2074&volume=5&issue=2&spage=8

Recommended Reading

Connell, B. (1995) *Masculinities* Cambridge: Polity. (2nd ed) *HQ1090.3 CON

Morrell, Khumalo, Mullicjk et. al., Tshabalala, Mtutu, Gobind and Peacock articles in (2005) *Agenda* Special Focus: Gender, Culture and Rights

Bujra, J. (2000) 'Targeting Men for a Change: AIDS Discourse and Activism in Africa', *Agenda* No 44.

Campbell, C. (1997) "Migrancy, 'Masculine Identities and AIDS...' *Social Science and Medicine* 45, 2. http://dx.doi.org/10.1016/S0277-9536(96)00343-7

Cornwall, A. and White, S. (eds.) (2000) 'Men, Masculinities and Development: Politics, Policies and Practice.' Special Issue *IDS Bulletin* 31(2) http://www.ids.ac.uk/ids/bookshop/bulletin/bull312.html (only abstracts available)

Elson, Diane (ed) (1991) *Male Bias in the Development Process*, Manchester: Manchester University Press. NOT IN LIBRARY

Jones, Adam (2006) *Men of the Global South: A Reader*, London: Zed Press. NOT IN LIBRARY

Lang, J. (2003) "Evolving the Gender Agenda: Men, Gender and Development Organizations" *United Nations,* http://www.un.org/womenwatch/daw/egm/men-boys2003/EP10-Lang.pdf

Lindsay, L. and Miescher, S. (eds.) (2003) *Men and Masculinities in Modern Africa* Social History of Africa. HQ1090.5.A357 MEN

Maharaj, P. (2000) 'Promoting Male Involvement in Reproductive Health' *Agenda* No 44.

Morrell, R. (ed) (2001) *Changing Men: Masculinities in Southern Africa* Scottsville and London: University of Natal Press and Zed. HQ1090.7.S6 CHA

Pease, B. and Pringle, K. (2001) *Changing Men's Practices in a Globalised World*. London: Zed. HQ1090 AMA

Sweetman, C. "'Sitting on a Rock': The Implications of Socio-Economic Change in Lesotho for Gender, Men and Development" http://www.bradford.ac.uk/acad/dppc/gender/mandmweb/csweetmantext.html

Sideris, T. (2004). 'Men, Identity and Power: A Case Study of the Re-Invention of 'Tradition': Implications for Involving Men in Training and Education about Gender', *Agenda*, No. 60.

Thorpe, M. (2002) 'Masculinity in an HIV Intervention', *Agenda* No 53.

Whitehead, A. (1999) 'Lazy Men': Time-use, and Rural Development in Zambia', *Gender and Development* 7(3): 49-61. http://www.journalsonline.tandf.co.uk/openurl.asp?genre=article&issn=1355-2074&volume=7&issue=3&spage=49

Week Five: 'Earth, Fire and Water': Farmers, Women Headed Households and Rural Economies

African women are responsible for the majority of agricultural production on the continent. Furthermore, economic pressures and social problems such as AIDS and war mean that women are often the main economic providers in rural areas. This seminar will investigate how rural economies are gendered and also, whether 'women headed householdship' is necessarily synonymous with poverty.

- Momsen, J.H. (2004) *Gender and Development* London: Routledge. Chapter 6
- Jackson C and Pearson R (eds.) (1998), *Feminist Visions of Development*, Part II, articles by *Kynch* and *Kandiyoti*.
- Meinzen-Dick, R., Brown, L. and feldstein, H. and Quisumbing, A. (1997) 'Gender, Property Rights and Natural Resources', *World Development* 25(8): 1303-1315. http://dx.doi.org/10.1016/S0305-750X(97)00027-2

Chant, S. (1997) *Women-Headed Households: Diversity and Dynamics in the Developing World* Basingstoke :Macmillan. HQ1381 CHA

Devereux, S and Maxwell, S. (eds) (2001) *Food Security in Sub-Saharan Africa* London: Institute of Development Studies. HD9017.A357 FOO

Drimie, S. (2003) 'HIV/AIDS and Land: Case Studies from Kenya, Lesotho and South Africa', *Development Southern Africa* 20(5): 647-359 http://www.journalsonline.tandf.co.uk/openurl.asp?genre=article&issn=0376-835X&volume=20&issue=5&spage=647

Evers, B. and Walters, B. (2000) 'Extra Household Factors and Women Farmers: Supply Response in Sub-Saharan Africa' *World Development* 7(3): 9-18. http://dx.doi.org/10.1016/S0305-750X(00)00022-X

Fernando P & Porter G (2001*) Balancing the Load: Women , Gender and Transport*. London: Zed Books.

