

## **COURSE SPECIFICATION DOCUMENT**

**NOTE:** ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTPC.

<b>School:</b>	<b>CASS</b>
<b>Programme:</b>	<b>MA International Development</b>
<b>Level:</b>	<b>7</b>
<b>Course Title:</b>	<b>Gender and Development</b>
<b>Course Code:</b>	<b>DEV 7401</b>
<b>Course Leader:</b>	<b>Dr. Paul Rekret</b>
<b>Student Engagement Hours:</b>	<b>200</b>
Lectures:	
Seminar / Tutorials:	45
Independent / Guided Learning:	155
<b>Semester:</b>	<b>FALL and/or SPRING</b>
<b>Credits:</b>	<b>20 UK CATS credits</b> <b>10 ECTS credits</b> <b>4 US credits</b>

### **Course Description:**

This course seeks to critically examine how development processes affect women, men and gender relations. In particular, the course aims to analyse the differential locations of men and women in the processes of development; to understand what development is, the scales or levels at which it occurs, and the centrality of gender at every level. Accordingly, the course will examine concepts and theories of gender, development, reproductive and productive labor, and globalisation among others in order to reflect upon the relationships between the global economy and the gendered processes of development at both micro and macro levels.

**Pre-requisites:** MA International Relations and MA International Development students only

### **Aims and Objectives:**

- To extend the understanding of development students with regard to the theoretical and practical implications of gender relations and inequalities to concepts and practices of development
- To provide students with a familiarity with key analytical debates in the field of gender

and development

- To enable students to evaluate the impact of development practices on issues of gender equity
- To provide background on the evolution of thinking and approaches around gender and development, and to explore and analysis the current main approaches

**Programme Outcomes:**

A, B, C, D, E

A detailed list of the programme outcomes are found in the Programme Specification.

This is located at the archive maintained by the Academic Registry and found at:

<http://www.richmond.ac.uk/content/academic-schools/academic-registry/program-and-course-specifications.aspx>

**Learning Outcomes:**

By the end of this course, successful students should be able to:

- Demonstrate a systematic understanding of debates around concepts of gender, especially as they relate to theories of development
- Demonstrate a systematic understanding of key debates over the implications of gender inequalities to development policy and practice
- Demonstrate a systematic understanding of key concepts central to the study of gender in development studies, including: the household, power and empowerment, and the feminisation of poverty and labor.
- Design and undertake a substantial investigation of a key issue in gender and development that engages with theoretical, practical and methodological questions in this field.
- Engage with and evaluates complex, incomplete or contradictory evidence in the study of gender and development

**Indicative Content:**

- Theories of gender and sexuality
- Evolution of approaches to gender equality and development
- Gender and the Millennium Development Goals
- The feminisation of poverty
- The global gendered division of labor

**Assessment:**

This course conforms to the Richmond University Standard Assessment Norms approved at Learning and Teaching Policy Committee found at:  
<http://www.richmond.ac.uk/content/academic-affairs/academic-standing.aspx>.

**Teaching Methodology:**

The course will consist of weekly postgraduate seminars, which will follow the structure set out within the course syllabus and will serve a number of functions: seminars provide a framework for the course; address critically the relevant literature in specific areas, examine concepts, theories and case studies, and enable students to engage in group discussion and dialogue, and autonomous learning. Seminars rely upon active student participation, mediated by the Course instructor. By examining and discussing issues and problems in a seminar setting, students as junior research colleagues will be able to learn from each other and resolve questions that arise in the course of the lectures and readings. Seminars will only be useful to the extent that they are prepared for and participation in discussions and debates is an essential aspect of this. All students will be required to participate. Tutorial opportunities will also be available for research supervision and other academic support.

**Indicative Texts:**

- Beneria, Lourdes. (2004). *Gender, Development, and Globalization: Economics as if All People Mattered*. Routledge Press.
- Cornwall, A., E. Harrison, A. Whitehead (2007), *Feminisms in Development: Contradictions, contestations and challenges*. London: Zed Books.
- Elson, D. (1995) (ed.) *Male Bias in the Development Process*, Manchester: Manchester University Press.
- Marchand, M. & Parpart, J. (eds.) (1995) *Feminism/Postmodernism/Development* (London: Routledge, 1995)
- Razavi, S and Miller, C. (1995) From WID to GAD: Conceptual Shifts in the Women and Development Discourse, *UNRISD Discussion Paper*, Geneva: UNRISD, pp. 27-32.
- Standing, Guy (1999). "Global Feminization through Flexible Labor: A Theme Revisited," *World Development*, Vol. 27, No. 3, , pp. 583-601.
- Visvanathan, Duggan, Wiegersma and Nisonoff. (2011). *The Women, Gender and Development Reader*. 2<sup>nd</sup> Edition. Zed Press (WGD)
- Please Note: The core and the reference texts will be reviewed at the time of designing the semester syllabus

Change Log for this CSD:

Major or Minor Change?	Nature of Change	Date Approved & Approval Body (School or LTPC)	Change Actioned by Academic Registry
