

# **AGI2001S: GENDER AND DEVELOPMENT**

A second-year course, Second semester 2011

## **COURSE OUTLINE**

**Course Convenor:** Ms. Yaliwe Clarke, African Gender Institute  
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[wardah.daniels@uct.ac.za](mailto:wardah.daniels@uct.ac.za), Tel: 650-2970

**Course Lecturers:** Ms Yaliwe Clarke  
Dr Helen Scanlon

**Guest Lecturers:**  
Koni Benson, ILRIG  
Nandi Vanqa-Mgijima, ILRIG  
Ingrid Meintjes (To be Confirmed)

**Course Venues:** Computer Science 2A, Upper Campus

**Lecture times:** 3<sup>rd</sup> period, 10:00 – 10:50am  
Monday, Tuesday, Wednesday

**Tutorial times:** 3<sup>rd</sup> period, 10:00 - 10:50am  
Thursdays and Fridays  
(Venues available on VULA)

**Course Website:** [www.vula.uct.ac.za](http://www.vula.uct.ac.za): AGI2001S

## **AGI2001S: Gender and Development: Course Outline**

This course aims to introduce you to the various approaches and assumptions that are implicit in the phrase *Gender and Development*. The everyday use of the term *Development* assumes that societies are on a linear path of continuous material improvement in terms of technology, economics, population growth, health, and education. Secondly, the phrase Gender and Development is usually understood to mean that women need to be brought on board the development project. Critics of the linear approach to development argue that social change linked to colonialism and migration in the third world have contributed to these societies' economic and social underdevelopment. Similarly feminists have argued that development for women is more complex than a simple process of adding women to general development.

In this course we use gender as a central category of analysis and critically examine how gender hierarchies and stereotypes about gender and work are set in place through historical processes. We examine how the measures and processes of development are gendered as well as what policies and institutions have been set in place both nationally and internationally to advocate for gender justice. We will draw on case studies from the 'South' to illustrate the debates in this field with reference to selected countries in Sub-Saharan Africa. We examine the gendered processes within areas such as the meaning of women's work in the economy; gendered labour practices, the sexual division of labour within the household; gender and development in the context of crisis and conflict; well as the place of men in development discourse.

### **Core Concepts and Themes**

- Development
- Gendering development theories
- Gendered ideologies and of work and the sexual division of labour
- International and continental development institutions
- Gender, security and peace
- Men in gender and development discourse

## **Course Requirements:**

### **1. Readings**

Compulsory course readings are set out in the course outline. Some readings and all tutorial materials are contained in the course readers. Most of the compulsory readings are either in the reading back, or on VULA. **DON'T FORGET TO GET ALL OF THEM.**

**THIS READING PACK (ATTACHED) INCLUDES ONLY READINGS FOR THE WEEKS 1 TO 5! ANOTHER READING PACK WILL BE HANDED OUT IN WEEK 5.**

### **2. Lectures and Tutorials**

You are required to attend all lectures and tutorials as well as participate in the classroom discussions with your peers. Lecture and tutorial attendance and participation contribute significantly (10%) to your overall coursework grade.

### **3. Tutorial Response Papers**

You must submit at least *five short response papers during the course of the semester*. For each paper, a **HARD COPY** must be submitted to your tutor at the beginning of the respective tutorial, while a **SOFT COPY** must be submitted on VULA. Due dates are listed below are:

Tutorial Response Paper 1: Thursday 4<sup>th</sup>, or Friday 5<sup>th</sup> August

Tutorial Response Paper 2: Thursday 25<sup>th</sup>, or Friday 26<sup>th</sup> August

Tutorial Response Paper 3: Thursday 15<sup>th</sup>, or Friday 16<sup>th</sup> September

Tutorial Response Paper 4: Thursday 6<sup>th</sup>, or Friday 7<sup>th</sup> October

Tutorial Response Paper 5: Thursday 20<sup>th</sup> or 21<sup>st</sup> October. There are two options for this paper. Either hand in a paper on **Topic one (based on lectures given in weeks 8 and 9)** OR on **Topic two (based on lectures given in week 10 and 11)**.