Guyer, J. (1995) 'Women in the Rural Economy: Contemporary Variations', in Hay, M. and Stichter, S (eds) *African Women South of the Sahara* Harlow: Longman Scientific and Technical.

O' Laughlin, B. (1998) 'Missing Men: The Debate Over Rural Poverty and Women Headed Households in Southern Africa', *Journal of Peasant Studies* 25(2): 1-48.

Plattrau, J. (1996) 'The Evolutionary Theory of Land Rights as Applied to Sub-Saharan Africa: A Critical Assessment', *Development and Change* 27:29-86

Potash, B. (195) 'Women in the Changing African Family', in Hay, M. and Stichter, S (eds) *African Women South of the Sahara* Harlow: Longman Scientific and Technical.

Jackson C (1996) 'Rescuing Gender from the Poverty Trap', *World Development*, 24(3): 489-504. http://dx.doi.org/10.1016/0305-750X(95)00150-B

Kabeer N (1994), Chapter 5.

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Week Six: Women's Land Rights

Land and gender relations are contentious and emotive issues in rural Africa. In post-colonial states, despite pressure for land reform, little has been achieved. This seminar will assess why considering land reform from a gender perspective is essential and what are the best methods for achieving such reform.

- Jacobs, S. (2003) 'Land Reform: Still a Goal Worth Pursuing for Rural Women?', *Journal of International Development* 14: 887-898. http://dx.doi.org/10.1002/jid.934
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- Walker, C. (2003) 'Piety in the Sky? Gender Policy and Land Reform in South Africa', *Journal of Agrarian Change*, 3(1 and 2) pp. 113-148. http://www.blackwell-synergy.com/toc/joac/3/1-2
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Bob, U. (2002) 'Rural African Women, Food (in)Security and Agricultural Production in the Ekuthuleni Land Redistribution Project, KwaZulu Natal', *Agenda* No 51.

(1999) 'Land and Housing: Women Speak Out' *Agenda* No 42.

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Tsikata, D. (2003) 'Securing Women's Interests within Land Tenure Reform: Recent Debates in Tanzania', *Journal of Agrigarian Change* 3(1 & 2) 143-183. http://www.blackwell-synergy.com/toc/joac/3/1-2

Whitehead, A. and Tsikata, D. (2003) 'Policy Discourses on Women's Land Rights in Sub-Saharan Africa: The Implications of the Re-Turn to the Customary' *Journal of Agrarian Change* 3(1) 67-112. http://www.blackwell-synergy.com/toc/joac/3/1-2

Yngstrom, I. (2002) 'Women, Wives and Land Rights in Africa: Situating Gender Beyond the Household in the Debate over Land Policy and Changing Tenure Systems', *Oxford Development Studies* 30(1): 21-40 http://www.journalsonline.tandf.co.uk/openurl.asp?genre=article&issn=1360-0818&volume=30&issue=1&spage=21

Week Seven: 'Trapped Workers'?: African Women in the Global Economy

Domestic servants in 1980s urban South Africa were described as 'trapped workers' and epitomized the plight of black women (and men) in the South African economy. Urbanisation in Southern Africa has increased over the past decade (particularly in South Africa). Political and economic developments

such as the the New Economic Plan for Africa (NEPAD) seek to integrate Africa into the global economy and increase urbanisation. This seminar will assess how urban economies are gendered and what are the gendered effects of globalisation on Africa?

- Endemano-Walker, B. (2001) 'Sisterhood and Seine-Nets': Engendering Development and Conservation in Ghana's Marine Industry' *Professional Geographer* 53(2) http://dx.doi.org/10.1111/0033-0124.00277
- Goebel, A. and Epprecht, M. (1995) 'Women and Employment in Sub-Saharan Africa: Testing World Bank and WID Models with a Lesotho Case Study' *African Studies Review* 38(1) 1-22. http://links.jstor.org/sici?sici=0002-0206%2819950 4%2938%3A1%3C1%3AWAEISA%3E2.0.CO%3B2-3
- Harris, B. (1997) 'Swazi Women Workers in Cottage Industries and Factories', in Mikell, G. (ed.) *African Feminism: The Politics of Survival in Sub-Saharan Africa* Philadelphia: University of Pennsylvania Press

(2001) 'Globalisation: Challenging Dominant Discourses' *Agenda* No. 48.

