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 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:


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.saric.net/widssa/ 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.hrdo.unam.na/gender_issues.htm Southern African Development Community (SADC) Gender Declaration
South Africa’s Mail & Guardian newspaper covers many issues facing the country and the continent in depth and offers informed comment and analysis.


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.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)


Recommended Reading


*HQ1240 KAB


**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?


**Recommended Reading**

*Agenda* (2004) ‘Contemporary Activism?’ No. 60


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.


**Recommended Reading**


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.


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


Basingstoke :Macmillan. HQ1381 CHA


**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.


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Goebel, A. (1999) ‘“Here It Is Our land, the Two of Us”: Women, men and land in a Zimbabwean Resettlement Area’, *Journal of Contemporary African Studies*, 17(1)


Meer, S. (1999) ‘Constraints to Land Reform and Gender Equity Goals’, *Agenda AGI Monograph*


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**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?


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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.


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


Useful websites:

[www.hsph.harvard.edu/grhf/](http://www.hsph.harvard.edu/grhf/) Global Reproductive Health Forum

[http://www.rho.org/html/hiv_aids.htm#](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.


**Recommended Reading**


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


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.