

CVE 3010 TIMETABLE:

Monday	17 hrs - 18	Venue
Tuesday	11 hrs	2C
Wednesday	17 - 18 hrs	LIE

Assessments:

- 2 Tests
- 1 Assignment

Course Content:

1. Key Concepts in Culture, Gender and Development
2. Theoretical issues underpinning Culture, Gender and Development and Feminism

{ Gender roles, Sex roles, Stereotypes, Gender identity, Guidance, Crime

→ Theories of gender:

- a) Queer Theory
- b) Schreier Theory
- c) Intersectionality

→ Feminist Theories:

- a) Liberalism
- b) Radicalism
- c) Marxist & Social Theory
- d) Post-Modernist theory
- e) Post-Structuralist theory
- f) Multi-Racial theory
- g) The Standpoint theory
- r) The black feminist theory.

↓ Womanism, motherism and Afrocentric feminism concept.

→ Cultural Theories: fall under three stands namely; the critical stand point, interpretive stand point and the positivism stand point

Gender:

- refers to the characteristics of being male and female that are socially constructed.

3) Theories of Development:

Women and Dev (WID)

Women and Dev (WAD)

Women in Dev (WID)

4 Nationalism and Internationalism.

5 Globalisation and Globalisation. (Global culture)

Key Concepts in the Course:

1. Gender roles

This is the notion of masculinity and femininity, much of masculinity or femininity is learned behaviour (they are assigned by society), eg a man being the head of the house.

2. Sex roles/sterotypes:

These are ^{a set of} shared expectations that people hold about their characteristics suitable for individuals on the basis of their gender.

3. Sex roles:

These are natural roles or biological traits generally acceptable and found appropriate for individuals eg a female falling pregnant.

4. Nuisance:

Comes as a result of. The tort of nuisance is of two types;

(i) public nuisance = is an unlawful act or omission where you are interfering with someone's life. eg indecent dressing.

(ii) private nuisance = This is unlawful act or interference or omission with someone's use of property, his health or something that is causing personal discomfort to another or interfering with someone's rights.

Theories: Gender and feminism

Introduction:

The task of gender dev is a complex ^{bio} psychosocial process that takes place in concert with societal stereotypes and the local social context they shape.

The empirical picture is not complete but it seems that gender identities are complexed internalised cognitive and emotional representations that children and youths construct for themselves overtime based on biological and temperamental events that each one comes with and their cumulative interactions with the social world of family, peers, school and society.

* Gender development is a fascinating process deeply rooted in biology, profoundly shaped by societal expectations and actively constructed by individuals over and over again at different developmental levels. All theories of gender identity posit that the processes shaping its development are both biological and societal. It is basic of science that has helped us to review more and more about gender identities, it has helped us to recognize, question and explore a much better spectrum of gender and sexual identities.

Historical Analysis of Gender Identities:

Historically, the term gender and sex have been used interchangeably, therefore gender is often viewed as a binary (either male or female)

Beyond Binary in Biological Sex:

Some individuals are intersex or sex diverse thus to be born with either an absence or a combination of male and female reproductive organs. In humans, intersex individuals make up a small but significant proportion of the world's population. Examples of beyond binary that helps us to identify male and female:

1. The Turner Syndrome (Turner was born without the other X chromosome)
 - this syndrome only affects girls.
 - it creates dwarfs.
2. Gonadal Hyper Congenital Insensitivity (syndrome high testosterone levels)
3. Androgen Insensitivity Syndrome

Greater ^{at} attention to the rights of children born intersex is occurring in the science and medical field. Therefore, intersex children and their parents should work closely with specialists to ensure that these children develop positive gender identities. Research has begun to conceptualise gender in ways beyond gender binary. However, when an individual is gender fluid is the one who may identify themselves male and female in different times and different circumstances.

