African Development and Gender Equality
Fall 2013

AFS 4935 (1G25) – WST 4930 (1A22)
AFS 6905 (097D) – WST 6935 (1A21)
T 6, R 6-7; MAT 0115; 3 Credits

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Office Hours: T, 10:45-12:15
F, 10:30-12:00

Course Description

Why are gender issues so central to development? What are the different forms of discrimination which women may be subject to, and how do they relate? Are economic policies sufficient to bring about gender equality? Does women’s increased engagement in markets lead to greater empowerment? What is the role of men? What is the impact of women organizing collectively?
The course will address these and other issues by exploring gender roles and norms within Sub-Saharan African (SSA) societies, as well as gender relationships. Gender is an important lens through which understanding societies in general, and throughout the semester we will learn key social, cultural and economic aspects of countries south of the Sahara.

The course enables students to learn about gender issues across a variety of geographical contexts and sectors and to question existing stereotypes about gender roles and relationships in developing countries. We will reflect on the complexity of the issues at stake, involving different and overlapping aspects of subordination and empowerment, global constraints and local resistance. Moreover, we will examine the “discovery” of gender in the development policy arena, discussing various and contrasting perspectives, from mainstream development positions to feminist critiques; as well as efforts and challenges of mainstreaming gender into policy making (by governments, NGOs and donor agencies).

The course is targeted to both upper-undergraduate and graduate level students and is meant to engage, and profit from the interaction between, students from different majors and disciplinary backgrounds. There are no pre-requisites but you should be ready to think analytically, integrate different disciplinary perspectives, and move between theory and policy.

Course Objectives

• Appreciate the multiple ways through which gender is key to development
• Unpack stereotypes about women’s conditions in SSA and learn about their diversity
• Learn how to conceptualize and measure women’s empowerment
• Recognize the limits in existing policy interventions on gender
• Find out about different donor approaches and their pros and cons
Course Structure

We will cover about 1 topic per week. You need to do your weekly reading before each Tuesday’s class (unless otherwise indicated). Most weeks will have the following structure:

- **Tuesday** (1 period): lecture
  Lecture day does not mean you will be passive. My mode is very interactive and I will often interrupt to ask questions. Sometimes we will focus on particular readings, in order to make sure everybody understands them. On some Tuesdays, we may have guest lecturers from UF who will talk about a particular topic.

- **Thursday** (2 periods): class discussion/activity, class presentation or film showing

Class material and resources

Textbooks:


Other required readings will be found in the “Resources” section on Sakai or can be accessed through the internet. Films and documentaries shown in class are part of the required class material and will be held on reserve in Library West.

Course website on Sakai: [http://lss.at.ufl.edu](http://lss.at.ufl.edu) (enter with your Gatorlink username and password): this provides access to the syllabus, course readings, lectures and supplementary course materials, plus instructions for assignments and for accessing grading.

It is a good practice to keep update with international and African affairs: useful internet sources are [www.bbc.co.uk/africa](http://www.bbc.co.uk/africa) and [www.allafrica.com](http://www.allafrica.com). You should also read regularly a daily (the *New York Times* is good on Africa but *The Guardian* from the UK is more complete; these and others can be accessed on the internet) and weekly papers, especially *The Economist* (for which there exists a student subscription for 6 months at very competitive rates).

Course requirements and evaluation

1. **Class presence, participation and general attitude**

   Attendance is essential and you are required to be in class on time. Please let me know as soon as possible if you are going to miss a class. I require attention and respect in class: cell phones, email, texting and using your laptop in class for other than taking notes are NOT TOLERATED. Unjustified absences, frequent late arrivals, and all forms of un-respectful class demeanor will lower your grade. Class discussions are a fundamental part of the course and you are expected to take an active part in them. I am aware that individual personalities differ and some students may be more reserved than others. I will try my best to foster an environment in which everybody feels comfortable sharing their opinions; however, each of you is expected to do his/her own part. It is not just a matter of speaking a lot, but of showing you pay attention, you do your reading, and you can reflect on the issues raised.
2. **Class Presentation**

Each student will have to make a class presentation in which, individually or as part of a group, he/she provides a critique and discussion of selected class reading (the topic has to be agreed with your instructor). The purpose is not to summarize the reading, but rather to analyze some of the issues raised, and provide discussion points. A good presentation will be *short and sharp* (10-15 mins.). Grading will take into account the following elements in equal parts: i) clarity / organization of the presentation, ii) analytical depth e.g. identifying the core issues, and iii) quality and originality of reflections/lessons.

