

GDS 260 Gender and Global Development Fall 2025

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| Instructor Dr. Geetanjali Gill | Geetanjali.Gill@ufv.ca |
| Hybrid meeting times: | Tuesdays & Thursdays, 10 am-11:20 pm (in-person classes in D 137) |
| Class dates (online are orange): | Sept. 4, 9, 11, 16, 18, 23, 25; Oct 2, 7 (now online), 9 (College of Arts event), 14, 16, 21, 23, 28, 30; Nov 4, 6, 13, 18 (now online), 20, 25, 27; Dec 2. |
| No classes on: | Sept. 30 (holiday), Nov. 11 (holiday), Dec. 5 (use this time to write take home exam) |
| Office Hours: | Email for an appointment |

The University of the Fraser Valley is situated on the territory of the Sto:lo peoples

Course Description

The course examines the evolution and debates related to the gendered nature of development. Drawing upon examples from the global South and Canada, the course explores the root causes of gender inequalities which can lead to human rights violations, higher poverty levels, and poorer education and health outcomes. Students analyse how gender identity intersects with other social identities to result in intersectional inequalities, and a more nuanced and inclusive understanding of gender.

Students examine policies and programs of development actors, including Global Affairs Canada (e.g., Feminist International Assistance Policy) and the United Nations (e.g., Sustainable Development Goals), which aim to improve gender equality. Listening to guest speakers from diverse organizations and regions, and attending events will enable students to make linkages between theory and practice, and to apply a decolonial lens to the study and practice of gender and development. Students learn practical skills by exploring and using methods and approaches used by development practitioners, policymakers, and community actors to integrate intersectional gender issues into their work.

Mandatory in-person and online classes will be held on dates listed above. Classes will consist of lectures, seminar-style discussions, presentations, guest speakers, podcasts, and documentaries. The online classroom will be a 'participatory learning environment'. Students are expected to complete required readings/videos before attending class so that they can adequately participate in activities and discussions.

Readings

Readings, videos, and podcasts will be provided to students.

Learning Outcomes

This course will enable students to:

- Discuss the complexities of gender and development issues in several regions of the Global South
- Critically analyze the evolution of key concepts, theories, and perspectives related to gender and development
- Identify and explain the diverse contributions and roles of development actors in the gender and development sector
- Develop skills in applying gender and development methods and approaches to the work of development organizations.
- Convey complex ideas in peer-based discussions and written assignments.

Assignments and Grading

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| Attendance | 5% |
| Online discussion posts: | 15% |
| Student Digital Poster: | 15% |
| Discussion Paper: | 25% |
| Blog Article: | 20% |
| Take home final exam: | 20% |

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| Attendance | Attendance in all in-person and online classes is mandatory (including Oct. 9). Each student is allowed 2 absences without emailing me in advance. If you need to miss more than 2 classes, email me with a valid reason. Otherwise, marks will be deducted. | All classes |
| Online Discussion Posts | In certain weeks, you are asked to post individual reflections of class materials and discussions in the Discussion Forum. See the Discussion Forum for the prompts/questions. Provide 1 substantial paragraph answer. If you refer to any sources or materials, cite them. Each student's post is individually marked for quantity and quality. You are not required to respond to other students' posts, but you are free to do so. | See syllabus for due dates. Last post is Class 20. |
| Blog Article | You will attend an in-person or virtual event from a list curated by the Instructor on a global gender and development issue. You will write a reflective blog-style article on the event (e.g. what you learned, relevance and importance of the issue, speakers you heard etc.). You can bring in 3-5 external sources (from academic or 'grey' literature to help you discuss the event in the article. The Instructor will provide a blog style guide. Your article will include some visual images, and be between 800-1000 words. Use footnotes, endnotes, or in-text citation. Also provide a list of your sources at the end. | Due on Mon. Oct. 20, 11 pm. |
| Digital Poster: contemporary gender and development issue | Select a contemporary gender and development issue to research. This can be a gender equality/inequality issue in the global South and/or global North. The issue must link to topics in the course syllabus. Create a 2-page digital poster using Canva or a similar program. You may want to demonstrate how to apply an intersectional gender analysis to a particular inequality or issue. Or you may be showcasing how an organization is trying to respond to an inequality or issue. Or you may want to critically analyse how the SDGs are addressing this issue. Or you may be explaining what barriers and challenges exist to successfully addressing this issue. Use and refer to at least 4 sources on your poster (academic & 'grey' literature). | Due on Mon. Nov. 17, 11 pm. |