Gender Theories:

There are four major psychological theories that provide a multiple explanatory process through which children develop gender identities

1. Social Learning Theory - This theory states that behaviour is learned through observation, modeling, reinforcement and punishment. Therefore, each society has its own gender curriculum which leads to differential expectations and treatment starting at birth. Such that social learning theory posits that children learn many of their gender roles by observing and modeling the behaviour of older children and adults, and in doing so, they learn the behaviour that is appropriate for each gender.

2. Maturational Meta Theories: (Genes are key in the actualization of the theory)
A second perspective, consistent with maturational meta-theories, focuses on biological and neurophysiological factors that are present at birth. This theory underscores the ideas present in research on gender expression, sexual orientation, and gender identity, that children come with a firm biological foundation for their gender, gender identity and gender preferences.

*the genes, hormones and chromosomes are the key in the actualization of this theory.

3. Organismic Meta-Theory

Simply looks at a human being from the flesh and not the mind. Looks at what happens when a child is born. How they grow physically without the mind developing. e.g. at birth children have no idea that gender categories even exist and that they belong to any of them.

When they are young, they don't realize certain things as their minds are small, most of them realize it at the ages of 4-6.

4. Gender Schema Theory:

A 4th major theory which emphasizes the active role of a child in constructing gender identity is called a gender schema theory. It argues that children are active learners who intentionally socialize themselves and begin to categorize themselves as well as the activities they involve themselves in e.g. soccer, winter, play house etc. all these activities are called gender schemas.

Gender consistency: When the children reach cognitive stage of cognitive development between the ages 5 and 7 years, they are able to infer to society decides, the sexual differentiated features of females and males.

Features

Males

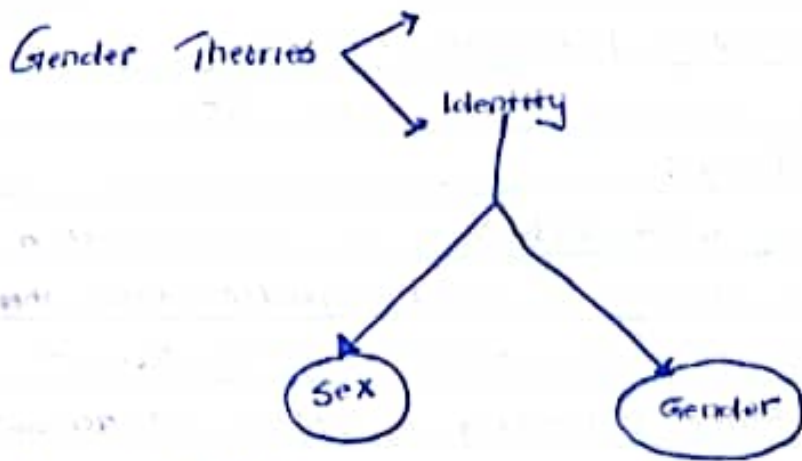
1. penis
2. Broad chest
3. Beard

Females

- Vagina
- Breasts
- Hips and Butts

Femaleness and maleness begin to identify themselves based on identity. Identity means gender. The argument of gender consistency is that all men have a penis and all females have vaginas which are often happy to announce in public.

- As a child begins to grow, he or she grasps the fact that the assigned gender categories are permanent and unchangeable and constantly the children begin to realize who one is like e.g. that boys climb clubs and girls club

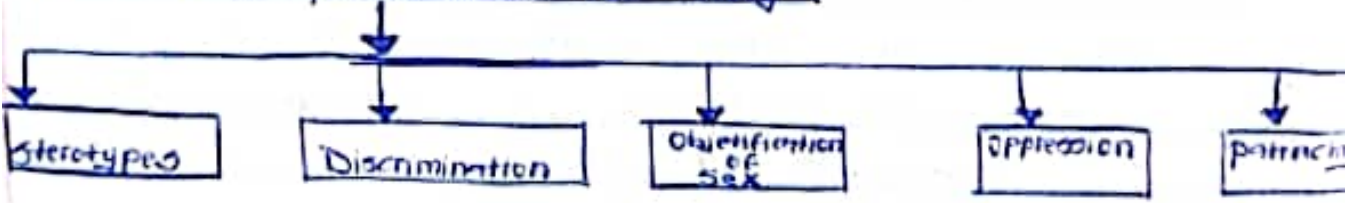


- Consistency Gender
- Schema
- Social Learning theory
- Meta organismic theory
- Maturation Metal theory
- Queer theory.

