

Guía docente de la asignatura

**Gender, Culture and  
Development: Africa**Fecha última actualización: 16/07/2021  
Fecha de aprobación por la Comisión  
Académica: 21/07/2021**Máster**

Máster Universitario Erasmus Mundus en Estudios de las Mujeres y de Género

**MÓDULO**

Universidad de Granada - Módulo Optativo

**RAMA**

Ciencias Sociales y Jurídicas

**CENTRO RESPONSABLE  
DEL TÍTULO**

Escuela Internacional de Posgrado

**Semestre**

Primero

**Créditos**

5

**Tipo**

Optativa

**Tipo de  
enseñanza**

Presencial

**PRERREQUISITOS Y/O RECOMENDACIONES**

Not applicable.

**BREVE DESCRIPCIÓN DE CONTENIDOS (Según memoria de verificación del Máster)**

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.

**COMPETENCIAS****COMPETENCIAS BÁSICAS**

- CB6 - Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación.
- CB7 - Que los estudiantes sepan aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio.



- CB8 - Que los estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
- CB9 - Que los estudiantes sepan comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades.
- CB10 - Que los estudiantes posean las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.

## RESULTADOS DE APRENDIZAJE (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.

## PROGRAMA DE CONTENIDOS TEÓRICOS Y PRÁCTICOS

### TEÓRICO

**Topic 1. DEVELOPMENT** (1st and 2nd Session) – **Study questions:** 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? How is social media being used for specific issues in the developing countries? What role do the media play in the cultural dynamics of Development in African societies?

**Topic 2. GENDER** (3rd and 4th Session) – **Study questions:** 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. African and Black Feminisms. How does the media affect Gender and women in Africa?

**Topic 3. CULTURE** (5th and 6th Session) – **Study questions:** 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. In what ways Media and Culture and related? Have African women created their own representation through the media? What power do African women have toward media representation of themselves? What relevance do these processes have in the image that is



transmitted globally? How does it engage new ways of creating and recreating culture and identities globally?

## PRÁCTICO

Based on main topics, DEVELOPMENT, GENDER and CULTURE, and respective related readings and case studies, students will develop an audiovisual project supervised by instructors.

## BIBLIOGRAFÍA

### BIBLIOGRAFÍA FUNDAMENTAL

#### TOPIC 1

- ANYIDOHO, Nana Akua (2020) Women, Gender, and Development in Africa. In Yacob-Haliso, T. Falola (eds.), *The Palgrave Handbook of African Women's Studies*, New York: Palgrave Macmillan.
- CORNWALL, Andrea (2019), *Decolonizing Development Studies: Pedagogic Reflections*. *Radical Teacher*, 116: 37-46.
- 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.
- 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.

#### TOPIC 2

- BOSCH, Tanja (2011) *African Feminist Media Studies. A view from the global South*, *Feminist Media Studies*, 11 (1), pp. 27-33.
- 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.
- MBILINYI, Marjorie (2015) *Transformative Feminism in Tanzania: Animation and Grassroots Women's Struggles for Land and Livelihoods*. In Rawwida Baksh & Wendy Harcourt (eds.), *Oxford Handbook of Transnational Feminist Movements: Knowledge, Power and Social Change*. New York: Oxford University Press.
- 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. Dakar: Council for the Development of Social Sciences Research in Africa (CODESRIA).

#### TOPIC 3

- ABU-LUGHOD, Lila (2002), *Do Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others*. *American Anthropologist*, 104(3), pp. 783-790.
- MANZANERA-Ruiz, Roser; Carmen LIZÁRRAGA-Mollinedo & Rose MWAIPOPO (2016) *Gender Inequality, Processes of Adaptation, and Female Local Initiatives in Cash Crop Production in Northern Tanzania*. *Rural Sociology*, 81(2), pp. 143-171.
- MBAKOGU, Ifeyinwa A. (2004), *Is There Really a Relationship Between Culture and Development?* *Anthropologist*, 6(1), pp. 37-43.