Each response paper must be at least 2 typed pages long and between 500 and 1000 words .

### **4. Assignment**

You must submit **one long assignment:**

**Due date is Friday 30 September 2011, 4pm**

Assignment questions will be put on VULA during the 2<sup>nd</sup> week of class. Your assignment must be typed in size 12 font, with numbered pages and double line spacing. Ensure that the cover page contains a signed plagiarism declaration, the title of the assignment and your name and student number.

Extensions for all assignments are granted on medical or compassionate grounds only. Students applying for extensions must send an email to Yaliwe Clarke on

[yaliwe.clarke@uct.ac.za](mailto:yaliwe.clarke@uct.ac.za). It is incumbent upon students to inquire whether an extension has been granted to them or not.

## **Student Evaluation**

Your final mark for the course will be calculated in the following way:

Participation (Lecture and tutorial attendance): 10 %

Vula participation (Vula Forums and Gabantu): 10%

Tutorial Response Papers: 25 %

Assignment: 15%

Final Exam: 40%

Handing in assignments late will mean that your work is not prioritized for marking and feedback, and that for every **DAY after the due date, 5% of the grade for the piece of work will be deducted.** Obviously, if you are ill, and apply for an extension to hand-in work, there won't be a penalty for late submissions.

## **Course Evaluation**

Course evaluation will take place formally, at the end of the semester, and informally, in the week following the semester break. You are welcome to come and discuss any aspect of the course with the convener, during her office hours, or by making an appointment with her, all semester.

## **Course Website**

This course is "website-intensive", and you should expect to spend at least two hours every week accessing the site, interacting with the on-line discussions each week, reading and (if you want) downloading both required resources and others which may interest you. Web site participation is required, throughout the semester.

## **DP Requirement**

In order to write the exam for AGI2001S, you need to earn your DP certificate for the course. You do this by handing in all the work required by the due date (unless you can't because of illness, and because you have negotiated a later hand-in date with the course convener).

**The list of people who have earned their DP certificate will go up on vula in the week of 17-21<sup>st</sup> October 2011. If your name is not on the list, you will not be permitted to write the examination. If your DP is refused, you may submit the missing work by 25<sup>th</sup> October 2011, in order to be considered for DP, but this work will not be marked.**

If you need to apply for an extension for any work, because of ill-health (or related issues), please contact the course convener directly, by e-mail ([yaliwe.clarke@uct.ac.za](mailto:yaliwe.clarke@uct.ac.za)) and copy Wardah Daniels on [wardah.daniels@uct.ac.za](mailto:wardah.daniels@uct.ac.za).

## **Gender and Development: Course Outline**

### **WEEK 1 (Monday, 25 July – Wednesday 27 July): Introducing the Course and some insights on the meaning of ‘Development’**

As this is the first week of the course, you will be given a broad introduction to the main topics and debates that the course will cover. We will also introduce and map the meaning of ‘development’ and how it has been used in Africa. There will be discussion on what development means and indicators of progress commonly used by development organisations.

#### **Lecturer: Yaliwe Clarke**

25-26<sup>th</sup> July: Broad course introduction and discussion on the meaning of ‘development’.

27<sup>th</sup> July: In-class exercise and discussion on your understanding of development. We will also embark on the invention of fictional African country GABANTU (keep a keen eye on tabs on left side of course website for updates on invention process).

#### **Readings (Lectures will quote from these three readings)**

Walby, S. 2009. *Globalisation and Inequalities*, “Introduction: Progress and Modernities”, Los Angeles: Sage. (IN PACK)

Rodney, Walter. 1974. “Some Questions on Development”, *How Europe Underdeveloped Africa*. Washington: Howard University Press. (IN PACK)

Sample of ‘development indicators’ from various websites (ON VULA)

### **WEEK 2 (Monday, 1 August – Wednesday 3 August): Linking ideas about ‘gender’ to notions of ‘development’?**

Here we will introduce ways of linking ‘gender’ to notions of development. Recognized gender analysis tools will be discussed in relation to Lesotho.