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| Discussion Paper: contemporary gender and development case study | Your paper can be linked to the same topic/issue you examined for your digital poster. Or you can select a new gender and development issue or region. You will carry out research on this issue. You will write a paper explaining the importance of this issue/topic, how different groups may be affected (positively and negatively) by this issue, and what is being done to tackle this issue. This is a formal paper, so you must use and cite at least 6 sources (academic & 'grey' literature), and use in-text citation (e.g. APA, Chicago). Your paper needs to be 5 pages, plus a cover page, plus a bibliography (with a list of sources cited in paper). | Due on Sun. Nov. 30, 11 pm. |
| Take-home final exam | You will be provided with several questions. You will select 2 questions to reply to, by drawing upon course materials and lectures. You are marked on your ability to support your arguments and to display critical thinking and analysis, and on the clarity of your ideas and writing. You can consult course materials (readings, lecture slides and notes) and your previous assignments to write your answers. Use in-text citation. Each response should be 1 page, typed, single-spaced, using Arial, font size 11. Provide a bibliography. In addition to your 1-page response, list the sources that you used for each answer. | Due on Dec. 5, 11 pm. (Questions provided during class on Dec. 2.) |

Late Penalties 2% per day will be imposed for assignments that are late without permission.

Plagiarism Plagiarism is a serious academic offence. UFV has developed a plagiarism policy (#70) which sets out the penalties for this offence. Such penalties will be enforced rigorously in this course.

GDS Program Links

Follow the GDS program on Facebook and Instagram: <https://www.facebook.com/ufvgds/>; <https://www.instagram.com/ufvgdsprogram/>. Details on global development related courses, events, jobs, and opportunities are posted here.

You can also see upcoming GDS courses here: <https://www.ufv.ca/social-justice-global-stewardship/upcoming-courses/>.

SCHEDULE

Online CLASS 1, Thurs. Sept. 4: What is gender and why does it matter to development?

What is 'gender'? What is 'development'? Why do we need to have a gendered understanding of development?

Required

UNESCO, 2015, "Module 1: Understanding Gender", *A Guide for Gender Equality in Teacher Education Policy and Practices*, pp. 17-20.

Momsen, J., 2020, "Chapter 1: Introduction – Gender is a development Issue", *Gender and Development 3rd edition*, pages 1-18.

Sy, K., & L. Glassco, 2022, "Can Gender Equality be Saved?", *Project Syndicate*, August 16,

<https://www.project-syndicate.org/commentary/pandemic-reverse-progress-on-gender-equality-young-activists-by-khadyja-sy-and-lindsay-glassco-2022-08>

"Executive Summary," Equal Measures 2030, *Findings from the 2024 SDG Gender Index: A gender equal future in crisis?*, pg. 2-8, https://equalmeasures2030.org/wp-content/uploads/2024/09/EM2030_2024_SDG_Gender_Index_EN_digital.pdf

In Class

Watch 'Gender roles and stereotypes': <https://www.youtube.com/watch?v=Ulh0DnFUGsk>

Gender equality calculator: <https://gef.equalmeasures2030.org/>

TO DO

- Download and familiarize yourself with the Course Syllabus and assignments.
- Start required readings. Finish readings before next class on Tues. Sept. 9.
- See Instructor's lecture slides.
- Attend online class on Thursday, Sept. 4, 10 am** for lecture and introduction to course.
- Post in the online discussion forum by Sun. Sept. 7, 11 pm.**

In-person CLASS 2, Tues. Sept. 9: Discussion and Group Work

TO DO

- Finish all required readings from Class 1.
- Attend in-person class on Tuesday, Sept. 9, 10 am** for discussions.
- Post in the online discussion forum by Wed. Sept. 10, 11 pm.**

In-person CLASS 3, Thurs. Sept. 11: Gender and development concepts and theories

Women in Development (WID) and Gender and Development (GAD), gender roles, gender division of labour, household decision-making, power relations, practical and strategic gender needs, gender equity and equality, empowerment, and intersectionality.