Feminist Theory:

Feminist theory is the extension of feminism into theoretical, fictional or philosophical discourse. The aim of feminists is to understand the nature of gender inequality. Feminist theories examines men and women's roles, experiences, ^{interests,} choices and feminist politics in a variety of fields such as anthropology, education, sociology, media studies, home economics, public policy etc. Therefore feminist theories analyses, examines, ^{discuss, articulates,} interrogates, ^{express} gender inequalities.

Themes often explored in feminist theory

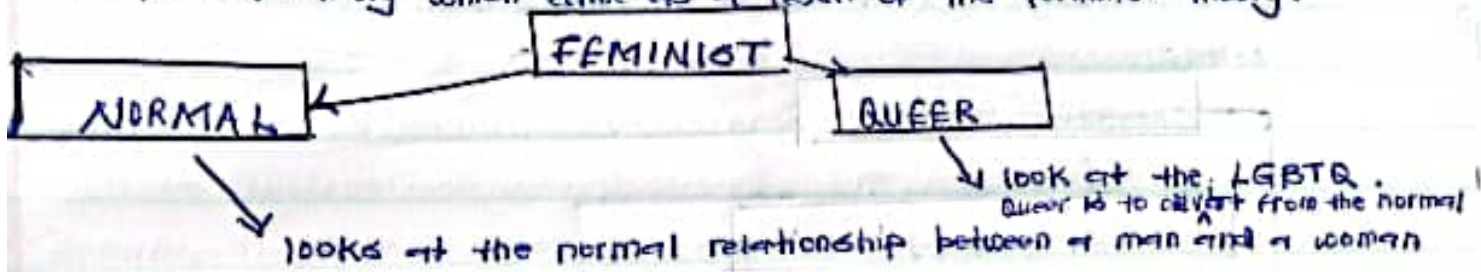


Summary of the

Definition of theory:

A theory offers a general account of how a range of phenomena are systematically connected by placing individual items in a larger context (it is simply a connection of things).

Examples of theory which come as a result of the feminist theory:



- The argument is that even the normal relationship is not biological but societal.

- The argument of the queer theory is about performance.

QUEER THEORY:

- it emerged from the lesbian or gays people who are the minority in society. Their argument is that the concept of gender is fluid, flexible and subject to change.

