

GUÍA DOCENTE. MÁSTER ERASMUS MUNDUS GEMMA

Fecha de actualización: jueves 2 de junio de 2016

- **TÍTULO:** GENDER, CULTURE, AND DEVELOPMENT – AFRICA (GCDA)
- **MÓDULO:** NO PROCEDE
- **CARÁCTER:** OPTATIVA
- **CRÉDITOS ECTS:** 5 (125 horas)
- **IDIOMA DE IMPARTICIÓN:** INGLÉS
- **CURSO ACADÉMICO:** 2016-2017
- **SEMESTRE DE IMPARTICIÓN:** 1º
- **AULA DE IMPARTICIÓN:** SEMINARIO 5
- **PROFESORADO RESPONSABLE:** M. SOLEDAD VIEITEZ CERDEÑO y ROSER MANZANERA RUIZ
 - **Departamentos:** ANTROPOLOGÍA SOCIAL y SOCIOLOGÍA (RESPECTIVAMENTE)
 - **Horario de tutorías:** POR DETERMINAR (pendiente de fijar horarios para próximo curso, definitivamente)
- **PROFESORADO INVITADO:** NO PROCEDE
- **PRERREQUISITOS Y RECOMENDACIONES PARA CURSAR LA ASIGNATURA** (si procede): NO PROCEDE
- **COMPETENCIAS QUE DEBE ADQUIRIR EL ALUMNADO:**
- **OBJETIVOS:** (1) Knowledge and application of concepts, such as culture, tradition or consuetudinary rights to the light of Gender and Women's Studies for African contexts. (2) Understanding of African feminisms viewpoint as related to national/international development policies and issues. (3) Analysis of specific gender equality reforms and projects in African countries.
- **CONTENIDOS** (tanto del bloque teórico como del bloque práctico): Are cultural values and traditions a hindrance for gender equity? How, why, and where is culture a significant variable for gender and development? Which feminist responses can be found in African contexts, and why? Why and how have African Feminism(s) collide with Western views regarding the interaction between gender, culture, and development? Such questions are approached in this course from a multidisciplinary view. The concept of culture was introduced

in gender and development debates in Africa (and worldwide), especially since the 1990s, to explore the connections between gender and ethnicity and /or race in the contexts of cooperation and within the “industry” of international development.

- **THEORETICAL:** (1) Concepts, such as culture, tradition or consuetudinary rights, are explored to the light of Gender and Women's Studies for African contexts. (2) African feminisms are also analyzed in relation to national/ international development policies and issues.
- **PRACTICAL:** Specific case studies about gender equality reforms and projects in African States are discussed. In fact, all the above theoretical issues will be applied to a specific case study as a way to analyze a "women, culture, gender, and development" perspective in real life.
- **BIBLIOGRAFÍA RECOMENDADA** (con el cronograma de lecturas)
 - **(1) DEVELOPMENT (1st and 2nd Session, 1st Week) – Study questions for this week are the following:** Why do Development and Africa go along together (and apparently) that well? What is «development»? Only Western ideology or an economic, social, political, cultural issue...? How has «development» changed its meanings (discourses and practices) over time? To what extent this has had an impact on African countries and particularly on women? Women have always been integrated into development processes. What now? Gender equality and the market economy: Is it possible to overcome subordination in the actual context of globalization? Gender and women in developed and underdeveloped countries. What differences does it make?

AMADIUME, Ifi (1998), *Reinventing Africa: Matriarchy, Religion and Culture*. London: Zed Books. [Introduction, pp. 1-26].

CORNWALL, Andrea (2010), *Deconstructing Development Discourse: Buzzwords and Fuzzwords*. Practical Action. [Introductory Overview, pp. 1-18; Chapter 2 by Gilbert Rist, pp. 19-27].

OKIN, Susan Moller (2003), Poverty, Well-Being, and Gender: What Counts, Who's Heard? *Philosophy and Public Affairs*, 31(3): 280-316. Princeton University Press.

RAHNEMA, Majid (Ed.) with Victoria BAWTREE (1997), *The Post-Development Reader*. Zed Books. London. [Introduction by Majid Rahnema, pp. ix-xix; Chapter 9 by Ivan Illich, pp. 94-101; Chapter 22 by James Ferguson, pp. 223-233; Chapter 24 by Pam Simmons, pp. 244-255].

SCHECH, Susanne and Jane HAGGIS (Eds.) (2002), *Development. A Cultural Studies Reader*. Blackwell Publishers Ltd. Oxford. [Chapter 8 by Arturo Escobar, pp. 79-92; Chapter 9 by James Ferguson, pp. 93-102; Chapter 10 by Nanda Sherestha, pp.103-114; Chapter 11 by World Bank, pp. 115-119].

- **(2) GENDER (3rd and 4th Session, 2nd Week) – Study questions for this week are the following:** The concept of gender in Africa: “traditional”/ cultural and gender systems. The “woman/gender question”, revolutions, reforms, and State Feminism. Gender subordination and development. African women’s movements and political transformation: challenges and advancements. Situational Analysis on Gender in Sub-Saharan Africa: *Gendered machineries*. African and Black Feminisms.

ADOMAKO AMPOFO, Akosua and Signe ARNFRED (Eds.) (2009), *African Feminist Politics of Knowledge. Tension, Challenges, Possibilities*. Nordiska Afrikainstitutet. [Introduction. Feminist Politics of Knowledge by Adomako Ampofo y Arnfred, pp. 5-27; Chapter 1 by Adomako Ampofo, pp. 28-51; Chapter 5 by Isabel Casimiro and Ximena Andrade, pp. 137-156].