**NOTE: Tutorials begin this week!**

#### **Film: Gold Widows (also available in AFRICAN STUDIES)**

GOLDWIDOWS focuses on four Basotho women of Lesotho. Although most Basotho men, and sometimes 60% at once, have worked in South Africa's gold mines, apartheid laws forbid these women and their children from entering South Africa. They are forced to live as practical widows. Each tells of her life, coping alone, caught in the inhumane web of South Africa's oppressive system.

**Required Reading**

Canadian International Development Agency (CIDA), “Gender Analysis”, (ON VULA)

Gender and Development – a guide (ON VULA).

Lesotho Bureau of Statistics, 2009. “2008 Integrated Labour Force Survey: Preliminary Results Report”, No. 9. (ON VULA)

Epprecht, Mark. 2000. “‘Loose women’ and the crisis of colonialism”, *This matter of women is getting very hard’: Gender, Development and Politics in Colonial Lesotho*. Pietermaritzburg: University of Natal Press. (IN PACK)

**Tutorial Response Paper 1:** is due at the first TUTORIAL (either on Thursday 4<sup>th</sup> August or Friday 5<sup>th</sup> August). You need to bring your paper to the tutorial, and hand it to the tutor. ***You must also hand in a SOFT COPY ON VULA.*** Your tutor will hand the hard copy back to you marked, at the next tutorial. The paper should be between 500 and 1000 words in length, and word-processed.

***For the response paper, answer the following question:***

*Choose one statistic you think provides information about ‘gender equality’ in Africa. Discuss three ways in which you think this statistic provides useful information for measuring progress.*

**WEEK 3 (Monday, 8<sup>th</sup> August – Wednesday 10<sup>th</sup> August): Women in Development**

***9<sup>th</sup> August is a public holiday – National Women’s Day;)) so we will only have two lectures this week.***

This week we will introduce one of the main feminist critiques of development – Women in Development.

**Lecturer: Yaliwe Clarke**

**Required Reading**

Rathgeber, Eva. 1990, “WID, WAD, GAD: Trends in Research and Practice”, *The Journal of Developing Areas*, Vol. 24, No. 4 (Jul., 1990), pp. 489-502, published by: College of Business, Tennessee State University (IN PACK)

Hart, Tim and Mompoti Baiphethi PhD Research intern (2008): ‘Tshepo Khumbane – Growing South Africa’s women and landscape’, *Agenda*. 22:78, 156-162 (IN PACK)

Dorrit Posel and Michael Rogan (2009): ‘Women, income and poverty: Gendered Access to Resources in Post Apartheid South Africa’, *Agenda*, 23:81, 25-34 (IN PACK)

Unemployment Statistics – South Africa statistics [www.statssa.gov.za](http://www.statssa.gov.za)(ON VULA)

**No Tutorials this week!**

## **WEEK 4 (Monday 15<sup>th</sup> to Wednesday 17<sup>th</sup> August): Women and Development**

This week we will discuss another feminist critique of development – Women and Development. Taking the clothing industry in Cape Town as an example, we will discuss the effects of liberal economic approaches to development on women.

**Guest Lecturers:** Koni Benson and Nandi Vanqa-Mgijima, ILRIG

Film: CINDERELLA OF THE CAPE FLATS (58 mins)  
Jane Kennedy : South Africa, 2004. VHS.  
Part of series: Project 10: real stories from a free South Africa. Women's empowerment collection. In English and Afrikaans with English subtitles. Every day the working class women in the Western Cape garment industry toil anonymously to make clothes for other people which they often cannot afford themselves. But for one day a year they come out in all their glory at the annual Spring Queen Pageant.

