



## Study Center in Dakar, Senegal

<b>Course name:</b>	Gender and Development in Senegal and Sub-Saharan Africa
<b>Course number:</b>	GEND 3101 SGSM
<b>Programs offering course:</b>	Language and Culture
<b>Credits:</b>	3
<b>Contact Hours:</b>	45
<b>Term:</b>	Fall 2016

### Course Description

This course is designed to provide students with a deeper understanding of gender and development issues in Sub-Saharan Africa. It is also an opportunity to assess the multiple factors that impact Sub-Saharan African women's lives as well as the challenges they are facing in the process of globalization and the global economic crisis. The course will introduce students to a host of "developmental" issues that are particularly relevant to gender. Some of those critical areas will be poverty, health, economy, education, sexuality, violence, culture, etc.

### Learning Objectives

The goal of this course is to:

- Familiarize students with basic gender and development concepts and
- Demonstrate the strong impact of culture, society, as well as modernization on gender roles
- Establish a better grasp of issues of gender inequality in sub-Saharan Africa.
- Highlight the realities and efforts in the context of gender inequality in Sub-Saharan Africa

### Course Prerequisites

Students should have a preliminary knowledge of the geo-political and social issues of the Sub-Saharan African region. Understanding the social dynamics that underline the present situation of gender issues in this part of Africa is important as well. It will be very helpful for students to keep up to date with the current issues/events in order to be able to measure the improvement (or lack of thereof) in gender relations in Senegal and Sub-Saharan Africa.

### Methods of Instruction

Students' critical reflections and observations on gender will constitute an important part of the course. We strongly encourage students to investigate the cultural and social situations in which they engage during their stay in Senegal, a country that presents particularly thought-provoking gender dynamics and issues. The course material will be a combination of academic articles and field visits, discussions addressing the complex relations between gender and development. Guest speakers, lectures, field trips and library resources will be used to explore the various themes that are of interest to us in this class.



## **Course Policies:**

1. **Attendance:** Two unexcused absences will result in a 5% reduction in your overall class grade. You will fail the class if you miss more than two classes without excuses. This course involves many in-class activities. Attendance will be taken daily and it is your responsibility to sign in.  
If you **MUST** miss class, please notify the instructor **PRIOR** to the class meeting by phone or email. If you have missed a class, it is your responsibility to contact a classmate to get the notes and assignments. If you miss an exam or presentation in class, you will not be permitted to make it up unless you have a documented excuse and make arrangements to complete the exam or assignment within that week.
2. **Writing Guidelines:** All written assignments should be typed, double-spaced, and written and edited in **Microsoft Word**. All assignments will be graded on both content and writing style. Grammatical errors, spelling errors, typos, incorrect punctuation, etc. will be deducted from your total grade for a written assignment. The criteria for evaluation of assignments will be given before the assignment is due. To avoid plagiarism, all citations and quotes must be identified throughout the text and in a bibliography. You are welcome to use either APA, MLA, or Chicago Style for in-text citations and bibliography – just be consistent
3. **Academic Honesty and Integrity:** All written or oral assignments must be the original work of the student.  
Cheating will not be tolerated. Please be mindful that if I sense you are engaging in academic misconduct, due process will be applied. It will result in a grade of “F” for this course as well as disciplinary action by C.I.E.E.
4. **Deadlines:** Assignments will be due on the dates noted. You will receive a 0 for late assignments. The only exceptions to this policy will be serious illness or emergencies. You must read the assigned material **BEFORE** class and be ready to discuss the readings. If you are having a problem, please discuss this with me **BEFORE** the due date.
5. **Changes:** The course schedule and/or readings are subject to change at the instructor’s discretion.  
Changes will be announced in class and/or via email. Students are responsible for checking their email regularly and adapting to any changes in due dates, exams, readings, and schedules.
6. **Laptops:** **NO LAPTOPS WILL BE PERMITTED IN CLASS.** Class lecture notes may be available after class. Please bring a notebook, pen, and all of the readings to class to assist you in discussing the readings and taking notes during lectures and guest speaker sessions.
7. **Cell phones:** All cell phones must be turned **OFF** or to **SILENT/VIBRATE** mode during class. Do not engage in text messaging during class or exams. Any student caught text messaging in class or during an exam will be asked to leave and will receive a failing grade for the exam.
8. **Special Consideration:** Any student requiring special consideration because of any type of disability must inform me as soon as possible within the first week of the course.