Besern-Ojong, V. and Moodley, V. (2005) 'Leadership and Issues Affecting the Productivity of Women Entrepreneurs in Kwazulu-Natal', *Agenda*, No. 65.

Boserup, E. (1989 2nd ed) *Woman's Role in Economic Development* London:Earthscan. HD6223 BOS

Brgeron, S. (2003) 'The Post-Washington Consensus and Economic Representations of Women in Development at the World Bank', *International Feminist Journal of Politics*, 5(3): 397-419. http://www.journalsonline.tandf.co.uk/openurl.asp?genre=article&issn=1461-6742&volume=5&issue=3&spage=397

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Elson D (1999), 'Labor Markets as Gendered Institutions: Equality, Efficiency and Empowerment Issues', *World Development*, 27(3): 611-627 http://dx.doi.org/10.1016/S0305-750X(98)00147-8

Izzard, W. (1985) 'Migrants and Mothers: Case Studies from Botswana', *Journal of Southern African Studies*, 1(2). 258-280. [JSTOR]

Jackson, C. and Pearson, R. (1998) *Feminist Visions of Development: Gender, Analysis and Policy* London: Routledge. Chapters by Pearson and Harris-White

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Momsen, J.H. (2004) *Gender and Development* London: Routledge. Chapter 7 and 8

Momsen, J. and Kinnaird, V. (1993), *Different Places, Different Voices: Gender and Development in Africa, Asia and Latin America* London: Routledge. Part II Africa HQ1240.5.D44 DIF

Pearson, R (1998) 'Nimble Fingers' Revisited: Reflections on Women and Third World Industrialisation in the Late Twentieth Century'. In Jackson and Pearson [1998] Ch 8.

Ramphele, M. and Boonzaier, E. (1988) 'The Position of African Women: Race and Gender in South Africa', in Boonzaier, E. and Sharp, J. (eds.) *South African Keywords: The Uses and Abuses of Political Concepts* Cape Town: David Philip.

Robertson, C. (1995) 'Women in the Urban Economy', in Hay, M. and Stichter, S (eds) *African Women South of the Sahara* Harlow: Longman Scientific and Technical.

Sewpaul, V. (2005) 'Feminisation and Globalisation: the Promise of Beijing and Neoliberal Capitalism in Africa', *Agenda*, No. 65.

Standing, G (1999) 'Global Feminization Through Flexible Labour: A Theme Revisited', *World Development*, 27:3, 583-602. http://dx.doi.org/10.1016/S0305-750X(98)00151-X

Stichter, S. and Parpart, J. (1990) *Women, Employment and the Family in the International Division of Labour*. London:Macmillan. HD6223 WOM

Sweetman, C. (ed) (1996) *Women and Urban Settlement* Oxford: Oxfam. HT231 WOM

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Van Der Waal, K. and Sharp, J. (1988) 'The Informal Sector: A New Resource', in Boonzaier, E. and Sharp, J. (eds.) *South African Keywords: The Uses and Abuses of Political Concepts* Cape Town: David Philip.

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New Legislation pertaining to South African Domestic Workers Labour Rights: http://www.labour.gov.za/legislation/sectoral_display.jsp?id=5788

Week Eight: Gender, Health and Reproduction

Mother and child mortality rates in Africa are exceptionally high and the legacy colonialism, medicalisation and apartheid have problematised health initiatives focusing on reproductive health. Furthermore, cultural definitions of African womanhood focus on women's reproductive role. This seminar will focus on these themes and also assess strategies implemented to improve the health of African women.