### **Readings:**

- Leen Grevendal, “The Fading Away of South Africa’s clothing industry, “ ILRIG report, 2005 (on VULA)

Van Der Westhuizen, C and H. Deedat. 2006. *Trade Liberalisation and the socio-economic impact of employment loss on women in the clothing industry.* Cape Town: UCT. (IN PACK)

Casale, Daniela “What has the Feminisation of the Labour Market ‘Brought’ Women in South Africa? Trends in Labour Force Participation, Employment and Earnings, 1995-2001”, Development Policy Unit Working Paper 04/84, March 2004. (ON VULA)

General Household survey - South Africa statistics [www.statssa.gov.za](http://www.statssa.gov.za)(ON VULA)

- ILRIG website (ON VULA)

**TUTORIAL RESPONSE PAPER 2:** (either on Thursday 18<sup>th</sup> August or Friday 19<sup>th</sup> August). You need to bring your paper to the tutorial, and hand it to the tutor. *You must also hand in a SOFT COPY ON VULA.* Your tutor will hand the hard copy back to you marked, at the next tutorial. The paper should be between 500 and 1000 words in length, and word-processed.

The question is:

*It has been argued that one obvious way of ensuring women are integrated in development approaches and practices is to ensure that women are 'included' in all stages of a development project. With reference to statistics on the socio-economic condition of women in South Africa, critically discuss two key limitations of a WID approach to mainstreaming gender in development. (Feel free to draw on other readings provided in weeks 1-4).*

## **WEEK 5 (Monday 22<sup>rd</sup> to Wednesday 24<sup>th</sup> August): Gender and Development**

This week we will discuss a third feminist approach to development – gender and development. In relation to a focus on men and gender identities we will discuss the ways in which a gender and development approach can take into consideration varied constructions of femininities and masculinities.

**Lecturer:** Yaliwe Clarke

### **Film: A Few Good Men**

Jenny Hunter and Catharina Weinert: South Africa, 2007? DVD

This film documents a research study involving men who are negotiating changes towards gender equity in their intimate relations with women and children. This is the first of two films which examine masculinity and men's changing dynamics around masculine and feminine identity. It invites us to think about the social and psychological processes that contribute to inequality in power relations between men and women.

**[THE SECOND COURSE READER WILL BE HANDED OUT THIS WEEK!]**

### Required Reading

Cleaver, Frances. 2002. "Men and Masculinities: New Directions in Gender and Development", in Francis Cleaver (ed). *Masculinities Matter! Men, Gender and Development*. London: Zed Books. (IN PACK)

Peacock, Dean, Bafana Khumalo and Eleanor MacNab (2006): 'Men and gender activism in south Africa: observations, critique and recommendations for the future', *Agenda*, 20:69, 71-81. (ON VULA)

Kopano ratele (2006): 'Ruling masculinity and Sexuality', *Feminist Africa: Subaltern Sexualities*, Issue 6. (ON VULA)

Jolly, Susie. 2000. "'Queering' Development: Exploring the links between same-sex sexualities, gender, and development", *Gender and Development*, Vol. 8, No. 1 (IN PACK)

*The Fatherhood Project*, Human Sciences Research Council, 2004; see [www.hsrc.ac.za](http://www.hsrc.ac.za); loaded onto VULA

## **Tutorials take place this week!**

### **WEEK 6 (Monday 29 August- Wednesday 31 August):**

#### **Gender and the World Bank**

This week we will introduce the World Bank (WB) and the International Monetary Fund (IMF) as key international development institutions. With specific reference to institutional approaches to gender equality, there will be discussion on how these institutions have influenced Africa's development policy and practice over the last 20 years. We will refer to African governments implementation of World Bank and IMF policies of structural Adjustment and Poverty Assessments.