ENGAGE. EXPERIENCE. EMBRACE. EDUCATE.

### **Assessment and Final Grade**

- Group presentation: 25%
- Mid-term paper: 20%
- Class participation: 25%
- Final paper: 30%

## **Course Requirements**

- **Group presentations:** Students are expected to participate actively in sharing their ideas on various classroom activities. Starting Week 2, students will be asked to read and give a 15 to 20 minute introduction on articles that will be assigned at least one week in advance. These presentations will be followed by discussions.
- **Mid-term short paper:** Students are required to write a 5-page paper on a topic relevant to the course. The paper should reflect understanding of and interest in the chosen topic. This paper could be a starting point of a research project on which students could expand on to write their final paper. Students need to meet with the instructor to discuss their topics.
- **Final paper & Presentation:** A 10-12 page research paper is due at the end of the semester. It will not be a repetition of the mid-term paper but a more in-depth analysis of the chosen topic. The paper will not only detail the issue, it will also seek to investigate what economic, social and/or legal actions have been taken (or should have been taken) to tackle it. Students are also encouraged to suggest possible solutions or plans. During the last week of the semester, you will present your research to the class in the form of a powerpoint, poster or creating a collage of both text and images.

**NB: The papers should be typed (double-spaced) and submitted on the due dates.**

- **Class participation:**  
Includes class attendance, participation, group work and field visits. The success of your learning experience depends on your active participation in the class discussions, small groups, and engagement with the material inside and outside of class. Please make every effort to attend all classes and come to class prepared to participate in discussion.

Please read the articles before class. In order for our class to be informative, interesting and fun it is necessary for you to read the assigned material beforehand and to come to class prepared to discuss it. You must be willing and able to critically analyze and discuss the issues and readings in small group discussions as well as with the larger class.

Students who regularly attend class and participate in discussion usually gain a better understanding of the subject matter of the course, and are able to complete higher quality assignments and examinations, as these are closely related to classroom discussion. Students who habitually cut class or fail to do the readings tend not to enjoy the course as much, and often have significant gaps in their understanding of the subject matter of the course.

**COURSE OUTLINE**

WEEK	TENTATIVE LECTURE TOPIC	ASSIGNMENTS DUE
1	Introduction to course. Basic Gender and Development Concept	
2	The Millennium Development Goals & Gender Issues Guest Lecture/Movie	
3	Structural Adjustment, Gender & Poverty MDGs, Gender & Poverty Reduction	
4	No Class- Rural Visits No Class- Rural Visits	
5	Gender Disparity in Education Gender and Literacy	
6	Overview of the status of gender and economic empowerment Women's Economic Empowerment	
7	Women's Role in Agriculture Gender & Food Security	
8	Gender & HIV/AIDS Gender and Maternal Health	
9	No Class- Fall Break	
10	Gender and Violence (FGM/FGC) Gender and Domestic Violence	
11	Women's Role and Place in Religion ( Emphasis on Marriage) Women and Islam: Empowerment or Oppression	
12	Women's Role in Conflict Resolution Gender & Migration	
13	Gender and Women's Participation in Politics Impact of Women's political leadership	
14	Final Project Presentations Final Project Presentations	
15	Final Project Presentations Final Project Presentations	
16	No class- Finals Week No class- Finals Week Paper Due	

**COURSE READINGS**

**\*\* Note:** Some course readings may be subject to change at the instructor's discretion.

**WEEK I: Course Overview & Basic Concepts****Introduction to course**

Overview of syllabus, Introductions, Discussion, Q & A

Setting the framework for the course

Film: "The Danger of a Single Story" by Chimamanda Ngozi Adichie. On TED.com.  
[http://blog.ted.com/2009/10/07/the\\_danger\\_of\\_a/](http://blog.ted.com/2009/10/07/the_danger_of_a/)

Talking about Tribes: Moving from Stereotypes to Analysis:

[http://kora.matrix.msu.edu/files/50/304/32-130-153D-84-Background\\_Paper\\_010\\_opt.pdf](http://kora.matrix.msu.edu/files/50/304/32-130-153D-84-Background_Paper_010_opt.pdf)