Required

Rai, S. M., 2011, "Chapter 3: Gender and Development: theoretical perspectives", in M. Visvanathan et al. (eds), *The Women, Gender and Development Reader*, Zed Books.

Miller, C., & S. Razavi, 1995, "From WID to GAD: Conceptual shifts in the women and development discourse", *UNRISD Occasional Paper*, No. 1, United Nations Research Institute for Social Development (UNRISD), Geneva, pp. 1-17.

UNESCO, 2015, “Module 1: Understanding Gender”, *A Guide for Gender Equality in Teacher Education Policy and Practices*, pp. 21-22.

IIED, 2024, “Moving Towards Gender Justice,” *Backgrounder*, March.

Stein, A., 2022, “Why intersectional feminism matters for development”, *OECD Development Matters*, <https://oecd-development-matters.org/2022/04/13/why-intersectional-feminism-matters-for-development/?amp=1>

In Class

Intersectionality – watch: <https://www.youtube.com/watch?v=w6dnj2lyYjE>

Narayan, P., 2021, *Annotated Bibliography: The Intersecting Norms of Gender and Caste in South Asia*, March, Advancing Learning and Innovation on Gender Norms (ALIGN), pg. 3-6.

TO DO

- Start required readings.
- See Instructor’s lecture slides.
- Attend in-person class on Thurs. Sept. 11, 10 am.

Online CLASS 4, Tues. Sept. 16: Discussion and Group Work

TO DO

- Finish all required readings from Class 3.
- Attend online class on Tuesday, Sept. 16, 10 am for discussions.
- Post in the online discussion forum by Wed. Sept. 17, 11 pm.

Online CLASS 5, Thurs. Sept. 18: International Agendas and Goals for Gender Equality

We learn about Global Affairs Canada’s Feminist International Assistance Policy (FIAP) for international development assistance, Sustainable Development Goals, and other international conventions and policies.

Required

Gender Equality: a look at ending discrimination against women and girls through the lens of SDG Target 5.1:

<https://storymaps.arcgis.com/collections/a987d52ca8db453bbc5d536a081c2e17?item=3>

UN Women, *Infographic: Why Gender Matters to Achieving all 17 SDGs*.

Global Affairs Canada, 2017, *Canada’s Feminist International Assistance Policy*.

United Nations International Instruments and Treaty Bodies for women’s human rights and gender equality, e.g. CEDAW: https://www.un.org/womenwatch/directory/instruments_treaties_1003.htm

Global Affairs Canada, ‘Canada helping women and girls around the world’:

https://www.international.gc.ca/world-monde/issues_developpement-enjeux_developpement/gender_equality-egalite_des_genres/index.aspx?lang=eng

G7 Gender Equality Advisory Council, 2021, *Recommendations of the Gender Equality Advisory Council 2021 to the Leaders of the G7*, June.

Government of Canada, *Report to Parliament on the Government of Canada’s International Assistance 2023-24*,

<https://www.international.gc.ca/transparency-transparence/international-assistance-report-rapport-aide-internationale/2023-2024.aspx?lang=eng>

TO DO

- Start required readings.
- See Instructor's lecture slides.
- Attend online class on Thurs. Sept. 18, 10 am.

In-person CLASS 6, Tues. Sept 23: Discussion and Group Work**TO DO**

- Finish all required readings from Class 5.
- Attend in-person class on Tuesday, Sept. 23, 10 am for discussions.
- Post in the online discussion forum by Wed. Sept. 24, 11 pm.

In-person CLASS 7, Thurs. Sept. 25: Intersectional Gender Issues in Canada

We make linkages between gender equality issues and priorities in the global South and Canada, and we apply an intersectional gender lens to development and justice issues in Canada.

Required

Government of Canada, 2023, *Canada's 2023 Voluntary National Review: A Continued Journey for Implementing the 2030 Agenda and the Sustainable Development Goals*.