#### **Film: AFRICA: PATHWAY TO GROWTH**

Frances Anne Hardin: USA (IMF), 1996.VHS

Zambia, Tanzania and Uganda, following a path of economic reform, are working to improve the lives of their people. The IMF is providing technical assistance and financial support. Using visuals and interviews with IMF representatives, political leaders and business owners. In three segments we trace the growth and evolution of copper mining in Zambia, small independent companies in Tanzania, and the growing production of coffee in Uganda. It shows how government policy has encouraged privatization and investment from abroad, and the creation of markets, and new businesses. Narrated by Mwambu Wanendeya

#### **Required Reading**

Moser, Caroline, et.al. 1998. Chapter 2, *Mainstreaming Gender and Development in the World Bank: Progress and Recommendations*. Washington: World Bank (IN PACK)

Whitehad, Ann and Lockwood, M. 2000. "Gendering Poverty: A Review of Six World Bank African Poverty Assessments", in Razavi, S. (ed) *Gendered Poverty and Well-Being*. Oxford: Blackwell Publishers. 115-144. (IN PACK)

Jere-Mwindilila, Jere, "The Effects of Structural Adjustment on Zambian Women", unpublished paper (ON VULA)

#### ***Useful websites on VULA:***

World Bank Website  
International Monetary Fund website

#### ***TUTORIALS TAKE PLACE THIS WEEK!!***

**[Mid-semester Break 5-9<sup>th</sup> September, yey!!!]**

### **WEEK 7 (12 -14 September) : World Bank Project in Lesotho**

This week we will discuss the impact of World Bank projects in African contexts with specific reference to the gendered impact of the Lesotho Highlands water project.

#### **Film: NATURE BE DAMMED**

Don Edkins: Great Britain/Lesotho, 2000. DVD

Television Trust for the Environment

Series: Earth report IV

The Lesotho Highlands Water Project has received a lot of adverse publicity because of allegations of bribery and corruption, but amidst the financial scandals the fate of the local inhabitants has been somewhat forgotten. This film, made just before the first resettlements were to take place, visits one small village which will be flooded by the Katse and Mohale dams. It takes a look at the local people's traditional way of life, which incorporates an intimate knowledge of the environment and ways of preserving it. Touching upon such issues as controlled grazing and the sustainable harvesting of medicinal plants, it shows how the inhabitants lived in harmony with nature, surviving in a harsh, mountainous environment. A number of them are interviewed and express doubt about their ability to survive elsewhere. The film would seem to be a shortened version of the director's "Land of our ancestors", made two years previously for the Lesotho Highlands Development Authority

**Required Readings [to be confirmed in second course reader]**

Ferguson, James. 1990., "Conceptual apparatus: the constitution of the object of 'development' – Lesotho as 'less developed country'", *The anti-politics machine "Development," depoliticization, and bureaucratic power in Lesotho*. Cambridge: Cambridge University Press (IN PACK).

Goebel Allison and March Epprecht (1995), 'Women and Employment in Sub-Saharan Africa: Testing the World Bank and WID Models with a Lesotho Case Study', *African Studies Review*, Vol. 38, No. 1, pp1-22 (ON VULA)

Hemson, D., Drimie, S. & Thabane, K. 2004, "*This Dam is Cruel*": *Women's Lives and the Lesotho Highlands Water Project*". Research Report by HSRC commissioned by UNIFEM (ON VULA).

Lesotho Highlands Water Project Website (ON VULA)

**TUTORIAL RESPONSE PAPER 3: (Due either on Thursday 15<sup>th</sup> or Friday 16<sup>th</sup> September). You need to bring your paper to the tutorial, and hand it to the tutor. S/he will hand it back to, marked, at the next tutorial. The paper should be between 500 and 750 words in length, and word-processed.**

*The Gender and Development (GAD) approach uses 'gender' as a main analytical category in understanding development. With reference to Cleaver (2002), critically discuss at least two difficulties in involving men in a gendered approach to development.*

**WEEK 8 (Monday 19<sup>th</sup> September to 21<sup>st</sup> September):  
Gender, UN and Security**

**Lecturer: Dr Helen Scanlon**

The role of the UN in development discourse in Africa will be discussed with a focus on the Millennium Development Goals. Reference will also be given to women's and men's varied experiences of armed conflict in Africa through a discussion of the connections between development, peace and gender equality.