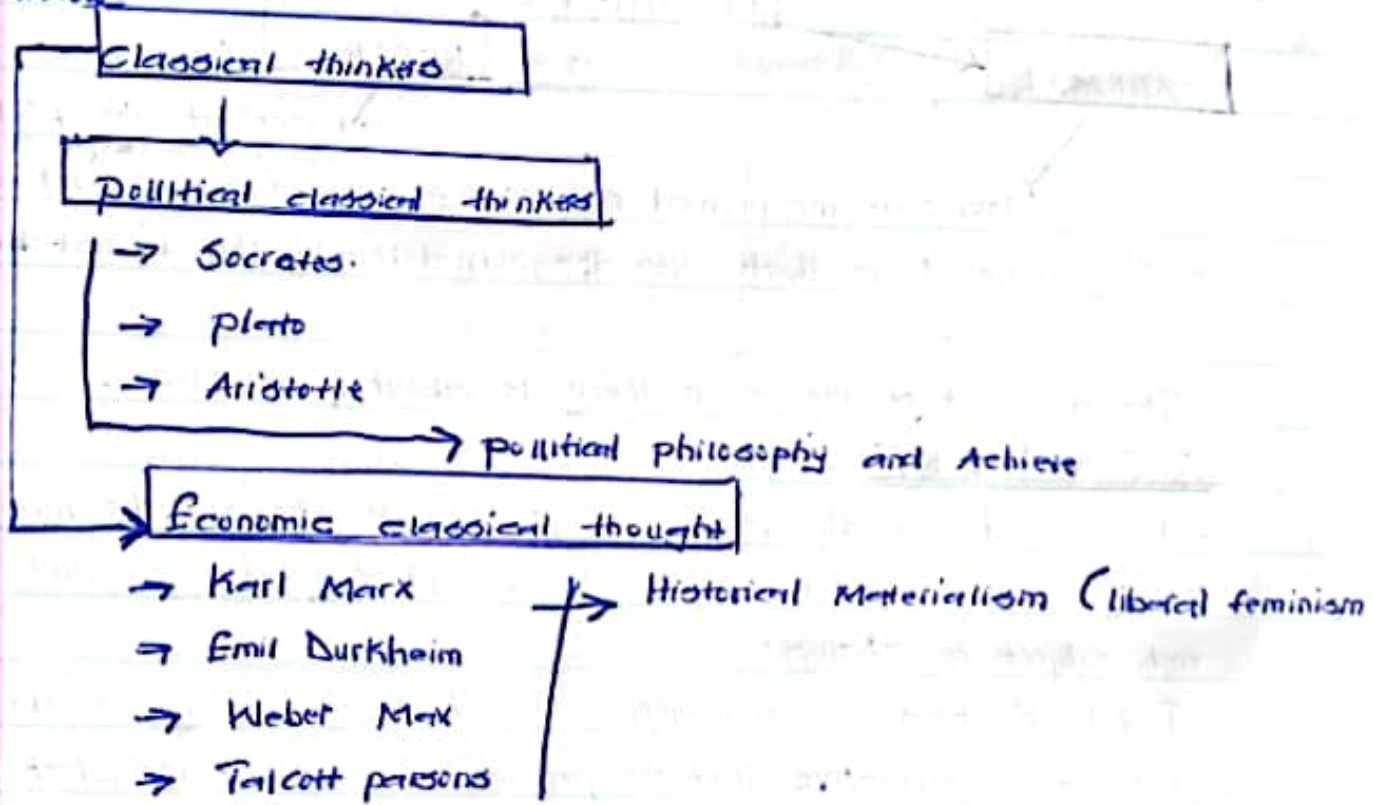
- Judith Butters extensively wrote about this theory as she says gender is performative, that the performance of gender is what makes gender exist. eg the way one walks, talks, behaves. A key part of the queer theory is delinking gender, sex and sexuality by arguing that these elements do not have a linear relationship to each other based on biology. This helps to explain the lived experience of transgender people. These transgender people live differently, contrary to the sex they were allocated to at birth.

ethics The theory insists that all sexual behaviour and sexual identities and all categories of normative and deviate sexualities. These are sets of signifiers which creates certain types of social meaning. Therefore the queer theory simply challenges the normative sexualities

Feminist Theories:

Types of feminism:

1. Liberal feminism = is rooted in classical liberal thoughts. Aristotle, Socrates and Plato are called classical thinkers because they offer advice for achieving an ideal society. Classical thinker can be classified as below:



These classical thinkers offer advice on achieving a society where there is no oppression, no marginalization and no sexism

- Marx gave priority to materials, wealth. He proposed for what is called 'reality of reason'. That people should begin to reason, and that result of reasoning should be structured through what he came up with as:

Thesis (idea)

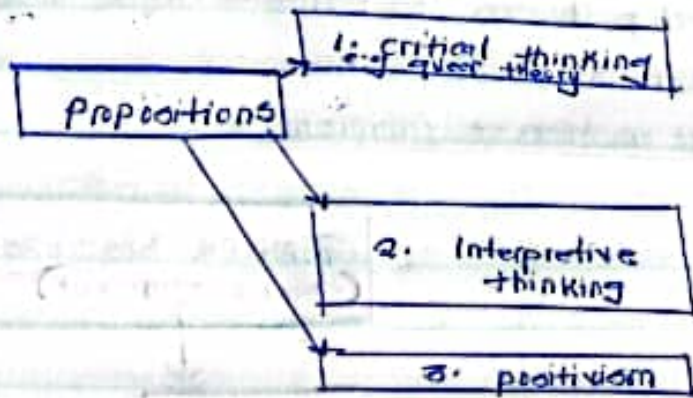
→ Anti-thesis (disagreement)

Synthesis (agreement)

Liberal feminism is a promotion of equal rights between men and women. They see gender inequalities as rooted in the attitudes of social and cultural institutions.