Government of Canada, "Canada's Gender Results Framework": <https://women-gender-equality.canada.ca/en/gender-results-framework.html>; and <https://women-gender-equality.canada.ca/en/gender-results-framework/gender-results-framework-placemat.html>

Statistics Canada, *Gender, Diversity and Inclusion Statistics Hub*, https://www.statcan.gc.ca/en/topics-start/gender_diversity_and_inclusion

Statistics Canada, 2021, *The Canadian Indicator Framework for the Sustainable Development Goals*, <https://www150.statcan.gc.ca/n1/pub/11-26-0004/112600042021001-eng.htm>

Government of Canada, "Gender Equality timeline", <https://women-gender-equality.canada.ca/en/commemorations-celebrations/gender-equality-week/gender-equality-timeline.html>

Notable Life, 2021, "How Raven Lacerte is Leading the Charge against Violence towards Indigenous Women and Children", February 10th: <https://notablelife.com/how-raven-lacerte-is-leading-the-charge-against-violence-towards-indigenous-women-and-children/>; and the Moose Hide Campaign:

<https://moosehidecampaign.ca/>

Gender Equality Week, 2021, "Co-creating a more gender-just Canada".

TO DO

- Complete required reading by Sept. 28.
- See Instructor's lecture slides.
- Attend in-person class on Thurs. Sept. 25, 10 am.
- Post in online discussion forum by Sunday, Sept. 28, 11 pm.

(No class on Tues. Sept. 30)

Online CLASS 8, Thurs. Oct. 2: Masculinities, Men, and Boys

GAD approaches have called for a greater understanding of how varying and usually dominant forms of masculinity reproduce unequal gender relations and undermine development. At the same time, development practitioners are calling for men and boys to be engaged as key actors/allies/partners for greater gender equality.

Required

Women and Gender Equality Canada (WAGE), 2019, *Calling Men and Boys In/What we heard: report from the roundtables on engaging men and boys to advance gender equality*.

Cornwall, A., and S. White, 2000, "Men, masculinities and development politics, policies and practice." *IDS Bulletin*, 31(2): 1-6.

Das, A. K. & S. K. Singh, 2014, "Changing Men: Challenging Stereotypes. Reflections on Working with Men on Gender Issues in India", *IDS Bulletin*, 45 (1), January.

Marcus, R., 2018, *Programming to promote gender-equitable masculinities among adolescent boys: key findings from a rigorous review*, Gender and Adolescence Global Evidence.

Cartier Philanthropy, 2022, "How men's engagement advances gender equality – could involving men in women's empowerment programmes increase their impact?", April 10,

<https://www.cartierphilanthropy.org/news/how-men-s-engagement-advances-gender-equality>

In Class

Watch the Big Think' 'The mind-blowing stats on male inequality', Richard Reeves, Senior Fellow, Brookings Institution. Click on 15 min video: <https://bigthink.com/series/the-big-think-interview/male-inequality/>

TO DO

- Start required readings.
- See Instructor's lecture slides.
- Attend online class on Thurs. Oct. 2, 10 am.

Online CLASS 9, Tues. Oct. 7: Discussion and Group Work

TO DO

- Finish all required reading from Class 8.
- Attend online class on Tues. Oct. 7, 10 am for discussions.
- Post in the online discussion forum by Wed. Oct. 8, 11 pm.

In-person CLASS 10, Thurs. Oct. 9: Attend College of Arts event on Human Rights

Instead of attending class today, you will attend an event with Human Rights scholar, Dr. Alex Neve, and GDS Faculty member, Dr. Kirsten Van Houten.

Your attendance is mandatory (please make sure your attendance is taken by Sumitra at the event).

Online CLASS 11, Tues. Oct. 14: Gender, Agriculture and Food Security

Required

World Food Program, 2022, “WFP and Gender,” October.

“Introduction” and “Conclusion,” in J. Njuki, J. R. Parkins, and A. Kaler (eds), *Transforming Gender and Food Security in the Global South*, Earthscan Routledge Studies in Food, Society, and the Environment, 2016.

