

SEMESTRE	CRÉDITS	TYPE	TEACHING MODALITY	LANGUAGE OF INSTRUCTION
3rd	5	Elective	Face to face	English
MODULE		Interdisciplinary Approaches		
SUBJECT		Gender, Culture and Development: Africa		
COORDINATING CENTRE		Escuela Internacional de Posgrado		
MASTER DENOMINATION		Máster Erasmus Mundus en Estudios de las Mujeres y del Género. Erasmus Mundus Master's Degree in Women's and Gender Studies		
CENTRE WHERE TEACHING TAKES PLACE		Instituto de Investigación de Estudios de las Mujeres y del Género. Centro de Documentación Científica.		
PROFESSORS (1)				
Soledad Vieitez Cerdeño (Department of Social Anthropology) Roser Manzanera Ruiz (Department of Sociology)				
ADDRESS		<ul style="list-style-type: none"> Dpto. Antropología Social, Facultad de Filosofía y Letras. Correo electrónico: soledad@ugr.es Dpto. Sociología, Facultad de Ciencias Políticas y Sociología Correo electrónico: roser@ugr.es 		
OFFICE HOURS		<ul style="list-style-type: none"> Prof. Soledad Vieitez Cerdeño: https://directorio.ugr.es/static/PersonalUGR/*/show/18d97b7d18313a155f2f06a9fdb8f1c0 Prof. Roser Manzanera Ruiz: https://directorio.ugr.es/static/PersonalUGR/*/show/74d960b8239666e6190deec5cbd86637 		
COMPETENCES				
GENERAL				
CG1 Have a critical and advanced knowledge of theories, epistemologies and genealogies in the field of studies of Women and gender.				
CG2 Know the development of the field of Women's Studies and gender as an interdisciplinary field in its cross-cultural and transnational dimensions				
CG3 Know the main theoretical discussions and approaches in the analysis of gender inequalities				

1 Consulte posible actualización en Acceso Identificado > Aplicaciones > Ordenación Docente

(∞) Esta guía docente debe ser cumplimentada siguiendo la "Normativa de Evaluación y de Calificación de los estudiantes de la Universidad de Granada" ([http://secretariageneral.ugr.es/pages/normativa/fichasugr/ngc7121/!](http://secretariageneral.ugr.es/pages/normativa/fichasugr/ngc7121/))



- CG4 Formulate policies in the field of gender equality at the local, national or international level
- CG5 Use the comparative, intercultural and transnational perspective in the analysis of genealogies, feminist theories and research methodologies.
- CG6 Master the use of scientific writing tools, particularly in the field of gender and feminist studies.
- CG7 Understand the different historical and cultural contexts to critically explain inequalities and oppressions from an intersectional point of view
- CG8 Apply the main concepts and categories used in the field of gender and feminist studies in the development of research or professional practice.

SPECIFIC

- CE1 Establish dialogues between different feminist theories (queer feminism, theories of sexual difference, Marxist feminism, theories of equality, cyber-feminism, etc.)
- CE2 Know and locate the genealogies of theoretical and epistemological knowledge produced by academic currents and feminist movements
- CE3 Evaluate a set of research styles, approaches and strategies and to what extent they appropriately consider the variety of research styles and objectives.
- CE4 Have advanced knowledge of relevant research methodologies in the field of gender studies.
- CE5 Understand the interaction between gender and other forms of inequality such as class, ethnicity, foreigners, race, sexual orientation, age.
- CE6 Understand gender as a principle of social organization that runs through the economy, politics, kinship and family, health and well-being, as well as the different institutions (educational, sanitary, political, etc.)
- CE7 Critically analyze gender representations from a cross-cultural perspective
- CE8 Locate, organize and interpret bibliographic information from sources and files
- CE9 Identify the concepts and problems of feminist historical research
- CE10 Identify the tools of feminist ethnographic research
- CE11 Mastering the tools and techniques for feminist analysis of narrative and written discourse
- CE12 Design and execute a professional intervention in the field of public policies with a feminist perspective
- CE13 Show both in the past and in the present the agencies, resistances and subjectivities of subordinate subjects

TRANSVERSAL

- CT1 Show interest in quality and excellence in carrying out different tasks
- CT2 Understand and defend the importance that the diversity of cultures and customs have in research
- CT3 Have an ethical and social commitment in the application of the acquired knowledge
- CT4 Ability to work in interdisciplinary teams to achieve common objectives from differentiated external fields

OBJECTIVES

- (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.