NOTE: liberal scholars are simply modern thinkers. This is because

their analysis is based on three propositions.



Therefore, the liberal feminists believe that men and women have the same capacity and reasoning but ~~man~~ men have denied them equality. Therefore they blame patriarchy that has pushed them in the privacy household. That equal opportunities for men and women can only take place through legislation for equal pay for equal work, introduction to the human rights charter, and

The belief is that women are not fundamental different from men based one sex. The argument for this theory is that men and women are equal

Principles of feminist theories:

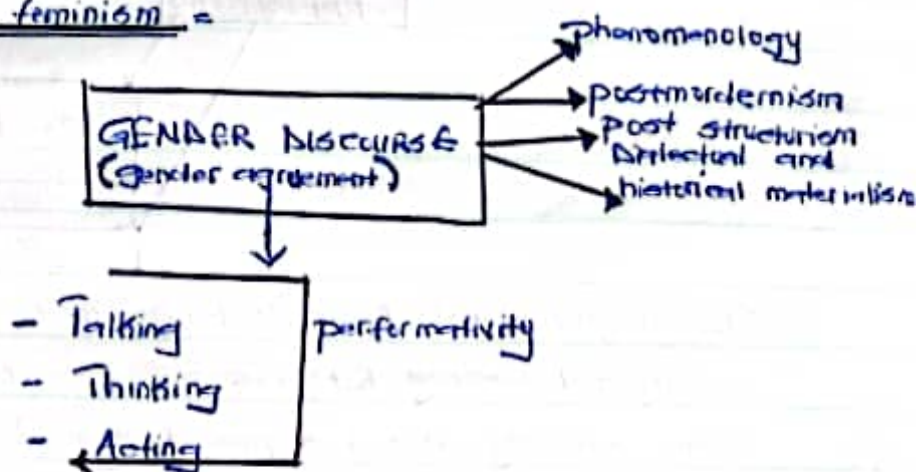
1. to promote equity and equality.
2. to promote freedom of choice.
3. Elimination of gender stratification. eg men being regarded as superior than women.
4. Ending sexual violence.
5. Promotion of sexual freedom.

2. Radical feminism = Radical feminists focuses on men's power and privilege within the social system. These happen within the social system such that radical feminists seek to promote women's organizations as separate institutions. Therefore, radicals focus on separatism. That there should be separate institutions for men and women implying that there should be separatism and so it is in society.

- They argue that individual women's experiences of injustice

and miseries are women's personal experiences. These are caused by political problems. The radicals argue that problems women face are grounded in power imbalance.

Socialist or Marxist feminism =

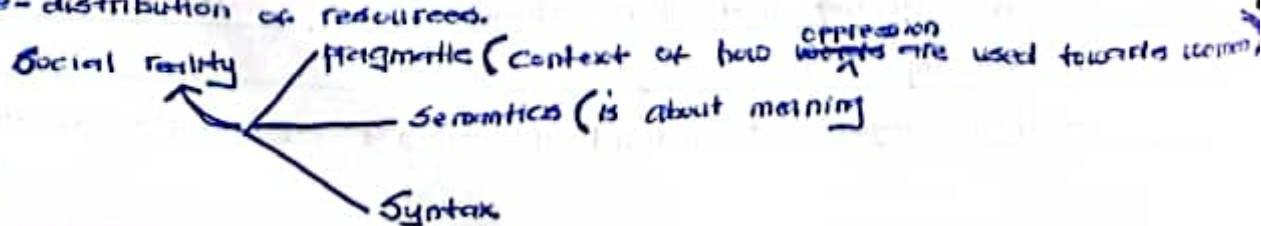


Socialist or marxist feminism is a perspective that sees women's oppression as a result of class based social system. One can understand these class based system from a phenomenological approach