Shiva, Vandana, 1989, “Women in the Food Chain,” in *Staying Alive: Women, Ecology, and Development*.

In Class

Watch films “The Foundation,” “Seeds,” and “Money”, www.richappetitesfilm.com.

TO DO

- Start required reading.
- See Instructor’s lecture slides.
- Attend online class on Tues. Oct. 14, 10 am.

Online CLASS 12, Thurs. Oct. 16: Discussion and Group Work

TO DO

- Finish all required reading from Class 11.
- Attend online class on Thurs. Oct. 16, 10 am for discussions.
- Post in the online discussion forum by Sun. Oct. 19, 11 pm.
- Blog articles due on Mon. Oct. 20, 11 pm.

In-person CLASS 13, Tues. Oct. 21: Gender and Education

We examine gendered barriers to education, including child/early marriage, violence, FGM, menstruation, biases, and socio-cultural norms.

Required

Carvalho, S., & D. Evans, 2022, *Girls’ Education and Women’s Equality – how to get more out of the world’s most promising investment*, Centre for Global Development, <https://www.cgdev.org/sites/default/files/girls-education-and-womens-equality-how-get-more-out-worlds-most-promising-investment.pdf>, especially pp. 12-71.

Girls not brides, 2022, *Girls’ education and child marriage thematic brief*, September, pp. 1-8.

Human Rights Watch, 2019, “Africa: pregnant girls, young mothers barred from school”,

<https://www.hrw.org/news/2018/06/14/africa-pregnant-girls-young-mothers-barred-school>

UNICEF, 2021, “Vietnam – Un-stereotyping education and forming STEM pathways for girls”, **and** “Global Programme to end child marriage, phase II”, in *Gender-Transformative Education: Reimagining education for a more just and inclusive world*, December, pp. 8-11.

Bharij, H., 2022, “Why doesn’t education benefit all students equally?”, *LSE Blog*, March 2,

<https://blogs.lse.ac.uk/internationaldevelopment/2022/03/02/why-doesnt-education-benefit-all-students-equally/>

Girls’ Education Challenge, UK Aid, UNGEI, n. d., “Busting Myths on girls’ education and gender equality”,

https://www.ungei.org/sites/default/files/2022-05/GEC_Busting_myths_v5.pdf

In Class

UNESCO, “Leave no child behind: global report on boys’ disengagement from education”:

<https://www.youtube.com/watch?app=desktop&v=tF-nS5KKWh4>

Watch ‘Girl Rising’ on child marriage, 1.5 hours: https://www.youtube.com/watch?v=jwn3_6nDCil

Watch ‘Period: End of Sentence’ (Netflix), 25 min.

Listen to a podcast on gender-transformative education, 40 min: <https://www.ungei.org/media/ungei-podcast-0>

TO DO

- Start required readings.
- See Instructor’s lecture slides.
- Attend in-person class on Tues. Oct. 21, 10 am.

In-person CLASS 14, Thurs. Oct. 23: Discussion and Group Work**TO DO**

- Finish all required reading from Class 13.
- Attend in-person class on Thurs. Oct. 23, 10 am for discussions.
- Post in the online discussion forum by Sun. Oct. 26, 11 pm.

Online CLASS 15, Tues. Oct. 28: Gender, Health, Violence

We examine gender-based violence (GBV), HIV/AIDS, reproductive health, maternal and child health, and female genital mutilation (FGM).

Required

Video recording of Margot Stevens, Plan International Canada on maternal and child health.

Sen, G., & P. Ostlin, 2011, “Chapter 9: Gender as a social determinant of health: evidence, policies, and innovations”, in M. Visvanathan et al. (eds), *The Women, Gender and Development Reader*, Zed Books.

Oxfam, 2020, “Part III: Paid work, unpaid care work, and violence against women”, in *On Women’s Backs: India Inequality Report 2020*, pp. 54-66.

Video recording of Shanga Karim, speaking about violence against women in Iraqi Kurdistan.

The Equality Institute, “Sustainable Development Goals and Violence against Women and Girls”.