- Cooper, D et. al. (2004) 'Ten Years of Democracy in South Africa: documenting Transformation in Reproductive Health Policy and Status', *Reproductive Health Matters* 12(24). http://dx.doi.org/10.1016/S0968-8080(04)24143-X
- Harrison, A. and Montgomery, E. (2001) 'Life Histories, Reproductive Histories: Rural South African Women's Narratives of Fertility, Reproductive Health and Illness', *Journal of Southern African Studies* 27(2) 311-328. http://www.journalsonline.tandf.co.uk/openurl.asp?genre=article&issn=0305-7070&volume=27&issue=2&spage=311
- Pick, W., Ross, M. and Dada, Y. (2002) 'The Reproductive and Occupational Health of Women Street Vendors in Johannesburg, South Africa', *Social Science & Medicine*, 54(2): 193-204. http://dx.doi.org/10.1016/S0277-9536(01)00288-X

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Caldwell, J. & P. *et al.* (1987) 'The Cultural Context of High Fertility in Sub-Saharan *Africa Population and Development Review,* 13, 3. http://links.jstor.org/sici?sici=0098-7921%281987%2913%3A3%3C409%3ATCCOHF%3E2.0.CO%3B2-C

Donaldson, S. (1997) "Our Women Keep Our Skies from Falling": Women's Networks and Survival Imperatives in Tshunyane, South Africa', in Mikell, G. (ed), *African Feminism: The Politics of Survival in Sub-Saharan Africa* Philadelphia: University of Pennsylvania Press.

Doyal, L (1995), *What Makes Women Sick* Chapters 1 and 3.

Doyal, L (2002) 'Putting Gender and Health into Globalisation Debates' *Third World Quarterly* 23(2): 223-250. http://www.journalsonline.tandf.co.uk/openurl.asp?genre=article&issn=0143-6597&volume=23&issue=2&spage=233

Garenne, M. et. Al. (2001) 'Understanding Marital and Pre-Marital Fertility in Rural South Africa', *Journal of Southern African Studies* 27(2) 277-290. http://www.journalsonline.tandf.co.uk/openurl.asp?genre=article&issn=0305-7070&volume=27&issue=2&spage=277

Gort, E. (1997) 'Swazi Traditional Healers, Role Transformation, and Gender', in Mikell, G. (ed), *African Feminism: The Politics of Survival in Sub-Saharan Africa* Philadelphia: University of Pennsylvania Press.

Gender and Development (2001) Special Issue on Health, 9:2 (reprinted as Sweetman, C (ed) *Gender, Development and Health*, Oxford: Oxfam. http://www.journalsonline.tandf.co.uk/openurl.asp?genre=issue&issn=1355-2074&volume=9&issue=2

Jackson C and Pearson R (1998), chapter by *Smyth*

Kabeer N (1994), Chapter 8.

Koblinsky M, Timyan J and Gay J (1993), *The Health of Women: A Global Perspective* RA564.85 HEA

Larsen, Ulla (1997) 'Fertility in Tanzania: Do Contraception and Sub-Fertility Matter?', *Population Studies*, 51(2) 213-220. http://www.journalsonline.tandf.co.uk/openurl.asp?genre=article&issn=0032-4728&volume=51&issue=2&spage=213

Maharaj, P. (2000) 'Promoting Male Involvement in Reproductive Health' *Agenda* No 44.

Momsen, J.H. (2004) *Gender and Development* London: Routledge. Chapter 3 and 4

Moore, H. et. al. (eds.) (1999) *Those Who Play with Fire: Gender, Fertility and Transformation in East and Southern Africa* London:Athlone Press. GN658 THO

Mulugeta, A. (2003) 'Slow Steps of Progress: The Reproductive Health Rights of Refugee Women in Africa', *Agenda* No. 55.

Okojie C (1994), 'Gender Inequalities of Health in the Third World', *Social Science and Medicine*, 39(9): 1237-1247. http://dx.doi.org/10.1016/0277-9536(94)90356-5

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Richey, L. (2002) 'Development, Demographic and Feminist Agendas: Depoliticizng Empowerment in a Tanzanian Family Planning Project', in Parpart, J., Rai, S. and Staudt, K. (eds.) *Rethinking Empowerment: Gender and Development in a Global/Local World* London: Routledge.

Summers, C. (1991) 'Intimate Colonialism: The Imperial Production of Reproduction in Uganda, 1907-1925', *Signs*, 16,4. http://links.jstor.org/sici?sici=0097-9740%28199122%2916%3A4%3C787%3AICTIPO%3E2.0.CO%3B2-R

Turschen, M. (1995) 'African Women and Health Issues', in Hay, M. and Stichter, S. (eds.) *African Women South of the Sahara* Harlow: Longman Scientific and Technical.