Classes in society:

1. Bourgeoisies = Property owners.
2. Merchants = traders
3. Proletariates = Workers

Therefore, activism should focus on the structured inequalities within a class based social system, especially in reproduction of the work force. Under socialist or marxist ideology oppression of women is said to be based on private property system that exists within capitalist, social and economic structures. These are perpetuated by the bourgeoisie, merchants and proletariate classes and these classes exploit people thereby reinforcing the gender discourse. More pragmatically, socialist feminism focuses attention on women's role in the wage labour force often using the labour movement as a base from which to promote more equitable re-distribution of resources.



Marxist feminists focus on organising women to eliminate gender specific aspects of oppression such as the problem of sexual abuse, insufficient child care and constraints on the reproductive rights. This is criticised because of limited view of power relations since class and economic oppression provide ~~little~~ as limited explanations.

4. Post-Modernism (Helen Cixous)

It is based on social and political factors to understand discourse, what happened in political and society.

- post-modernism argued that gender is not determined by the body but by society and culture.
- it seeks to analyse any notions that led to gender equity in the society.
- it also looks at the concepts that disadvantages both women, and men or girls and boys.
- post-modernism recognises the diversity of women's experiences, they do not women in the corner, meaning that the what black and white women faces through is different.
- Gender stereotypes are culturally constructed through language and it is
- it supports multiple discourse of gender and promotes gender equity through deconstruction texts.

Gender and Development:

- The issues that what gives rise to gender and development theories?
- Why linking gender and development theories?
- It was the assumption that men and women are the same, and they come with theories GAD men and the women are not the same.
- it gives the answers to colonial experience to both men and women in social, political and economical lives. The feminists came up with the theory caused women and development, this theory of GAD provided simplest characteristic generalisation of pre-colonial and the rich divided in terms of differences between men and women.

The reason why gender and development linked together:

- Because they are all women who are contributing to the economic, cultural, social and political as well as sustainable development.

Women in Development:

The concept of WID was developed in 1975 by Washington based gender network of Women in Development profession. The argument they had was that women in the south were not benefitting equally from the modernism and Accelerated economic growth models. There was need to mainstream development paradigms neglected in the 1950's and 70's. Further that women have been marginalized in the development efforts with resources and skills directed toward men. Therefore they advocated for equal rights, empowerment and participation of women in social life. Therefore WID is therefore integration of women in the development process. And theoretically WID feminists proposed the theory of Ethno-methodology to understand what is going on the lives of women socially, economically and politically.

Ethnomethodology (propounded by Harold)

Gender Discourse

Ethnomethodology means do not take issues for granted but analyse them but the cautious of the everyday things that happen.

Basically there other feminist

Ethnomethodology (Harold Garfinkel's proponent)

Gender discourse

↓
Ethnomethodology

Means do not take issues for granted but analyse them but the cautious of the everyday things that happen.

Basically these other feminist scholars who have contributed to WID e.g. Esther Boserup, she published something entitled "Women's Role in Economic Development" for further she delineated the systematic division of labour at global level which existed in the Agrarian Economy. She analyzed the role of women in traditional economies and the impact it has to the women's lives.

Criticisms of WID:

Though this was a scholarly attention, but they criticised Boserup for over simplification of women's work and their work.

Under the rubric of WID, the recognition that women's experience of development and of societal change differed from that of men was institutionalized which she rarely mentioned.