BRIEF DESCRIPTION OF THE COURSE

Main issues on development in Africa South of the Sahara. Gendered revolutions and public policies on gender equality, development and culture. African Gender Systems and Feminisms. Is culture an obstacle to development? Culture as local knowledge, experience and agency? Harmful practices against women revisited.

CONTENTS



Topic 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?

Topic 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.

Topic 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 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.

BIBLIOGRAPHY/ READINGS

MANDATORY

THEME 1

CORNWALL, Andrea (2019), Decolonizing Development Studies: Pedagogic Reflections. *Radical Teacher*, 116: 37-46

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].

EADE, Deborah (2009), Feminisms in Development: Contradictions, Contestations and Challenges; Gender Myths and Feminist Fables: The Struggle for Interpretive Power in Gender and Development, *Development in Practice*, 19:3, 427-429.

THEME 2

CORNWALL, Andrea (2007), Revisiting the ‘Gender Agenda’. *IDS Bulletin*, 38(2). Institute of Development Studies. Brighton.

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.

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.

THEME 3



CORNWALL Andrea & Althea-Maria RIVAS (2015), From 'gender equality and 'women's empowerment' to global justice: reclaiming a transformative agenda for gender and development, *Third World Quarterly*, 36:2, 396-415,

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.

TEACHING METHODOLOGY

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 PRADO** (see below how).

General class information and materials, means of communications and interactions (chats, forum, etc.) or uploading of class assignments will be done **through PRADO** <http://prado.ugr.es/>. **Class materials and all relevant information regarding the subject** will be provided through PRADO as well.

Student must check user's guide, tutorials, etc., and **get familiar with PRADO**. Please check [FAQ-help PRADO](#) and/or [Access Guide](#) for more information on how to use PRADO. Students are also expected to **fill out their profile and add a picture** in PRADO (personal information).

ASSESSMENT METHODS

FIRST CALL. CONVOCATORIA ORDINARIA

Article 17 of the Regulations for the Evaluation and Qualification of Students (University of Granada) establishes that the final grade in ordinary deadline will be based on a **continuous assessment of each student** (*evaluación continua*), except those students who have chosen final assessment (*evaluación única final*).

Tool 1: Attendance

Students are expected to **attend classes regularly**. ****Regarding Attendance** (very important): It is the responsibility of GEMMA Academic Committee to monitor students' attendance to classes; specifically, monitoring absences as well as their justification for them. *Requirements*:

- 1) Students may be absent **up to 4 hours per class** (5 ECTS) without need of justification.
- 2) Absences **greater than 4 hours** in the class **must be duly justified** to both Professor and the GEMMA Academic Chair.
- 3) Classes that are **not attended (8 hours), both justified or not, will have to be made up by additional assignments as established by the Professor**, so not to impact final grade.
- 4) Students must not exceed 8 hours of unexcused absence in any GEMMA class (5 ECTS).
- 5) A student absent over 8 hours in any class due to any major cause must contact the GEMMA Academic Committee (each case will be treated individually, and Professor will also decide).



Tool 2: Required reading

Students also must use, at least, **75 hours to independent reading, studying and homework.**

Tool 2: PRADO and UGR institutional mail address (*user@correo.ugr.es*)

Students access **class materials** through PRADO, <http://prado.ugr.es/>, so each student must make sure to have access through **user@correo.ugr.es** (or otherwise contact PRADO/GEMMA administration). Please check *FAQ-help* PRADO and/or Access Guide for more information on how to use PRADO.

