THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Bachelor of Social Sciences (Honours) in Greater China Studies
Programme QF Level : 5
Course Title : Gender and Development in Asia
Course Code : GCS2028
Department : Department of Asian and Policy Studies
Credit Points : 3
Contact Hours : 39
Pre-requisite(s) : Nil
Medium of Instruction : EMI
Course Level : 2

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 Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short “PEER & I”):

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

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 rate 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:

- CILO₁ distinguish different definitions of gender and key debates in the field of gender and development
- CILO₂ relate genders and debates to development theory, policy and practice
- CILO₃ discuss the implications of gender for education, marriage, work and household work
- CILO₄ 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

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<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
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<tbody>
<tr>
<td>1. Introduction: sex and gender, gender socialization, formation of gender</td>
<td>\textit{CILO}_1</td>
<td>• Lectures and seminars that discuss various concepts of gender</td>
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<td>2. Development theory policy and development</td>
<td>\textit{CILO}_1</td>
<td>• Tutorials and student presentations so as to familiarize students with all the essential topic pertinent to gender</td>
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<td>3. Gender in household: parenting, division of labor; men and women in paid work</td>
<td>\textit{CILO}_2,4</td>
<td>• Guided reading, group discussion and case discussions with the guidance from the instructor</td>
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<td>4. Gender and migration, sex trafficking and sex trade and LGBT</td>
<td>\textit{CILO}_1,2,4</td>
<td>• Video clips to show issues</td>
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<td>5. Health, gender planning, education</td>
<td>\textit{CILO}_2,3,4</td>
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<td>6. Agrarian transformation; Industrialization; state policies and institutions; gender consciousness and struggle for change</td>
<td>\textit{CILO}_3,4</td>
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4. Assessment

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<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILO</th>
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<tr>
<td>(a) Class participation</td>
<td>20%</td>
<td>\textit{CILO}_1,2,3,4</td>
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<td>• Students are expected to read relevant readings or journal articles before s/he attends the tutorials and must participate actively in the discussion</td>
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<td>(b) Group presentation and written report</td>
<td>50%</td>
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<td>• Students are required to work as a team and to present their work to the class</td>
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<td>• Group report based on chosen presentation topic (around 1,000 words)</td>
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<td>(c) Essay</td>
<td>30%</td>
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<td>• One individual reactions paper of around 1,500 words on conceptual and theoretical framework and current issues on gender and development</td>
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5. Required Text(s)
Nil

6. Recommended Readings


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 adopts a zero tolerance policy to plagiarism. For the University’s policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). 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: 19 September 2018