Women and Development (WAD):

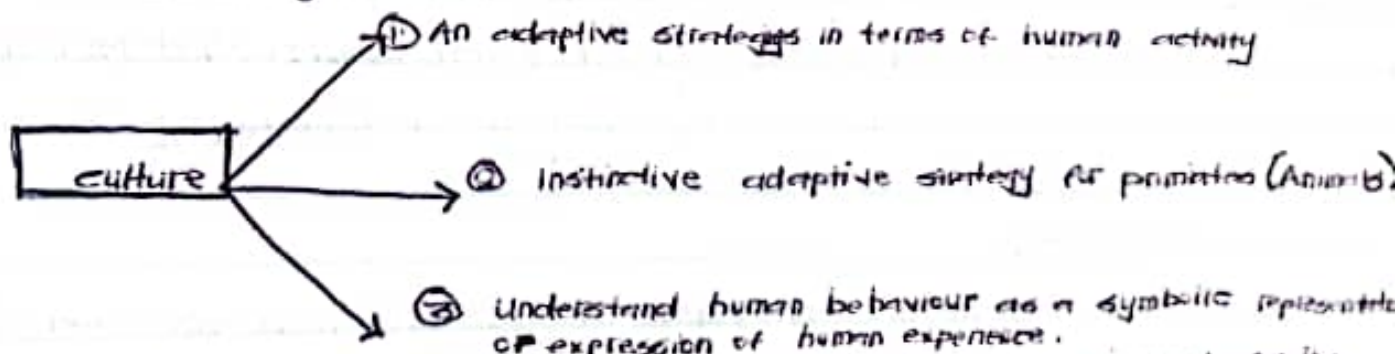
WAD is basically a neo-Marxist feminist approach which emerged in the second half of 1970's due to the limitations of WID. The proposition had with WAD is the women have always been part of development as they did not just appear in the 1970's. Another proposition is that the idea to link women to development from 1970's is Eurocentric. Therefore perspectives focused on the relationship between women and ^{men in} the development process not basically based on strategies but basically the white economic set up both inside the household and outside. Therefore WAD offers more critically view of women's position than WID does.

GENDER CULTURE AND DEVELOPMENT

- Definition
- elements
- Cultural theories
- link between gender and culture

Culture is the total sum of everything which is created or modified by the conscious or unconscious activity of two or more individuals interacting with one another or conditioning one another's behaviour. Therefore, culture is something produced by human beings consciously or unconsciously. Therefore culture is both material and non-material.

Examples of material culture includes the material thing, clocks, art (fine art) drums. Non-material culture such as values and norms, beliefs, folkways, names. Therefore, when culture is in form of material, it is objectified but when it is in non-material it is subjectified. Culture is also used for the purposes of scientific analysis



NOTE: The above structure is what happens when culture is used for the purposes of scientific analysis.

Not only that, there are some elements of non-material culture that exist as pure cultural systems - these are the counts of numbers (thus 2 remains 2 everywhere as it is universal) they are pure because they are independent of their acceptance or rejection by everybody else or individuals, they are simply universal. Equally, some of these concepts of non-material elements such as meanings, values and norms come about by means of socialisation meaning they are produced through a process of interaction and are produced unconsciously

Cultural Elements:

Culture is preserved from generation to generation, it evolves through a process;

1. Innovation
2. Discoveries
3. Technology
4. Cultural Diffusion

Note therefore that cultures are socially constructed, meaning that is it society that approves or disapproves of them. These include values and beliefs.

Values and Beliefs:
Values are standards, ideals, or principles members hold in high esteem for example, education. Values are deeply embedded or enshrined for learning cultural beliefs which are tenets or convictions which people have to be true. Values reflect how people should behave and may not live up to it. Simply, values are an ideal culture and not a real culture. What is real includes working towards reducing crime, respect for elders, preventing unplanned pregnancies.

2. Norms:

These describe invisible rules which societies have structured. They could either be written or not written at all. They reflect the behaviour of compliance which society has put up or structured, if not followed they attract sanctions. These support many social institutions such as the family, school, military. These norms are learnt either by observation, imitation and general association. Nevertheless, there are two kinds of norms;

a. Folkways = These appropriate the today's ^{to} today practice of individuals or human beings. (falls under private nuisance).

b. Mores = Have stronger consequences e.g murder, sexual harassment, infidelity. These have a stronger religious ^{foundation} ~~foundation~~. They are based on moralisation.