Please be reminded that **official communications always go through your institutional UGR mail address** (*user@correo.ugr.es*). **Make sure to regularly check your inbox**, as well other folders: news listings, etc. (including SPAM).

Tool 4: Final grade

Grading will be based on the following:

- **Attendance, Class presentations and active Discussions on readings** (50% final grade)
- **Final written paper** (50% of final grade)

Tool 5: Office hours

Students **will make an appointment with the Professor for office hours** (when, and if needed)

SECOND CALL (CONVOCATORIA EXTRAORDINARIA)

Article 19 of the Regulations for the Evaluation and Qualification of Students (University of Granada) establishes that students who have not passed the class in ordinary deadline will have to take an extraordinary call. **All students may attend it, regardless of whether or not they have followed a continuous evaluation process.** Thus, a student who has not fulfilled requirements through the continuous assessment (*evaluación continua*) will still have a chance of obtaining 100% of his/her final grade by taking a final exam and/or producing a final paper (or whatever it is required to pass the class).

- Grading will be based on **required readings** (50% of final grade), and **final written paper** (50% of final grade).

ASSESSMENT METHODS FOR EVALUACIÓN ÚNICA FINAL (ACCORDING TO *NORMATIVA DE EVALUACIÓN Y DE CALIFICACIÓN DE LOS ESTUDIANTES DE LA UNIVERSIDAD DE GRANADA*)

Article 19 of the Regulations for the Evaluation and Qualification of Students (University of Granada) establishes that students have the option to get their final grade through a final-only assessment (*evaluación única final*), if they meet its requirements. To qualify for a final-only assessment (*evaluación única final*), the student must ask for it within the first two weeks of classes (or the two weeks following enrollment if class has already started; later on, in case of major issues). Students must follow the electronic procedure (sede.ugr.es) and address petition to GEMMA Chair, who will transfer the corresponding teaching staff, alleging and accrediting the reasons that assist them for not being able to follow the continuous evaluation system.

- Grading will be based on **required readings** (50% of final grade), and **final written paper** (50% of final



grade).

COVID PROVISIONS. SITUATION A (BLENDED FACE TO FACE & ONLINE)

*** Este escenario no lo estemos contemplando en nuestro Máster dado que se podrá garantizar la enseñanza presencial en el Aula Clara Campoamor en el Centro de Documentación Científica

SITUATION B (NO FACE TO FACE TEACHING)

TUTORING

TIMETABLE

For health-related issues and logistics, for both face-to-face office hours and telematic tutoring will be arranged **by appointment only** (and through the **available tools**)

Soledad Vieitez Cerdeño:

https://directorio.ugr.es/static/PersonalUGR/*/show/18d97b7d18313a155f2f06a9fdb8f1c0

Roser Manzanera Ruiz:

https://directorio.ugr.es/static/PersonalUGR/*/show/74d960b8239666e6190deec5cbd86637

TOOLS FOR ONLINE TUTORING

Google Meet, Skype, JitsiMeet, **PRADO** (chat, forum, messenger, and mail), and **institutional email** (*user@correo.ugr.es* or *user@ugr.es*)

MEASURES FOR THE ADAPTATION OF TEACHING

- If the technical and human means allow it, **at Professors' discretion classes shall be broadcasted** so each group can follow them individually through PRADO. Otherwise, **readings and other class materials** will be provided through PRADO, so **each student can work autonomously**, posing questions through forum (and office hours, if needed). For reviewing purposes, the first minutes of each next face-to-face session will be used to recapitulate the contents of materials already discussed online, from PRADO and so on.

MEASURES FOR THE ADAPTATION OF EVALUATION

FIRST CALL

- Grading will be based on **class presentations of required readings** (50% of final grade), and **final written paper** (50% final grade).

SECOND CALL

- **Final written paper** based on required readings and **all class materials on PRADO** (100% of final grade)

FINAL EVALUATION

- **Final written paper** based on required readings and **all class materials on PRADO** (100% of final grade)



