

Course Outline

Part I

Programme Title	: Master of International Relations and Development
Programme QF Level	: 6
Course Title	: Gender and Development
Course Code	: SSC6287
Department	: Department of Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 6

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

Gender and development critically analyzes gender issues in the development context, examining the impact upon both men and women as a result of economic development and social transformation. The course begins with theoretical approaches to gender and development, development theory and feminist critiques. Followed by looking into topics such as gender inequalities in paid and unpaid work; feminist critiques of economics and of theoretical debates within the gender and development field on topics such as structural adjustment, feminization of the labor force, and poverty; women, health and reproductive rights; Women and education; Agriculture, Environment and gender; examination of efforts and proposals by governments, international policy-making institutions, and civil society organizations.

2. Course Intended Learning Outcomes (CILOs)

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

CILO₁ : To understand theoretical backdrops of gender and development.

CILO₂ : To examine critically on topics and issues about gender and development.

CILO₃ : To apply theoretical and conceptual framework in the discussion of gender and development issues.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Theoretical approaches to gender and development, development theory, feminist critiques, masculinities	<i>CILO_{1,3}</i>	<ul style="list-style-type: none"> ➤ Lectures, readings and tutorial discussion ➤ Presentation and essays
Feminization of labour, sex trafficking, health and reproductive rights, agriculture, environment and gender, gender violence	<i>CILO_{1,2,3}</i>	<ul style="list-style-type: none"> ➤ Lectures, readings and tutorial discussion ➤ Presentation and essays ➤ Online class and guest lectures
social movements, government and international NGOs	<i>CILO_{1,3}</i>	<ul style="list-style-type: none"> ➤ Lectures ➤ Guest lectures ➤ Discussion ➤ Essay ➤ Presentation

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(a) Class Discussion and Participation Students are expected to read relevant readings before s/he attends the seminars and must participate actively in the discussion.	20%	<i>CILO₁₋₃</i>
(b) Presentation and Group Reports	40%	<i>CILO₁₋₃</i>

Students will work in groups to make a presentation gender and development issue, and submit a group report of around 3,000 words. Students will assess each other's contribution within the group using a predetermined list of criteria.		
(c) Individual Essay Students will write a 2,000-word analytical essay on a chosen topic related to gender and development.	40%	<i>CILO₁₋₃</i>

5. Required Text(s)

Visvanathan, N., Duggan, L., Nisonoff, L., & Wieggersma, N. (1997). *The women, gender and development reader*. London ; Atlantic Highlands, N.J.: Zed Books.

6. Recommended Readings

Dixon-Mueller, R. (1993). *Population Policy and Women's Reproductive Rights*. New York: Praeger Press.

Wolf, D. (1991). Male bias in the development process: An overview. *Male Bias in the Development Process*. Manchester: Manchester University Press.

Jackson, C. (1993). Environmentalisms and Gender Interests in the Third World. *Development and Change*, 24(4), 649-677.

Jaffee, D. (1990). *Levels of Socioeconomic Development Theory*. New York: Praeger Press.

Kendiyoti, D. (1988). Bargaining with Patriarchy. *Gender and Society*, 2(3), 274-290.

Kincaid, A., & Portes A. (eds). (1994). *Comparative National Development: Society and Economy in the New Global Order*. Chapel Hill, NC: University of North Carolina Press.

Lind, A. (1997). Gender, Development and Urban Social Change: Women's Community Action in Global Cities. *World Development*. 25(8), 1205-1223.

Rocheleau, D., & Edmunds, D. (1997). Women, Men and Trees: Gender, Power and Property in Forest and Agrarian Landscapes. *World Development*, 25(8), 1351-1371.

Smyth, I., & Sweetman, C. (2011). Development, Crises, and Alternative Visions: Third World Women's Perspectives. *Community Development Journal*, 46(3), 395-398.

7. Related Web Resources

Name of the Web Page	Web Link
World Bank (2001): Engendering Development	http://siteresources.worldbank.org/PGLP/Resources/Engendering_Development.pdf
Tinker (1990): Persistent Inequalities UNDP (1995): Human Development Report 1995	http://hdr.undp.org/reports/global/1995/en/
World Bank (2011) World Development Report 2012: Gender equality and development	https://openknowledge.worldbank.org/handle/10986/4391
UN (2000): The World's Women: Trends and Statistics.	http://unstats.un.org/unsd/demographic/products/indwm/indwm2.htm

8. Related Journals

Development and Change
Gender, Development and Technology
Gender, Place and Culture
Gender and Society
Journal of Development Studies
Third world quarterly
Signs

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

Nil

Updated as of 29 December 2023