Upton, R. (2001) ' 'Infertility Makes You Invisible': Gender, Health and the Negotiation of Fertility in Northern Botswana', *Journal of Southern African Studies* 27(2). 349-413. http://www.journalsonline.tandf.co.uk/openurl.asp?genre=article&issn=0305-7070&volume=27&issue=2&spage=349

Varkey, S. et. al. (2000) 'The Role of Advocacy in Implementing the South African Abortion Law', *Reproductive Health Matters*, 8(16): 103-111. http://dx.doi.org/10.1016/S0968-8080(00)90192-7

Vlassof C (1994), 'Gender Inequalities in Health in the Third World: Uncharted Ground', *Social Science and Medicine*, 39(9): 1249-1259. http://dx.doi.org/10.1016/0277-9536(94)90357-3

Useful websites:

www.hsph.harvard.edu/grhf/ Global Reproductive Health Forum
http://www.rho.org/html/hiv_aids.htm# - the Reproductive Health Outlook (RHO) website provides up-to-date summaries of research findings, program experience, and clinical guidelines related to key reproductive health topics

Week Nine: Gender and HIV/AIDS

HIV/AIDS is Africa's foremost health crisis. This seminar will focus on its gendered nature and assess the attempts to deal with the crisis.

Akande, A. (2001) 'Risky Business: South African Youths and HIV/AIDS Prevention', *Educational Studies* 27(3): 237-256. http://www.journalsonline.tandf.co.uk/openurl.asp?genre=article&issn=0305-5698&volume=27&issue=3&spage=237

Baylies, C. (2002) 'HIV/AIDS and Older Women in Zambia: Concern for Self, Worry over Daughters, Towers of Strength', *Third World Quarterly* 23(2): 351-375. http://www.journalsonline.tandf.co.uk/openurl.asp?genre=article&issn=0143-6597&volume=23&issue=2&spage=351

Dunkle, K. et. al. (2004) 'Transactional Sex among Women in Soweto, South Africa: Prevalence, Risk Factors and Association with HIV Infection', *Social Science & Medicine* 59(8): 1581-1593. http://dx.doi.org/10.1016/j.socscimed.2004.02.003

Recommended Reading

(2002) 'What Kind of Future can we Make: Education, Youth and HIV/AIDS', *Agenda* No53.

Berer, M and Ray S (1993), *Women and HIV/AIDS :an International Resource Book* London: Pandora. RA644.A25 BER

Bujra, J. (2004) 'AIDS as a Crisis in Social Reproduction', *Review of African Political Economy*, 102: 631-638. http://www.journalsonline.tandf.co.uk/openurl.asp?genre=article&issn=0305-6244&volume=31&issue=102&spage=631

Butler, A. (2005) 'South Africa's HIV/AIDS Policy, 1994-2004: How can it be Explained?', *African Affairs*, 104: 591-614. http://afraf.oxfordjournals.org/cgi/reprint/104/417/591

Caldwell, J. & P. (1989) 'The Social Context of AIDS in Sub-Saharan Africa', *Population and Development Review*, 15. http://links.jstor.org/sici?sici=0098-7921%28198906%2915%3A2%3C185%3ATSCOAI%3E2.0.CO%3B2-L

Doyal L (1995), *What Makes Women Sick* Chapter 3

Farmer P, Connors M, and Simmons J (eds.) (1996), *Women, Poverty & AIDS: Sex, Drugs, and Structural Violence* Monroe: Common Courage Press. *RA644.A25 WOM

Fitzgerald, D. and Behats, F. (1/4/2003) 'Women's Health and Human Rights in HIV Prevention Research' *Lancet* 361(9351) pp. 68-69. http://dx.doi.org/10.1016/S0140-6736(03)12166-6

Grundfest-Schoepf, B. (1997) 'AIDS, Gender and Sexuality during Africa's Economic Crisis', in Mikell, G. (ed.) *African Feminism: The Politics of Survival in Sub-Saharan Africa* Philadelphia: University of Pennsylvania Press.

Haram, L. (2001) ''In Sexual Life Women are Hunters': AIDS and Women who Drain Men's Bodies. The Cases of the Meru in Northern Tanzania', *Society in Transition* 32(1): 47-56.