**Required Reading**

Devaki Jain and Shubha Chacko, "Unfolding Women's Engagement with Development and the UN: Pointers for the Future" 2008 available at <http://devakijain.com/writings/development.html> (ON VULA)

Jain, Devaki. 2005. "Development as if Women Mattered, 1986-1995", *Women, Development, and the UN*. Bloomington: Indiana Press.(IN PACK)

**Suggested Reading (ALL ON VULA)**

Laura Turquet, Patrick Watt and Tom Sharman, "Hit or miss? Women's rights and the Millennium Development Goals" (ActionAid, 2010)

P. Alston, "Ships Passing in the Night: The Current State of Human Rights and Development Debates seen through the lens of the Millennium Development Goals" *Human Rights Quarterly* 27 (2005), pp 755-829.

Yehualashet Mekonen "A '2015' Agenda for Africa: Development from a Human Perspective", *IDS Bulletin* 41,1 (2010)

Richard Jolly, "The MDGs in Historical Perspective", *IDS Bulletin* 41,1 (2010)

Susan McKay, "Women, Human Security, and Peace-building: A Feminist Analysis", IPSHU English Research Report Series No.19 *Conflict and Human Security: A Search for New Approaches of Peace-building* (2004)

Oficina Do CES 'UNSCR 1325: Is It Only About War? Armed Violence in Non-War Contexts', <http://www.ces.uc.pt/publicacoes/oficina/340/340.php>

Chinkin, Christine and Hillary Charlesworth. "Building Women into Peace: the International Legal Framework". *Third World Quarterly*, Vol. 27, No. 5, pp. 937-957, 2006.

**TUTORIALS TAKE PLACE THIS WEEK!!**

**WEEK 9 ( 26<sup>th</sup> – 28<sup>th</sup> September)**

**Gender and Continental Institutions**

With reference to the African Union and the New Partnership for Africa's Development (NEPAD), we will discuss continental institutions and their approaches to gender and development in Africa.

**Required Readings:**

M. Ingle, "An Assessment of NEPAD's Potential for Bringing about Gender Equity in Africa" *Journal of Contemporary History*, 31 (2006), pp. 79-87. (IN PACK)

Fareda Banda, "Women, Law and Human Rights in Southern Africa" *Journal of Southern African Studies*, 32, 1, (2006) (ON VULA)

Kaniye Ebeku, "Considering the Protocol on the Rights of Women in Africa", *Africa Insight*, Africa Institute of South Africa (AISA). 1, 1 (2006) (ON VULA)

**Suggested Readings (ALL ON VULA)**

Zo Rriandriamaro, "The NEPAD, Gender and the Poverty Trap: The NEPAD and the challenges of financing for development in Africa from a gender perspective", conference paper, Conference on Africa and Development Challenges of the New Millennium (2002)

Timothy Murithi, "*The African Union: Pan-Africanism, peacebuilding and development*" (Ashgate, 2005)

Zo Rriandriamaro, "NEPAD Gender and the Poverty Trap: The Challenges of Financing for Development in Africa from a Gender Perspective" in Jimi O. Adesina, Yao Graham, Adebayo O. Olukoshi, *Africa and Development Challenges in the New Millennium*

Sheila Bunwaree, "African Renaissance: The need for Gender-inclusive developmental States", *International Journal of African Renaissance Studies* 2, 1, 2007.

