

Guía docente de la asignatura

Fecha de aprobación por la Comisión
Académica: 16/07/2024**Gender, Culture and Development:
Africa (M15/56/4/21)****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)

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.**
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 regarding 3 main case studies.

1. The case study of Uganda
2. The case study of Mozambique
3. The case study of Tanzania

BIBLIOGRAFÍA

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- 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.
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- CORNWALL, Andrea (2019) Decolonizing Development Studies: Pedagogic Reflections. *Radical Teacher*, 116: 37–46.
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- 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 Now¹: 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.
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- 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).
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- Manzanera-Ruiz, Roser, Olga Margret M. M Namasembe, Vanesa Barrales Molina. 2022. Female gender interests and education in women entrepreneurs’ definition of success in Uganda. *Entrepreneurship & Regional Development Journal*.
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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 of the University of Granada establishes that the ordinary call will preferably be based on the continuous evaluation of the student body, except for those who have been recognized the right to the single final evaluation. Plagio: ANY FORM OF PLAGIARISM IN ANY OF THE ACTIVITIES OR ASSIGNMENTS (INCLUDING UNAUTHORISED USE OF AI) WILL LEAD TO THE FINAL GRADE 0% AND TO WHATEVER LEGAL MEASURES THE UGR OR/AND THE GEMMA CONSORTIUM MAY DECIDE TO IMPOSE.

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)

ANY FORM OF PLAGIARISM IN ANY OF THE ACTIVITIES OR ASSIGNMENTS (INCLUDING UNAUTHORISED USE OF AI) WILL LEAD TO THE FINAL GRADE 0% AND TO WHATEVER LEGAL MEASURES THE UGR OR/AND THE GEMMA CONSORTIUM MAY DECIDE TO IMPOSE.

EVALUACIÓN ÚNICA FINAL

Article 8 of the "Normativa de Evaluación y Calificación de los Estudiantes de la Universidad de Granada" allows students who cannot fulfil the requirements for continuous assessment because of duly justified reasons to be evaluated at the end of the academic year. Students needing this form of evaluation should apply within the first two weeks of the academic year following the procedure specified by this UGR regulation. Incluir epígrafe plagio: ANY FORM OF PLAGIARISM IN ANY OF THE ACTIVITIES OR ASSIGNMENTS (INCLUDING UNAUTHORISED USE OF AI) WILL LEAD TO THE FINAL GRADE 0% AND TO WHATEVER LEGAL MEASURES THE UGR OR/AND THE GEMMA CONSORTIUM MAY DECIDE TO IMPOSE.

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

INFORMACIÓN ADICIONAL

Information of interest for students with disabilities and/or Specific Educational Support Needs (NEAE): Management of services and support (<https://ve.ugr.es/servicios/atencionsocial/estudiantes-con-discapacidad>).

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>).