Heise, L. and Elias, C. (1995) 'Transforming AIDS Prevenetion to Meet Women's Needs: A Focus on Developing Countries', *Social Science and Medicine*, 40(7): 931-943. http://dx.doi.org/10.1016/0277-9536(94)00165-P

Hunt, C. (1996) 'Social vs. Biological: Theories on the Transmission of AIDS in Africa', *Social Science and Medicine,* 42, 9. http://dx.doi.org/10.1016/0277-9536(95)00219-7

Kalipeni, E. Craddock, S (et. al.) (eds.) (2004) *HIV and AIDS in Africa: Beyond Epidemiology* Oxford: Blackwell. RA644.A25 HIV

Leclerc-Madlala, S. (2005) 'Women Caregivers and Leaders in the Second Phase of HIV/AIDS', *Agenda* No. 65.

Love, R. (2004) 'HIV/AIDS in Africa: Links, Livelihoods and Legacies', *Review of African Political Economy*, 102: 631-638. http://www.journalsonline.tandf.co.uk/openurl.asp?genre=article&issn=0305-6244&volume=31&issue=102&spage=639

Mufune, P (2003) 'Changing Patterns of Sexuality in Northern Namibia: Implications for the Tramsmission on HIV/AIDS', *Culture, Health and Sexuality*, 5(5) http://www.journalsonline.tandf.co.uk/openurl.asp?genre=article&issn=1369-1058&volume=5&issue=5&spage=425

McFadden, P. (1992) 'Sex, Sexuality and the Problems of AIDS in Africa', in Meena, R. (ed.) *Gender in Southern Africa: Conceptual and Theoretical Issues* Harare: SAPES Books.

Mthethwa-Sommers, S. (2005) 'In the Frontlines of the AIDS Inferno: Women Leaders' Contributions', *Agenda* No. 65.

Moletsane, R. and Lesko, N. (2004) 'Overcoming Paralysis: AIDS Education and Activism' *Agenda* No 60.

Norr, K. et. al. (2004) 'Impact of Peer Group Education on HIV Prevention among Women in Botswana', *Health Care for Women International* 25(3) p 210-226. http://www.journalsonline.tandf.co.uk/openurl.asp?genre=article&issn=0739-9332&volume=25&issue=3&spage=210

Parkhurst, J. and Lush, L. (2004) 'The Political Environment of HIV: Lessons from a Comparison of Uganda and South Africa', *Social Science and Medicine* 59(9): 1913-1924. http://dx.doi.org/10.1016/j.socscimed.2004.02.026

RSA Department for Social Development (2002) 'Mothusimpilo (Helping with Life) Outreach Project', in *HIV/AIDS Case Studies in South Africa: Volume One* Pretoria: Government Printer.

Shell, R. (2000) 'Halfway to the Holocaust: The Economic, Demographic and Social Implications of the AIDS Pandemic to the Year 2010 in the Southern African Region', *Occasional Papers* Konrad-Adenauer Stiftung, Johannesburg.

Walker, L. et. al. (2004) *Waiting to Happen: HIV/AIDS in South Africa* Boulder: Lynne Rienner. RA643.86.S6 WAL

Wells, K. et. Al. (2004) 'The Siyazama Project: A Traditional Beadwork and AIDS Intervention Program', *Design Issues*, 20(2) pp 73-90. http://dx.doi.org/10.1162/074793604871310

Williams, G. and Ray, S. (1993) *Work Against AIDS: Workplace Based AIDS Initiatives in Zimbabwe* London: Actionaid. RC10 Acq

USEFUL WEBSITES ON HIV/AIDS:

http://www.cadre.org.za Centre for AIDS Development, Research and Evaluation

http://www.alp.org.za AIDS Law Project: South Africa
http://www.tac.org.za/ Treatment Action Campaign, South Africa
http://www.unaids.org/ - Joint United Nations Programme on HIV/AIDS
http://www.who.org - World Health Organization
http://www.undp.org/hiv United Nations Development Programme

Week Ten: Gender and Violence

The gendered nature of violence has long been a canon in feminist research. This seminar will investigate how violence is gendered and what implication violence has for other development issues in Africa. Finally, what are the best practices for projects aiming to reduce levels of sexual and other gendered violence.