TO DO

- Start required readings.
- See Instructor’s lecture slides.
- Attend online class on Tues. Oct. 28, 10 am.

Online CLASS 16, Thurs. Oct. 30: Discussion and Group Work**TO DO**

- Finish all required reading from Class 15.
- Attend online class on Thurs. Oct. 30, 10 am for discussions.
- Post in the online discussion forum by Sun. Nov. 2, 11 pm.

In-person CLASS 17, Tues. Nov. 4: Gender, Poverty, and the Economy

We examine feminist economics, formal and informal economies, ‘triple burden’, unpaid ‘care economy’, gender roles and division of labour, unpaid and paid work, globalization, employment, and ‘feminization of poverty’.

Required

Momsen, J., 2020, “Chapter 8: Globalization and Changing Patterns of Economic Activity”, *Gender and Development 3rd edition*, pp. 196-224.

Chant, S., 2011, “Chapter 21: The ‘feminization of poverty’ and the ‘feminization of anti-poverty programmes: room for revision?’”, in M. Visvanathan et al. (eds), *The Women, Gender and Development Reader*, Zed Books.

Folbre, N., 2011, “Chapter 5: The Invisible Heart: care and the global economy”, in M. Visvanathan et al. (eds), *The Women, Gender and Development Reader*, Zed Books.

Kabeer, N., 2022, “Can Asset Transfers help women in extreme poverty?”, London School of Economics and Political Science Research, July 12, <https://www.lse.ac.uk/research/research-for-the-world/economics/can-asset-transfers-help-women-in-extreme-poverty>

Ahmed, K., 2024, “No equality for working women in any country in the world, study reveals,” *The Guardian*, Mar. 5, <https://amp.theguardian.com/global-development/2024/mar/05/no-equality-for-working-women-in-any-country-in-the-world-study-reveals-world-bank-gender-gap>

In Class

Watch ‘Rice and Fish Curry’, 46 min: <https://youtu.be/Xqt7e4j6Bok>

Oxford Policy Podcast, ‘International Women’s Month: closing the economic gender gap with Dr. Sarah Kaplan and Seva Bharat’, 50 min: <https://player.captivate.fm/episode/e90d0a9f-9e70-4432-8e34-1647fd7eb73b>

TO DO

- Start required readings.
- See Instructor’s lecture slides.
- Attend in-person class on Tues. Nov. 4, 10 am.

In-person CLASS 18, Thurs. Nov. 6: Discussion and Group Work

TO DO

- Finish all required reading from Class 17.
- Attend in-person class on Thurs. Nov. 6, 10 am for discussions.
- Post in the online discussion forum by Sun. Nov. 9, 11 pm.

(No class on Tues. Nov. 11)

Online CLASS 19, Thurs. Nov. 13: Gender, the Environment, and Climate Change

We examine how the use, access to, and control over natural resources, and the impacts of environmental degradation and climate change may differ for women, men, girls and boys – particularly in regions in the global South. Knowledge of environmental practices may also be gendered.

Required

Stock, A., 2015, “Beijing, Gender and Environment – Challenges for Ecological Sustainability, development and Justice?”, *IDS Bulletin*, 46 (4).

IIED, 2022, “Why Gender Matters for Biodiversity Conservation”, *Briefing*, November.

Shahid, Areebah, 2022, “What do we mean by ‘there’s no climate justice without gender justice’?”, *ALIGN Blog*, November 13, <https://www.alignplatform.org/resources/what-do-we-mean-theres-no-climate-justice-without-gender-justice>

Read some of the stories here: Women’s Earth and Climate Action Network International (WECAN), <https://womenspeak.wecaninternational.org/>.

Baldi, E., A. Dey, J. Yore, L. Bredar, n. d., “Four Tools for understanding the nexus of climate change and gender”, EMERGE, <https://emerge.ucsd.edu/four-tools-for-understanding-the-nexus-of-climate-change-and-gender/>

In Class

Watch “Wangari Maathai Tribute Film”, CIFOR, 6 min, <https://youtu.be/koMunNH1J3Y>

Watch “A Conversation with Vandana Shiva – Treehugging and the Chipko Movement”, 7 min, <https://youtu.be/i3EDEqr7haU>

TO DO

- Start required readings.
- See Instructor’s lecture slides.
- Attend online class on Thurs. Nov. 13, 10 am.
- Digital Posters due on Monday, Nov. 17, 11 pm.