HOGDSON, Dorothy (1996), My Daughter ... Belongs to the Government Now": Marriage, Maasai and the Tanzanian State. *Canadian Journal of African Studies / Revue Canadienne des Études Africaines*, 30 (1), pp. 106-123.

MERCER, Claire (2002), The Discourse of Maendeleo and the Politics of Women’s Participation on Mount Kilimanjaro. *Development and Change*, 33, pp. 101–127.

OYĒWÚMÍ, Oyèrónkẹ (2004), “Conceptualizing Gender: Eurocentric Foundations of Feminist Concepts and the Challenge of African Epistemologies”. IN: *African Gender Scholarship: Concepts, Methodology and Paradigms*. CODESRIA (Ed.): 1-8. Council for the Development of Social Sciences Research in Africa (CODESRIA). Gender Series, 1. Dakar.

TRIPP, Aili Mary (1994), Gender, Political Participation and the Transformation of Associational Life in Uganda and Tanzania. *African Studies Review*, 37(1), pp. 107-131.

ARNFRED, Signe (1998), “Myths and ideologies of gender equality and rights”. IN: *Concepts and Methaphors: Ideologies, Narratives and*

Myths in Development Discourse. Signe Arnfred and Henrik Secher Marcussen (Eds.): 72-92. Roskilde Universitet, 1998. [Occasional Papers, 5. International Development Studies].

KESAL, Tim and Claire MERCER (2003), Empowering People? World Vision and “Transformatory Development” in Tanzania. *Review of African Political Economy (ROAPE)*, 96: 293-304.

- **(3) CULTURE (3rd and 4th Session, 3rd Week) – Study questions for this week are the following:** What does culture have to do with development? Since when, how and why has it been relevant? How does culture relate to gender and development and why? Is GAD n imposition of Western ideas in developing areas? Do gender and development interfere in people’s cultures? How can these issues be tackled on a practical level? Culture as experiences and agency: Harmful practices against women revisited.

ABU-LUGHOD, Lila (2002), Do Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others. *American Anthropologist*, 104(3): 783-790.

MBAKOGU, Ifeyinwa A. (2004), Is There Really a Relationship Between Culture and Development? *Anthropologist*, 6(1), pp. 37-43.

SEMU, Lisa (2002), Kamuzu’s Mbumba: Malawi Women’s Embeddedness to Culture in the Face of International Political Pressure and Internal Legal Change. *Africa Today*, 49(2), pp. 77-99.

SWEETMAN, Caroline (Ed.) (1995), Monographic issue on “Women and Culture”. *Gender and Development*, 3(1). OXFAM. Oxford.
[Editorial by Carol Sweetman, pp. 1-6; “NGOs, Gender, Culture, and Multiculturalism. A Zimbabwean View” by Colleta Chitsike, pp. 19-24; “Working with a Radical Agenda. The Musasa Project” by Sheelagh Stewart, pp. 30-35; “Opposition to Gender-Sensitive Development Agenda. Learning to Answer Back” by Sara H. Longwe, pp. 47-50].

WOOD, Cynthia A. (2001), “Authorizing Gender and Development. Third World Women, Native Informants and Speaking Nearby. *Nepantla: Views from the South*, 2.3.

WARNER, M.W., R.M. AL-HASSAN and J.G. KYDD (1997), “Beyond Gender Roles? Conceptualizing the Social and Economic Lives of Rural Peoples in Sub-Saharan Africa”. *Development and Change*, 28: 143-168.

WERMUTH, Laurie and Miriam MAÀT-KA-RE MONGES (2002), “Gender Stratification. A Structural Model for Examining Case Examples of Women in Less-Developed Countries”. *Frontieres*, 23 (1): 1-22.

- **CRONOGRAMA** (de contenidos y de lecturas): PLEASE SEE ABOVE.
- **MÉTODOS DOCENTES** Each session will be divided into three parts: first, the Professor gives a lecture on the week’s topic (1.5 hours); secondly, we’ll all take a *20 minutes* break; and finally, in-class discussion on the required readings by each student is also expected (1,1 hour). Each student will prepare a short presentation (*6-8 minutes* maximum) on her/his assignment for each particular session and upload it BEFORE the discussion takes place in SWAD (see below how). General class information, means of communications and interactions (chats, forum, etc.) or uploading of class assignments will be through <http://prado.ugr.es/moodle/>. Class materials will be provided through MOODLE-PRADO2 as well. Student must check user’s guide, tutorials, etc., and get familiar with MOODLE-PRADO2. Students are also expected to fill out their profile and add a picture.
- **RÉGIMEN DE ASISTENCIA** (mínimo de horas obligatorias de asistencia tanto de las clases teóricas como en las prácticas): 80% (100 hours, including 24 hours of attendance)
- **TIPO Y CRITERIOS DE EVALUACIÓN** (trabajos, proyectos, participación en seminarios, evaluación única final según la Normativa NCG71/2 de la UGR): Students are expected to attend classes regularly and to come to office hours (when and if needed), as well as to devote about 75 hours to independent reading, studying and homework. Grading will be based on attendance, discussion work, and presentations on required readings on the one hand (50%), and final written paper (50%) on the other.