3. **Take-home assignments**

Undergrads: You will be assigned three written assignments (about 3 pages, double spaced) requiring you to answer a given question based on assigned class material. The purpose is to demonstrate that you are doing the reading and are able to elaborate on the issues covered. The first assignment will have 6% of total weight, while the other two assignments will weight 7% each, for a total of 20%. Deadlines as in time schedules.

Grads: You will work on a written project throughout the semester on a topic to be mutually agreed. The grade for this assignment is 30% of final grade, calculated as follows: Part I (8%); Part II (8%); Final draft (14%). Deadlines as in time schedules.

4. **Class tests**

Class tests are meant to show your ability to effectively summarize your knowledge of key facts about the course. Each test is non-cumulative and is composed of two sections: short-answers and longer, more elaborate answers. Topics may touch on any of the class materials covered during that portion of the semester (articles and book chapters, lecture files, web pages and videos shown in class). Dates: see time schedule.

**Evaluation**

Your final grade (in %) is obtained by calculating the weighted average of grades obtained in all the components listed above, according to the following weights:

- Presence & participation (15%)
- Class presentation (15%)
- Take-home assignments (undergrads: 20%; grads: 30%)
- Class Tests (25% / 20% each for undergrads/grads resp., for a total of 50%, resp. 40%)

Your percent final score will be assigned a letter grade according to the following table:

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African Studies at UF:

• The Center for African Studies offers many courses with an African content. You can pick up a free booklet with details from 427 Grinter, and ask more information.

• Many stimulating opportunities exist, such as Semester and Summer Study Abroad Programs (including the prestigious Lumbardi Program). For more info contact the CAS deputy director Todd Leedy (427 Grinter; email tleedy@africa.ufl.edu).

• Do you want to meet your foreign language requirement in a different and exciting way? Learn one of several African languages taught by AALL department. For more information contact Dr C. Bwenge at cbwenge@africa.ufl.edu.

• Are you taking, or planning to take, other courses in African Studies? If so, you may qualify for a Minor in African Studies. Make sure you declare it: in the past, some students who qualified, failed to declare it!

UF POLICIES

Academic Honesty: The University of Florida requires all members of its community to be honest in all endeavors. Cheating, plagiarism, and other acts diminish the process of learning. When students enroll at UF they commit themselves to honesty and integrity. Your instructor fully expects you to adhere to the academic honesty guidelines you signed when you were admitted to UF. As a result of completing the registration form at the University of Florida, every student has signed the following statement: “I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”

Furthermore, on work submitted for credit by UF students, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” It is to be assumed all work will be completed independently unless the assignment is defined as group project, in writing by the professor. This policy will be vigorously upheld at all times in this course.

Plagiarism: Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism as follows: A student shall not represent as the student’s own work all or any portion of the work of another. Plagiarism includes (but is not limited to):

a. Quoting oral or written materials, whether published or unpublished, without proper attribution.

b. Submitting a document or assignment, which in whole or in part is identical or substantially identical to a document or assignment not authored by the student. (University of Florida, Student Honor Code, 15 Aug. 2007 (www.dso.ufl.edu/judicial/honorcode.php).

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code.

Important Tips: You should never copy and paste something from the Internet without providing the exact location from which it came, and the date it was accessed. Do not copy text verbatim from any source (including your own previous work) unless you show the text as a quote with complete attribution.

If a student plagiarizes all or any part of any assignment, University policy suggests that instructors should impose a course grade penalty and report any incident of academic dishonesty to the Office of the Dean of Students. You should know that your work might be tested for its “originality” against a wide
variety of databases by anti-plagiarism guardian sites to which the University subscribes, and negative reports from such sites constitute proof of plagiarism.

**Software Use:**

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

**Campus Helping Resources**

Students experiencing crisis or personal problems that interfere with their general wellbeing are encouraged to utilize the university’s counseling resources. The UF Counseling and Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career and academic goals, which interfere with their academic performance. The Counseling and Wellness Center is located at 3190 Radio Road. The Student Health Care center also deals with mental health problems, and is located at 280 Fletcher Drive.

1. Counseling and Wellness Center, [http://www.counseling.ufl.edu/cwc/](http://www.counseling.ufl.edu/cwc/)
2. Student Health Care Center: [http://shcc.ufl.edu/](http://shcc.ufl.edu/)

**Students with disability:** Students requesting accommodation for disabilities must first register with the Dean of Students Office ([http://www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

**NETIQUETTE: COMMUNICATION COURTESY:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. [Describe what is expected and what will occur as a result of improper behavior]

[http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf](http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf)

**Getting Help:**

For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- [https://lss.at.ufl.edu/help.shtml](https://lss.at.ufl.edu/help.shtml)

**Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.**

Other resources are available at [http://www.distance.ufl.edu/getting-help](http://www.distance.ufl.edu/getting-help) for:
CLASS SCHEDULE

The Instructor reserves the right to make minor modifications during the semester. Items with an * are further readings for graduate students.