- ONYENANKEYA, Kevin Uwaecheghi; ONYENANKEYA, Oluwayemisi Mary; and OSUNKUNLE, Oluyinka (2019), Sexism and Gender Profiling: Two Decades of Stereotypical Portrayal of Women in Nollywood Films. *Journal of International Women's Studies*, 20(2), pp. 73-90.
- PYPE, Katrien and JEDLOWSKI, Alessandro. "Anthropological Approaches to Media in Africa." IN: GRINKER, R.R. et al (Eds.) (2019) *A Companion to the Anthropology of Africa*. John Wiley & Sons, Inc.
- GADZEKPO, Audrey (2009) Missing links: African media studies and feminist concerns. *Journal of African Media Studies*, 1 (1), pp. 69-80.

### BIBLIOGRAFÍA COMPLEMENTARIA

- AMADIUME, Ifi (1998), *Reinventing Africa: Matriarchy, Religion and Culture*. London: Zed Books.
- AMADIUME, Ifi (1987a), *Male Daughters, Female Husbands. Gender and Sex in an African Society*. London: Zed Books .
- AMADIUME, Ifi (1987b), *African Matriarchal Foundations. The Case of Igbo Societies*. London: Karnak House.
- CORNWALL, Andrea (2010), *Deconstructing Development Discourse: Buzzwords and Fuzzwords*. London: Practical Action.
- ARNFRED, Signe (Ed.) (2004), *Re-thinking Sexualities in Africa*. Nordiska Afrikainstitutet Uppsala.
- CODESRIA (2004), *African gender scholarship: Concepts, methodology and paradigms*. Dakar: Council for the Development of Social Sciences Research in Africa (CODESRIA).
- OYEWÙMÍ, Oyèrónké (Ed.) (2005), *African gender studies. A reader*. New York: Palgrave MacMillan.
- OYEWÙMÍ, Oyèrónké (1997), *The Invention of Women. Making African Sense of Western Discourses*. Minneapolis: University of Minnesota Press.
- RAWWIDA, Baksh & Wendy HARCOURT (Eds.) (2015), *Oxford Handbook of Transnational Feminist Movements: Knowledge, Power and Social Change*. New York: Oxford University Press.
- VIEITEZ-CERDEÑO, Soledad (2011), "Angola", "Cape Verde", "Green Belt Movement in Africa", "Lesotho", "Property Rights", "Swaziland". IN: *Encyclopedia of Women in Today's World*. Mary Zeiss Stange and Carol K. Oyster (Eds.). New York: SAGE Reference.
- YACOB-HALISO, T. Falola (Eds.) (2020), *The Palgrave Handbook of African Women's Studies*, New York: Palgrave Macmillan.

### ENLACES RECOMENDADOS

Links to be provided in PRADO and lectures.

### EVALUACIÓN (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final)

#### EVALUACIÓN 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:

- Students may be absent **up to 4 hours per class** (5 ECTS) without need of justification.
- Absences **greater than 4 hours** in the class **must be duly justified** to both Professor and the GEMMA Academic Chair.
- 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.
- Students must not exceed 8 hours of unexcused absence in any GEMMA class (5 ECTS).
- 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 3: 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: Visual media work

- Students will also (in groups of two or three people) carry out visual work using ethnographic techniques in order to develop the contents of the sessions in a creative way.
- The visual works created by students will be shown at the FEM- the Media and Ethnographic Festival of University of Granada. This event will take place at the end of the academic year (June/July 2022).

### Tool 5: Final grade

- Attendance, Class presentations and active Discussions on readings (50% of final grade)
- Visual media work (50% of final grade)

### Tool 6: Office hours

- Students **will make an appointment with the Professor for office hours on demand**.

## EVALUACIÓN EXTRAORDINARIA



- Reaction papers on mandatory readings by topic (50% final grade)
- Final exam (50% of final grade)

#### EVALUACIÓN ÚNICA FINAL

- Reaction papers on mandatory readings by topic (50% final grade)
- Final exam (50% of final grade)

#### INFORMACIÓN ADICIONAL

Not applicable.