**Why is Gender a Development Issue? The Trajectory of Gender and Development**

**Reading:** Reddock, Rhoda (2009). "Why Gender? Why Development?"

**Reading:** Tripathy, Jyotirmaya (2010). How Gendered Is Gender and Development? Culture, Masculinity, and Gender Difference. *Development in Practice, Vol. 20, No. 1*  
[http://www.idrc.ca/EN/Resources/Publications/openebooks/272-4/index.html#page\\_23](http://www.idrc.ca/EN/Resources/Publications/openebooks/272-4/index.html#page_23)

**Documentary:** Half the Sky: Turning Oppression into Opportunity for Women Worldwide Trailer

<https://www.youtube.com/watch?v=2O4rhNltma4>

<https://www.youtube.com/watch?v=MRfDzznfEOU>

**WEEK II: Millennium Development Goals & Gender Issues****The Millennium Development Goals**

Why the MDGs? What are the MDGs? Objectives/myths/Realities

Gender issues and the Millennium Development Goals

**Reading:** Hulme, David (2007) "The Making of the Millennium Development Goals: Human Development Meets Results-based Management in an Imperfect World".

Gender and Development: Interview with Gita Gopal: <https://www.youtube.com/watch?v=11v8netwE5o>

Guest Speaker

**WEEK III: Gender & Poverty****Structural Adjustment. Gender and Poverty**

**Reading:** Structural Adjustment—a Major Cause of Poverty: <http://www.globalissues.org/article/3/structural-adjustment-a-major-cause-of-poverty>

**Reading:** McFerson, Hazel M. (2010). Poverty Among Women in Sub-Saharan Africa: A Review of Selected Issues. *Journal of International Women's Studies*.

**Presentation:**

**MDGs. Gender & Poverty Reduction**

**Guest Speaker:** TBD

**Reading:** Amaka, "Women and Poverty Reduction in Nigeria: From Rhetorics to Action", 2007

**Documentary:** TBD

**WEEK IV: Rural Visits****WEEK V: Gender & Education****Gender Disparity in Education**

Reflections from Rural Visits

**Reading:** Plan (2012). Progress and Obstacles to Girls' Education in Africa: Africa Report 2012

**Reading:** Johannes, Eliza, "Women's Education in Sub-Saharan Africa: Obstacles Facing Women and Girls' Access to Education: The Case of Kenya, 2010.

**Presentation:**

**Optional Reading:**

Reading: Geiger, Tinne, "Female Education in Sub-Saharan Africa: Importance, Obstacles and Prospects"

**Gender and Literacy**

**Reading:** Yemane Berhane (2015). Gender, literacy, and survival among Ethiopian adults. [http://www.scielosp.org/scielo.php?script=sci\\_arttext&pid=S0042-96862002000900007](http://www.scielosp.org/scielo.php?script=sci_arttext&pid=S0042-96862002000900007).

**Optional Reading:**

**Reading:** Konata Maimouna: (2010).The Effects of Literacy on Rural Women in Mali: Transformation through Empowerment. <https://www.msu.edu/~mwr2p/Konate-MR2P-2010.pdf>

**Presentation:**

**WEEK VI: Gender & Economic Empowerment****Overview of the status of gender and economic empowerment**

Reading: UNWOMEN (2015). Facts and Figures: Economic Empowerment: <http://www.unwomen.org/en/what-we-do/economic-empowerment/facts-and-figures>.

**Reading:** Wilberforce Kisamba Mugerwa, "Empowering Low-Income Women for Enhanced Food Security in Sub-Saharan Africa", IFPRI Sept. 2009

**Presentation:**

**Women's Economic Empowerment**

**Reading:** Africa Partnership Forum (2008). Gender and Economic Empowerment in Africa.

**Reading: Mind the Gap: Gender Equality and Trade in Africa (Trailer).**

<https://www.youtube.com/watch?v=z8CgoYG0ydU>

**Presentation:**

**WEEK VII: Gender & Agriculture****Women's Role**

Reading: Kushnir, Meredith, "Understanding the Gendered Fields of the Gambia for Food Security Programming", 2012

Reading: F.A.O. (2011). Women in Agriculture-Clothing the gender gap for development.