- Moser C & Clark F (2001) *Victims, Perpetrators or Actors? Gender, Armed Conflict and Cultural Violence*. Zed Books *JC328.6 VIC
- Rude, D. (1999) Reasonable Men and Provocative Women: An Analysis of Gendered Domestic Homicide in Zambia. *Journal of Southern African Studies*, 25: 1, 7-27. http://www.journalsonline.tandf.co.uk/openurl.asp?genre=article&issn=0305-7070&volume=25&issue=1&spage=7
- Jacobs S, Jacobson R and Marchbank J (2000), *States of Conflict: International Perspectives on Gender, Violence and Resistance*. New York: Zed. *HV6250.4.W65 STA
- Momsen, J.H. (2004) *Gender and Development* London: Routledge. Chapter 4.

(2004) 'Women in War' *Agenda* No 59

Boonzaier, F. and De La Rey, C. (2003), "He's a Man, and I'm a Woman": Cultural Constructions of Masculinity and Femininity in South African Women's Narratives of Violence', *Violence Against Women*, 9(8): pp. 1003-1029. http://dx.doi.org/10.1177/1077801203255133

Byrne, Bridget (1995) Gender, conflict and development. Volume 1: overview, *Bridge Report* No 34, IDS, University of Sussex (www.ids.ac.uk/bridge)

El Jack, Amani (2003) Gender and Armed Conflict; Overview Report, *Bridge Report*, IDS, University of Sussex (www.ids.ac.uk/bridge)

Ellsberg M et al. (2000) 'Candles in Hell' *Social Science and Medicine* 51: 11, 1595-1610. http://dx.doi.org/10.1016/S0277-9536(00)00056-3

World Health Organisation (2002) *World Report on Violence and Health* chapters 3, 4, 6, 8 HV6625 WOR

Marks, S. and Andersson, N. (1990) 'The Epidemiology and Culture of Violence', in Manganyi, N. & Du Toit, A. (eds.) *Political Violence and the Struggle in South Africa* London: Macmillan. DT779.952 POL

Pickup, F., Williams, S. and Sweetman, C. (2001) *Ending Violence Against Women: A Challenge for Development and Humanitarian Work*, Oxfam, Oxford. HV6250.4.W85 PIC

Jewkes, R. et. al. (2002) 'Risk Factors for Domestic Violence: Findings from a South African Cross-Sectional Study', *Social Science & Medicine* 55(9): 1603-1617. http://dx.doi.org/10.1016/S0277-9536(01)00294-5

Meertens, D. (2001) Facing destruction, rebuilding life: gender and the internally displaced in Colombia' *Latin American Perspectives* 28, 1: 132-148. http://lap.sagepub.com/cgi/reprint/28/1/132

Moser, C. and Clark, F. (eds) (2001) *Victims, Perpetrators or Actors? Gender, Armed Conflict and Political Violence*, Zed, London.

Simpson, G. (1993). 'Women and Children in Violent South African Townships'. In Motshekga, M. &
    Delport, E. (eds), Women and Children's Rights in a Violent South Africa. Pretoria West:
    Institute for Public Interest, Law and Research. http://www.csvr.org.za/pubslist/pubsgend.htm
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Critical Reading Exercise and Seminar Presentation

Critical reading of course texts and analysis of scholarly materials for essay research are very important
skills. It is possible to read and respond to texts in a variety of ways. For class, assess an article or
chapter from the recommended readings and write about it using three different voices: the author's
voice, an evaluative voice, and a personal voice. Come to class prepared to present and discuss your
different analyses.

PART I: THE AUTHOR'S VOICE

i) Re-read text you have chosen and write an annotation.
An annotation summarises the author's arguments ('a set of claims') and conclusions. In an annotation,
you are 'speaking' in the voice of the author, using your own words but attempting to be true to the
meaning and intention of the author. Your goal is not to evaluate but to represent fairly what the author
has said and meant. Since you want to emphasize your own understanding and ability to explain the
text, do not quote directly from the author.
You do not need to translate an author's concepts into your own words. What you want to avoid is
using excerpts from the text as a substitute for explaining the argument yourself. Your goal is to
demonstrate your understanding of the material.