**Week 1: Course Introduction**
Aug 22: Introduction

**Week 2: Gender and development**
Aug 27: Understanding main approaches

Aug 29: Lecture continued + class discussion. Sign-up open for class presentations.

**Week 3: Critiques to the “efficiency approach” to gender issues**
Sept 3: Limits to some standard development approaches?

Sept 5: Und. Ass. 1 due. Grads submit 2 page concept note with bibliography for topic approval.

**Week 4: Other Critiques**
Sept 10: The ‘rights approach’: a critical perspective
- Hodgson, “Gender and culture at the limit of rights”

Sept 12: Victimization of poor women. Class Discussion/Presentation
- Win, “Not very poor, powerless or pregnant: the African woman forgotten by development”
- *Half the Sky* (read up to p. 92; Intro, Chs 1-5)

**Week 5: Engaging with religion and FBOs**
Sept 17: Examples in Islamic communities
- Alidou, “Muslim women, right discourse and the media in Kenya”

Sept 19: Class discussion/Presentation
- *Half the Sky* (Ch. 9)
Week 6: Conceptualizing and Measuring Empowerment
Sept 24: Understanding a complex and multi-dimensional concept

Sept 26: Class Presentation/Discussion. Graduate Project Part I due

Week 7: The role of men
Oct 1: How can men engage in empowering women?
  • Barker et al. What men have to do with it? Men+ Gender Equality Project, ICRW
  • Henny Slegh (2013) “‘I can do women's work’: reflections on engaging men as allies in women's economic empowerment in Rwanda” Gender and Development, 21 (1): 15-30
  • *World Bank, Gender Equality and Development: WDR 2012, Spread 2, pp. 194-6
  • Half the Sky (Ch. 11)

Week 8: Gender Mainstreaming
Oct 8: Class Test 1
Oct 10: Gender Mainstreaming in Development Organizations
  • Standing, “Gender, myth and fable: the perils of mainstreaming in sector bureaucracies”

Week 9: Maternal mortality
Oct 15: What will it take to lower maternal mortality?
  • Half the Sky (Chs. 6-8)
  • World Bank, Gender Equality and Development: WDR 2012, Ch. 3 (pp117-25, *125-31)
  • *M Grieco and J Turner “Maternal Mortality: Africa’s burden”
Oct 17: Class presentation/discussion

Week 10: Education
Oct 22: Does Education empower women?
• Casely-Hayford, L. “Gendered experiences of teaching in poor rural areas of Ghana”
• *World Bank, World Development Report 2012, Ch. 3

**Oct 24:** Class Presentation/Discussion
• Kristof N. and S WuDunn, *Half the Sky*, Ch. 10

**Week 11: Economic Globalization and women’s work**

Oct 29: Does globalization increase gender equality?
• Barrientos, S. *Women Treading the Corridors of Corporate Power* Pathways of Empowerment Project
• Peasron, R. “Reassessing paid work and women’s empowerment: lessons from the global economy”
• Ghosh. J. “Financial crises and the impact on women: a historical note”
• *World Bank, Gender Equality and Development: WDR 2012, Ch. 6

**Oct 31:** Discussion/ Presentation: Opportunities and constraints from globalization case study
Graduate Project part II due

**Week 12: Women’s organizing**

Nov 5: The Green Belt Movement
• Wangari Maathai, *Nobel Peace Prize Speech*, video
• [http://www.greenbeltmovement.org/](http://www.greenbeltmovement.org/) *(Who we are, What we do & Wangari Maathai biography sections)*

Nov 7: Women’s mobilization in conflict and post-conflict societies
• Ekiyor and Gbowee, “Women’s peace activism in West Africa: The WIPNET experience”
• Tripp et al. “African women’s movements negotiating peace”
• West African Network for Peace-building: [www.wanep.org](http://www.wanep.org)

**Week 13: Collective Action in Agricultural Markets**

Nov 12: WCA Report

Nov 14: Assignment 3 due. Graduate students’ presentation from:
• Horrell et al, “Work, Female Empowerment and Economic Development”

**Week 14: Interventions and agency**

Nov 19: Governments, collective action and individuals: who is there to do what?
• *Half the Sky* (Chs. 12-14; you must have read the whole book by now)

Nov 21: Class discussion/Presentation: Agency for change: where is it located? Critique of *Half the Sky* book

**Week 15: Course Conclusion**

Nov 26: Final Revision / Conclusions
Nov 28: Thanksgiving Holidays NO CLASS

Dec 3: Class Test 2
Dec. 6: Graduate Project Final version due