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?

  - 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].


(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.


- **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/](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.