Online CLASS 20, Tues. Nov. 18: Discussion and Group Work

TO DO

- Finish all required reading from Class 19.
- Attend online class on Tues. Nov. 18, 10 am for discussions.
- Post in the online discussion forum by Wed. Nov. 19, 11 pm (the last online post).

In-person CLASS 21, Thurs. Nov. 20: Gender-Based Analysis +, applying an intersectional lens

We acquaint ourselves with practical tools used by development agencies and donors who work for gender equality in Canada and internationally. These tools assist us to understand and respond to the gendered impacts of development issues and interventions.

Required

Do the Introduction to GBA+ course with Status of Women Canada for certification (and add this certificate to your CV). If you obtain your certificate, email a copy to me by April 12th for bonus marks!

<https://www.canada.ca/en/women-gender-equality/gender-based-analysis-plus/take-course.html>

Parpart, Jane L., 2014, "Exploring the transformative potential of gender mainstreaming in international development institutions," *Journal of International Development*, 26 (3): 382-395.

Global Affairs Canada, 2017, "Feminist International Assistance Gender Equality Toolkit for Projects": https://www.international.gc.ca/world-monde/funding-financement/gender_equality_toolkit-trousse_outils_egalite_genres.aspx?lang=eng

Government of Canada, n. d., *Gender Equality and Empowerment Measurement Tool: Introduction*. CIVICUS, n.d, *The Gender and Social Inclusion Toolkit*.

In Class

Video – "Gender Analytics: Gender Equity through Inclusive Design":

<https://www.youtube.com/watch?v=WpQ9Y7A1hZc>

TO DO

- Start required readings.
- See Instructor's lecture slides.
- Attend in-person class on Thurs. Nov. 20, 10 am.

Online CLASS 22, Tues. Nov. 25: Discussion and Group Work

TO DO

- Finish all required reading from Class 21.
- Attend online class on Tues. Nov. 25, 10 am for discussions.

Online CLASS 23, Thurs. Nov. 27: Innovative Approaches for Gender-Transformative Change

Gender *transformative* development tackles the root causes of gender inequalities: harmful gender norms, and unequal power relations. We examine innovative and localized approaches from the global South and North to bring about gender-transformative change.

Required

Read several chapters in: UN Women, 2022, *The Levers of Change: gender equality attitudes study 2022*.

UNICEF, 2022, "Gender-transformative programming in UNICEF: Selected Case studies", February,

<https://www.unicef.org/media/117086/file/Gender-Transformative-Programming-in-UNICEF-Case-Studies-2022.pdf>

Plan International, 2022, *Gender-Transformative Program Strategies for addressing child, early and forced marriage and unions in Asia Pacific – toolkit for practitioners*, April, <https://plan-international.org/uploads/sites/57/2022/04/APAC-Regional-CEFMU-Toolkit-for-Practitioners.pdf>

In Class

Listen to 'Gender Norms' by ODI: <https://podcasts.apple.com/us/podcast/episode-1-what-are-gender-norms-and-how-are-they-changing/id1294243315?i=1000393241154>

TO DO

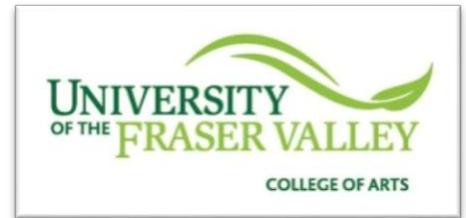
- Complete required readings before class.
- See Instructor's lecture slides.
- Attend online class on Thurs. Nov. 27.
- Discussion Papers due on Sunday, Nov. 30, 11 pm.

In-person CLASS 24, Tues. Dec. 2: Discussion and Group Work

We wrap up the course by discussing innovative, gender-transformative approaches to equality/equity. Take-home exam questions are also distributed and discussed in class.