**NO TUTORIALS THIS WEEK!**

**WEEK 10 and 11 (3-12<sup>th</sup> October): Gendered Politics of Sexuality, HIV/AIDS and Care Work**

This section will look specifically at HIV/AIDS care work - also known as 'care giving'. A critical examination of care work provides a case study of how "gender hierarchies and stereotypes about gender and work" operate in South Africa. This case study provides clear examples of these critical themes:

- The meaning of women's work in the economy
- Tendered labour practices
- The sexual division of labour within the household
- The gendered nature of the HIV/AIDS epidemic

**Guest Lecturer:** Ingrid Meintjes (TBC)

**Required Reading**

Smith, Kamal Mohga. 2008. "Gender Poverty, and Intergenerational Vulnerability to HIV/AIDS", *Gender and Development*, Vol. 10, No. 3. (IN PACK)

Shahra Razavi (2007) The Return to Social Policy and the Persistent Neglect of Unpaid Care. *Development and Change*. 38(3): 377-400. (ON VULA))

**Recommended readings**

Jessica Ogden, Simel Esim & Caren Grown (2006) Expanding the care continuum for HIV/AIDS: bringing carers into focus. *Health Policy and Planning*. 21(5): 333-340. (ON VULA)

Durano, Marina Fe B (2003) The marketisation of social reproduction in the new service-led economy. *Social Watch*. 22-23. (ON VULA)

Simon M. Kang'ethe (2009) The Panacea of Psychological Nourishment to

Caregivers Taking Care of HIV/AIDS Clients: The Case of the Kanye Community Home-Based Care (CHBC) Programme in Botswana. *Eastern Africa Social Science, Review*.25(2): 75-92.

Peacock Dean and Mark Weston, "Men and care in the context of HIV and AIDS: Structure, political will and greater male involvement", United Nations Expert Groups Meeting, 6-9 October, 2008. (ON VULA).

*Useful websites (all on ON VULA)*

- UNAIDS website
- HSRC Research on HIV/AIDS in South Africa
- USAID website with links on Home-based Care

**TUTORIAL RESPONSE PAPER 4: (Due either on Thursday 6<sup>th</sup> or Friday 7<sup>th</sup> October).** You need to bring your paper to the tutorial, and hand it to the tutor. *You must also hand in a SOFT COPY ON VULA.* Your tutor will hand the hard copy back to you marked, at the next tutorial. The paper should be between 500 and 1000 words in length, and word-processed.

The question is based on Naila Kabeer, "Gender Equality and Women's Empowerment: A Critical Analysis of the Third Millennium Development Goal" *Gender and Development* 13, 1 (2005), pp13-24.

1. Naila Kabeer has provided a critique of the United Nation's Third Millennium Development Goals on Gender Equality and Women's Empowerment. What is the Goal and how is it to be measured?
2. Kabeer has identified the key limitations she sees in how the goals for MDG3 are to be measured – what are these limitations?
3. Do you agree with Kabeer's criticisms? Explain your answer.

### **WEEK 12-13 (17-24<sup>th</sup> October)**

Course summary in preparation for the exam and on course evaluation.

**Guest Lecturer (on 19<sup>th</sup> October): Mary Hames, Gender Equity Unit, University of the Western Cape (UWC).**

**TUTORIAL RESPONSE PAPER 5:** Tutorial Response Paper 5: Thursday 20<sup>th</sup> or 21<sup>st</sup> October. There are two options for this paper. Either hand in a paper on **Topic one (based on lectures given in weeks 8 and 9)** on OR on **Topic two (about lectures given in week 10 and 11).**

#### **OPTIONONE:**

Reading: M.K. Ingle, "An assessment of NEPAD's potential for bringing about gender equity in Africa" *Journal for Contemporary History* Volume 31 Issue 1 (2006)  
(In course reader)

1. Provide an outline of the origins and mandate of the New Partnership for

Africa's Development (NEPAD).

2. Why has NEPAD been accused of being "deeply and comprehensively gender blind"?
3. What does Ingle identify as NEPAD's potential role for bringing about gender equity in Africa and do you agree with her analysis?

**OPTION TWO:**

A critical examination of care work provides a case study of how "gender hierarchies and stereotypes about gender and work" operate in South Africa. Based on Ravazi (2007) discuss ways in which women's care work could be taken into account in government led HIV/AIDS programmes.