To develop your annotation, answer the following questions:
What is the article about, that is, the subject of the article?
What is the author's stated or implied purpose, that is, what controversy or question is the author
addressing?
What is the author's main thesis and argument, that is, what is the point of view on the
controversy/question that the author puts forward? To a degree, the author is trying to persuade the
reader to agree with this argument.
The final annotation should not include all the content or details. It should highlight the central
thesis/argument and primary supporting points. Pay attention to the relative weight attached to points
by the author and focus only on central points.
The key is to extract the main arguments from the text and explain them succinctly in your own words.
So an excellent annotation depends upon selecting the key points, and choosing what to leave out.
**ii) Identify and explain 1-2 important concepts which the author uses to develop and support
his/her argument.**

A concept helps to explain or make sense of data, detail, information, and experience. It is a general idea or notion that goes beyond the empirical and experiential, beyond what we can observe or directly experience. So for example, 'stereotyping' is a concept, which can be used to interpret a range of specific experiences.

Concepts are the building blocks of theories. So, combining a concept with data provides the foundation for a theory. Concepts are also 'portable', that is, we can 'internalise' them as part of our knowledge base to help us make sense of other situations. Concepts should also be distinguished from 'method' that refers to **how** an author constructs her/his argument. For example, she may use comparison and contrast, an historical approach, qualitative data such as interviews, quantitative data such as statistics, personal experience, cross-cultural data, theoretical frameworks, the research of others, etc.

PART II: AN EVALUATIVE VOICE

Evaluate or make a judgement about the arguments and claims presented in these texts. For this section, do not summarize the author's arguments. You have already done a summary in the annotation. You are also no longer speaking in the author's voice but in your own evaluative voice, using analysis and critical thinking to assess the arguments.

The length of the article or how easy it is to read are not relevant to this kind of evaluation; rather, you are trying to evaluate the arguments.

For both Part II and III, you may use the first person ('I') when you are presenting your own views. Many of you may have been taught in school never to use the first person. However in most university contexts, it is critical to use 'I' to distinguish your own views, arguments and points of view from those of others. However, note that for neither section are you being asked to state an 'opinion' or a personal preference about the issues.

Here are the kinds of questions you might answer in order to develop your evaluation.

*Does the evidence adequately support the arguments and conclusions? Why or why not? Give some examples.

Consider the facts, observations, experiences, examples, theories, concepts and research does the author put forward to support her/his claims. Does the article use original research and data, or secondary sources?

*Are there weak points or gaps in reasoning? Questions left unanswered? Does the author acknowledge these problems? Explain with specific reference to the article.

*What assumptions does the author make? Are they stated or implied? Are they valid or do they weaken the argument?

Assumptions are those aspects of an author's argument that are taken-for-granted rather than analysed and defended. Sometimes the author is very explicit about these assumptions and other times you need to be an active reader to identify unspoken assumptions guiding the argument.

*Identify areas where the arguments are persuasive and explain why. Identify areas where the arguments are not persuasive and explain why.

PART III: A PERSONAL VOICE

Examine your personal responses to this material and reflect on challenges to your beliefs and values. In preparation for writing this section, re-read the article and place an X in the margin at each point where your attitudes or beliefs are challenged, and a Y at those points where you feel a kinship with the argument.

i) In what ways did this article support or challenge your pre-existing views? Explore the origins of your views. When, where and from who did you learn these ideas?

It is important to judge an argument on its own merits and not allow your biases and preconceptions to interfere with your evaluation. One way to prevent your biases from interfering with your evaluation is to become self-conscious about these biases, to articulate them clearly and to evaluate them.

ii) Identify and problematise your emotional responses to the issues raised in these texts. Your responses might include anger, confusion, ambivalence, discomfort, excitement, surprise, resistance, denial, enthusiasm, etc.

Ask yourself why you feel this way, that is, problematic (explain and assess) your feelings rather than just describing them.

For Part III of the assignment, you are no longer analysing the text but rather you are 'investigating' your own responses to the issues raised in the texts. As in Part II, you are speaking in your own voice but you have shifted to an explicitly personal and reflective perspective. This means there are no right answers. The major factor taken into consideration in marking this section will be your ability to identify, problematise and reflect on your pre-existing beliefs and emotional response to the material.

A good piece will be well-written, well organised, and articulate. It will carefully address all parts of the assignment. It will have a thoughtful introduction and conclusion. It will demonstrate an understanding of the material, and an ability to identify the main arguments. It will offer complex evaluations of and personal reflections on the material. Do not confuse length with quality.