No class on Thurs. Dec. 5: Use this time to complete your take-home exam

Take-home exam is due Dec. 5, 11 pm.



2025–2026 College of Arts: Policies and Procedures

Grading

All undergraduate students at UFV are evaluated using the same grade scale:

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|----|--------|----|----------|
| A+ | 90–100 | C+ | 67–69 |
| A | 85–89 | C | 63–66 |
| A– | 80–84 | C– | 60–62 |
| B+ | 77–79 | D | 50–59 |
| B | 73–76 | F | Below 50 |
| B– | 70–72 | | |

GPA calculations are based on this scale, and +/- modifiers affect your GPA accordingly. All students admitted to or declaring a program require a minimum [Program Grade Point Average \(PGPA\) of 2.00](#) (3.00 for graduate level) on all courses taken at UFV used to meet program requirements. To declare a major/minor or inquire about program requirements, schedule an appointment with an Academic Advisor: <http://www.ufv.ca/advising>

Academic Misconduct (Policy 70)

This includes, but is not limited to: plagiarism, cheating (including unauthorized use of tools such as artificial intelligence), impersonation, improper access to exam materials, falsification or unauthorized modification of academic documents or records, resubmission of work, improper research practices, obstructing another's academic activity, and aiding or abetting misconduct.

Attendance (Policy 62)

Instructors may withdraw students who do not attend the first class and may penalize lack of regular attendance. The course syllabus establishes attendance expectations and penalties.

Audit Policy (Policy 108)

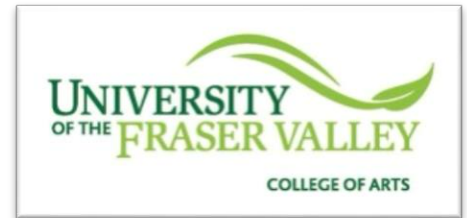
Students intending to audit a course must declare their intent before 30% of the course is complete. Refer to <https://www.ufv.ca/registration/deadlines/> at www.ufv.ca.

Final Exams

Final exams are held during the official final exam period. Students must be available throughout the entire duration of the exam period and should not make travel or personal plans that conflict with scheduled examinations.

Final Grade Appeals (Policy 217)

Students may appeal final grades within 14 days of grades becoming available. The process is outlined in UFV Policy 217.



Prerequisites (Policy 84)

The minimum grade required for a prerequisite course is C- unless otherwise stated.

Safe Student Learning Community (Policy 204)

“Students are required to conduct themselves in a mature and responsible manner, consistent with the university's mission, policies, and regulations, and in compliance with federal, provincial, and municipal laws. Students will be held accountable for their actions, whether acting alone or in a group.” For more details, visit the Safe Student Community website.

Withdrawal (Policy 81)

Students may withdraw without penalty before completing 60% of the course. Withdrawals before 30% completion will not appear on the transcript; withdrawals between 31% and 60% will result in a “W” grade (not included in GPA). Withdrawals after 60% require a Late Withdrawal application.

Student Support Referral

Faculty and staff may submit a confidential referral to the Student Support Centre to connect students with academic and wellness resources. Students will be notified of referrals, and participation is voluntary. For more info or self-referral: <https://www.ufv.ca/studentservices/student-support-centre/>

Communicable Disease Prevention

Follow the Environmental Health & Safety guidelines: <https://ufv.ca/communicable-disease-prevention/>

If you are sick:

- Do not come to campus.
- Notify your instructor.
- Submit a [Student Declaration of Absence](#) form.
- Work with your instructor on a plan to catch up or request an [Incomplete Grade Contract](#) if needed.

An Incomplete (“I”) is a temporary grade assigned when extenuating circumstances prevent a student from completing coursework by term-end, provided sufficient progress has been made.

Safety and Security

Use UFV’s online tools to [report incidents or near-miss events](#). The [Safewalk](#) program is available to escort any UFV community member safely on campus.

Course Copyright

Instructors are the authors of original course materials (lectures, notes, presentations, etc.). These are for enrolled students’ private study only. Materials may not be recorded, posted online, or distributed without the instructor’s written permission. Refer to UFV Intellectual Property policy for details.