

Guía docente de la asignatura

**Gender, Culture and Development:  
Africa (M15/56/4/21)**

Fecha de aprobación por la Comisión Académica: 04/07/2023

**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

|                 |         |                 |   |             |          |                          |            |
|-----------------|---------|-----------------|---|-------------|----------|--------------------------|------------|
| <b>Semestre</b> | Primero | <b>Créditos</b> | 5 | <b>Tipo</b> | Optativa | <b>Tipo de enseñanza</b> | Presencial |
|-----------------|---------|-----------------|---|-------------|----------|--------------------------|------------|

**PRERREQUISITOS Y/O RECOMENDACIONES**

Not applicable.

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

Development, gender and culture in Africa South of the Sahara. Gendered revolutions and public policies on gender equality. African Feminisms and Activisms. Culture as local knowledge, experience and agency.

**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

1. **Economic studies on women.** Mobile moneys, labour, mining, labor issues, entrepreneurships... Development and culture.
2. **Women's activism.** African Women's Decade (2010-2020), anticolonial revolutions and resistances. Collective action and culture.
3. **"Gendered machineries"**. Gender equality as "institutionalized". Reforms, policies and culture.
4. **African Feminisms** and/or local Proposals – policies toward gender equality and development. Feminism and culture.
5. **Africanizing "gender"**. Complementary gender spheres and empowerment. Gender and culture.

### PRÁCTICO

Related to readings and case studies, students will discuss articles by topic, comment on video materials, and develop an final essay paper.

## BIBLIOGRAFÍA

### BIBLIOGRAFÍA FUNDAMENTAL

- ABU-LUGHOD, Lila (2002) Do Women Really Need Saving? Anthropological Reflections



- on Cultural Relativism and Its Others. *American Anthropologist*, 104(3), pp. 783-790.
- 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.
  - BRYCESON, Deborah F. & MWAIPOPO, Rosemarie N. (2019) Rural–urban transitions in Tanzania’s northwest mining frontier. IN: *Rural-Urban Dynamics: Livelihoods, mobility and markets in African and Asian frontiers* (pp. 178-194).
  - CORNWALL, Andrea (2019) Decolonizing Development Studies: Pedagogic Reflections. *Radical Teacher*, 116: 37-46.
  - CORNWALL Andrea & RIVAS, Althea-Maria (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.
  - 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.
  - MANZANERA-Ruiz, Roser; LIZÁRRAGA-MOLLINEDO, Carmen; MWAIPOPO, Rosemarie N. (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.
  - 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.
  - MADAHA, Rasel; SHAYO, Rose; MWAIPOPO, Rosemarie N. (2021) The role of peasantry women initiated networks in the promotion of Community Development in Mkalama District, Tanzania. *Tanzania Journal of Agricultural Sciences*, 20(2):170.184.
  - MWAIPOPO, Rosemarie N. (2021) The Construction of Masculinities: Bodaboda Operators and Secondary Schoolgirls' Pregnancies in Vwawa, Mbozi District, Tanzania. *Journal of Education, Humanities & Science (JEHS)*, 10(5).
  - MWAIPOPO, Rosemarie N. (2021) Women, Land Tenure Dynamics and Land Sales in Rural Areas. The Case of Syukula Village, Tanzania. *The African Review*, 48(2):476-506.
  - MWAIPOPO, Rosemarie N. & DAUDA, Masoud (2020) Feminism, women’s agency, and subjective well-being: Women’s experiences of village community banks in Tanzania. *Tanzania Journal of Development Studies*, 17(2).
  - KAMAT, Vinay R., Le BILLON, Philippe, MWAIPOPO, Rosemarie N.; RAYCRAFT, Justin (2019) Natural gas extraction and community development in Tanzania: Documenting the gaps between rhetoric and reality. *The Extractive Industries and Society*, 6(3): 968-976.
  - ONYENANKEYA, Kevin Uwaecheghi; ONYENANKEYA, Oluwayemisi Mary; 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.
  - VIEITEZ-CERDEÑO, Soledad; MANZANERA-RUIZ, Roser; NAMASEMBE, Olga Margret M. M. (2023): Ugandan women’s approaches to doing business and becoming entrepreneurs, *Third World Quarterly*, DOI: 10.1080/01436597.2023.2189580

## 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).
- MWAIPOPO, Rosemarie N. (2011) The Gender Gap in Higher Education Institutions: The Case of the University of Dar Es Salaam, Tanzania. Tanzanian Journal of Development Studies, 11(1-2).
- OYEWUMÍ, Oyèrónké (Ed.) (2011), Gender Epistemologies in Africa. New York: Palgrave MacMillan.
- OYEWUMÍ, Oyèrónké (Ed.) (2005), African gender studies. A reader. New York: Palgrave MacMillan.
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- 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**. Requirements:

- Students may be absent **up to 4 hours per class** (5 ECTS) without the need for justification.
- Absences **greater than 4 hours in the class must be duly justified** to both Professors
- 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 as not to impact the 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 Professors (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: Final grade

- Attendance (25%), Class presentations (25%) and active Discussions on readings (25%) Final Essay (25%)

#### Tool 5: 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.

Información de interés para estudiantado con discapacidad y/o Necesidades Específicas de Apoyo Educativo (NEAE): [Gestión de servicios y apoyos](https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad) (<https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad>).