<http://www.fao.org/docrep/013/i2050e/i2050e.pdf>

**Presentation:**

**Food Security**

**Reading:** 2. Ogunlela, Yemisi I. & Mukhtar, Aisha A., "Gender Issues in Agriculture and Rural Development in Nigeria, 2009

**Reading:** F.A.O. (2013). Gender Equality and Food Security: <http://www.fao.org/wairdocs/ar259e/ar259e.pdf>

**Optional Reading:** Gender, agriculture and food security -[http://gest.unu.edu/static/files/tm4\\_africa\\_gender-climatechange-and-food-security.pdf](http://gest.unu.edu/static/files/tm4_africa_gender-climatechange-and-food-security.pdf)

**Presentation**

GUEST SPEAKER- ABDOULAYE USAID

**WEEK VIII: Gender & Health****Gender and HIV/AIDS**

**Reading:** Langen, Tabitha T (2005). "Gender power imbalance on women's capacity to negotiate self-protection against HIV/AIDS in Botswana and South Africa".

**Optional Reading:**

Skeen, Sarah et al. (December, 2010) Meeting the Millennium Development Goals in Sub-Saharan Africa: What about mental health? International Review of Psychiatry.

**Presentation:**

**Gender and Maternal Health:**

**Reading:** Adjiwanou, Vissého & LeGrand, Thomas. (2014). Gender inequality and the use of maternal healthcare services in rural sub-Saharan Africa. [http://www.medsp.umontreal.ca/IRSPUM\\_DB/pdf/28715.pdf](http://www.medsp.umontreal.ca/IRSPUM_DB/pdf/28715.pdf)

**Documentary: HALF OF THE SKY**

**WEEK IX: Fall Break**

## WEEK X: Gender and Violence

### **Female Genital Mutilation /Cutting (FGM)/FGC**

**Reading:** Sipsma, Heather L. & Ofori-Atta, Angela. (2012). "Female Genital Cutting: Current Practices and Beliefs in Western Africa.

**Film:** Djégoune (Tostan) or Moolaade

**Presentation:**

### **Domestic Violence**

**Reading:** International Rescue Committee (2012). "Let me not die before my time. Domestic Violence in West Africa". [http://www.rescue.org/sites/default/files/resource-file/IRC\\_Report\\_DomVioWAfrica.pdf](http://www.rescue.org/sites/default/files/resource-file/IRC_Report_DomVioWAfrica.pdf)

**Presentation:**

## WEEK XI: Gender & Religion

### **Women's Role and Place in Religion**

**Reading:** Mbiti, John, "The Role of Women in African Traditional Religion". <http://www.afrikaworld.net/afrel/atr-women.htm>

**Presentation:**

### **Women and Islam: Empowerment or Oppression?**

**Reading:** Barlas, Asma. (2012). Muslim women and Sexual Oppression: Reading liberation from the Quran.  
**Guest Speaker**

## WEEK XII: Gender, Conflict Resolution & Migration

### **Women's Role in Conflict Resolution**

**Reading:** LOGICA (2013). Study on Gender and Conflict in Casamance-Senegal- Summary of Findings.pdf. [http://www.logica-wb.org/PDFs/LOGiCA\\_DisseminNote2.pdf](http://www.logica-wb.org/PDFs/LOGiCA_DisseminNote2.pdf)

**Reading:** Stam, Valerie (2009). "Women's Agency and Collective Action: Peace Politics in the Casamance".

**Film:** Flame by Ingrid Sinclair. (1996).

<https://www.youtube.com/watch?v=BufnznzLrlxo>

### **Women and migration**

**Reading:** Babou, Cheikh A (2008). "Migration and Cultural Change: Money, "Caste", Gender and Social Status among Senegalese Female Hair Braiders in the United States"

**Reading:** Dungumaro, E. (2013).Consequences of Female Migration for Families in Tanzania African Review of Economics and Finance, Vol. 5, No.1.

**Presentation:**

**WEEK XIII: Gender & Politics**

**Women's participation**

**Reading:** Kiamba, Josephine M. (2008). Women and Leadership Positions: Social and Cultural Barriers to Success. <http://journals.cortland.edu/wordpress/wagadu/files/2014/02/kiamba.pdf>

**Optional Reading:**

Gouws, Amanda (2008) "Obstacles for Women in Leadership positions: The case of South Africa"

**Presentation:**

**Impact of Women's political leadership**

**Reading:** Trasi, Reshma & Orza Luisa. (2008). "Leadership for Women's health in Africa: The Parliamentarians for Women's health Project".

**Presentation:**

**WEEK XIV: FINAL EXAMS**

**Class Project Presentations**

**WEEK XV: FINAL EXAMS**

**Class Project Presentations**

**WEEK XVI: FINAL EXAMS- No class**

**Final Papers Due**