

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

<b>Programme Title</b>	: All undergraduate programmes
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Gender and Development in Asia
<b>Course Code</b>	: SSC2202
<b>Department</b>	: Social Sciences and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: EMI
<b>Course Level</b>	: 2

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### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## **1. Course Synopsis:**

The purpose of this course is to familiarize students with the main analytic debates on the field of gender and development from different perspectives and relate these debates especially on Asia. Four institutional domains (households, family and kinship, the market, the community and the state) through which gender relations are both defined and transformed receive separate attention. Students will be introduced to the patriarchal structures of society that have shaped and categorized gender roles and status, through a range of psychological and sociological discourses, including Politics, Literature, the Media, Religion, Race and Medicine. The focus on issues of race will include the structures, processes and mechanisms whereby gender as a social division is produced and reproduced. An introductory survey of conceptual approaches to gender is followed by a treatment of central topics which include: the move from WID (women in development) to GAD (gender and development) as critical perspectives in development studies, conceptual approaches to households, men and masculinities in development, globalization and women's employment, gender, state and governance, women's movements and state-civil society relations, gender, conflict and post-conflict, and finally an appraisal of prospects for gender-aware planning and empowerment, through studying cases across Asia.

## **2. Course Intended Learning Outcomes (CILOs)**

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub>: distinguish different definitions of gender and key debates in the field of gender and development.
- CILO<sub>2</sub>: relate genders and debates to development theory, policy and practice
- CILO<sub>3</sub>: discuss the implications of gender for education, marriage, work and household work
- CILO<sub>4</sub>: evaluate the impact of development interventions (policies, projects and institutional reform) on issues of gender equity and empowerment.

### 3. CILOs, Content and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
1. Introduction: sex and gender, gender socialization, formation of gender	<i>CILO<sub>1</sub></i>	<ul style="list-style-type: none"> <li>Lectures and seminars that discuss various concepts of gender</li> <li>Tutorials and student presentations so as to familiarize students with all the essential topic pertinent to gender</li> <li>Guided reading, group discussion and case discussions with the guidance from the instructor</li> <li>Video clips to show issues</li> </ul>
2. Development theory policy and development	<i>CILO<sub>1</sub></i>	
3. Gender in household: parenting, division of labor; men and women in paid work	<i>CILO<sub>2,4</sub></i>	
4. Gender and migration, sex trafficking and sex trade and LGBT	<i>CILO<sub>1,2,4</sub></i>	
5. Health, gender planning, education	<i>CILO<sub>2,3,4</sub></i>	
6. Agrarian transformation; Industrialization; state policies and institutions; gender consciousness and struggle for change	<i>CILO<sub>3,4</sub></i>	

### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Class participation <ul style="list-style-type: none"> <li>Students are expected to read relevant readings or journal articles before s/he attends the tutorials and must participate actively in the discussion</li> </ul>	20%	<i>CILO<sub>1,2,3,4</sub></i>
(b) Group presentation and written report <ul style="list-style-type: none"> <li>Students are required to work as a team and to present their work to the class</li> <li>Group report based on chosen presentation topic (around 1,000 words)</li> </ul>	50%	
(c) Essay <ul style="list-style-type: none"> <li>One individual reactions paper of around 1,500 words on conceptual and theoretical framework and current issues on gender and development</li> </ul>	30%	

## 5. Required Text(s)

Nil

## 6. Recommended Readings

Butler, J.(1993). *Bodies that matter*. London and New York: Routledge

----- (1997). *Gender trouble*. London and New York: Routledge

Chodorow, N. J. (2002). Gender as a personal and cultural construction. In Muriel, D., & Virginia, G. *Gender in psychoanalytic space* (pp. 237-261). New York: Other Press.

Connell, R. (1987). *Gender and power: Society, the person and sexual politics*. Stanford: Stanford University Press.

Giddens, A. (1992). Romantic love and other attachments. In *The transformation of intimacy: Sexuality, love and eroticism in modern societies* (pp. 37-47). Cambridge: Polity press.

Jackson, C. and Pearson, R. (eds) (1998) *Feminist Visions of Development*. London: Routledge

Karlin, C. A., England, P., & Richardson, M. (2002). Why do “women’s jobs” have low pay for their educational level? *Gender Issues*, 20(4), 3-22.

Lorber, J. (1994). Men as women and women as men: Disrupting gender. In *Paradoxes of gender* (pp. 80-96). New Haven, London: Yale University Press.

Lips, H. M. (1995). Gender-role socialization: Lessons in Femininity. In Freeman, J. (Ed). *Women: A feminist perspective* (pp. 128-148). Mountainview: Mayfield.

Lorber, J. (1994). Separate and not equal: the gendered division of paid work. In *Paradoxes of Gender* (pp. 194-222). New Haven, London: Yale University Press.

McDowell, L. and Sharp, J.P. (eds) (1997) *Space, Gender and Knowledge*. London: Arnold.

Ng, C. H. (2004). Bringing women back in: Family change in Hong Kong. In Chan, A. K. W., & Wong, W. L. (Eds). *Gendering Hong Kong* (pp. 219-243). Hong Kong: Oxford University Press.

Ng, C. W., & Ng, E. G. H. (2004). The concept of state feminism and the case for Hong Kong. In Chan, A. K. W., & Wong, W. L. (Eds) *Gendering Hong Kong*. Hong Kong: Oxford University Press.

Visvanathan, N. et al (1997) *The Women, Gender and Development Reader*. London: Zed.

## 7. Related Web Resources

<http://www.bridge.ids.ac.uk/reports/re55.pdf>

<http://www.unwomen.org/>

<http://www.un.org/womenwatch/>

## **8. Related Journals**

*Family Relations*

*Gender and Society*

*Gender, Place and Culture*

*Journal of Family and Economic Issues*

*Journal of Marriage and Family*

*Progress on Development Studies*

## **9. Academic Honesty**

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## **10. Others**

Newspaper articles and on-line videos on relevant topics and issues will be used wherever and whenever necessary and feasible.

Last updated: 22 December 2023