Gender and Culture:

The Link Between Gender and Culture:

(i) Introduction

(ii) Theories of culture linking Gender

a) Social Exchange theory

b) Symbolic interactionism

c) Functionalism

Introduction:

The study of gender and culture in psychology brings together feminist psychology, social cultural psychology, discursive psychology and critical psychology. These present research and theory that is embedded in human action, in social cultural and inter-personal context.

- Culture shapes the prevailing gender related stereotypes and beliefs which children are exposed to.

Theories of culture linked to gender:

① The social exchange theory (proponented by George ^{Homans}~~Homans~~):

He argued that human inter-personal behaviour is essentially an exchange of rewards and punishment. He strengthened this argument with the following propositions or assumptions;

① for all actions, the more often a particular action is rewarded, the more likely a person is to perform it. e.g. the paying of lobias.

② if in the past, the occurrence of a particular stimulus or a set of stimulus, has been the occasion on which an action has been rewarded, then the more similar the present stimulus is more likely to be performed by the actors.

③ The more valuable the results, the more likely the person is to perform the action. e.g. interaction with another individual or group.

* These propositions are essentially an exchange of rewards and punishments.

* The reward is anything that a person values and receives from another person emanating from cultural elements e.g. conjugal ~~status~~ rights.

cultural value commodities like cattle, some rewards given to a family which gives a surplus to the families e.g lobola.

Exchange Shared values / Norms:

- Value of marriage

② Symbolic interactionism theory (proponented by Herbert Blumer):

- He says human beings interact in terms of meanings that they give to objects and events. That th
- 2. That these meanings are constructed and reconstructed in the process of interaction. (They are not static symbols) That these meanings are fluid.
- 3. Social reality such as gender is an ongoing interaction that involves actors who are constantly adjusting to each other as they direct meaning in every situation.

③ Functionalism:

Issues in Gender:

1. Gender Analysis framework (Harvard gender Analysis framework)
2. Gender Analysis Matrix
3. Gender Moses framework Analysis.
4. Capacities and Vulnerabilities Analysis framework
5. Women Impowerment framework (Gara Longwe Tupekile)

Types of Gender Identities:

- a) Agender = Means not having a gender or not identify to a particular gender.
- b) Bigender = is a person who fluctuates between traditionally male and female.
NOTE: These two are not based on physical appearance but on feelings.
- c) Cisgender = is the gender identity and biological sex same as at birth.
- d) Gender queer = is simply a gender identity rebel often used by people who do not identify themselves with being a man or a woman.
- e) Transgender = is a term used to describe a person who lives in the other gender.

Gender

The practice of gender Analysis must be understood based on key concepts. These concepts are used in research and planning. It is almost impossible to conduct a research without understanding these concepts;

1. Sex = It is a biological difference between male and female. e.g men can produce sperms and women breastfeed children. These sexual differences are the same in human race. Sex is a fact of human biology.
2. Gender = Sex is a fact of human biology while gender is not. The experience of being male or female differs from culture to culture which erects the concept of gender.
3. Gender relations = Are social relations between male and female or between sexes. They are simultaneous relations of co-operation, connections, mutual respect or support and even differences between males and females. They also involve competition or differences and equality. These help to differentiate the language social relations between language.
 - These are concerned with how power is divided or distributed between sexes. They create and reproduce systematic differences in men and women positions in a given society. Social relations help to define the way in which responsibilities are allocated and the why in which each is given the value.
 - Social relations vary between class, ethnicity, race and disability, time and place.

4. Work = is the assigned tasks, abilities, activities and responsibility that society gives to men and women. Such that the gender division of labour differs from society to society. What may be called work in one society may not be called work in another society.

5. Reproduction or fecundity = This encompasses the care and maintenance of the household and its members. It is the ability to reproduce (reproductive) while fecundity is the inability to produce a healthy child.

These help to explain issues of maintenance, reproduction

Choosing a framework:

The choice of a suitable framework depends on the task in hand, the context and the resources available. There are many similarities between different gender analysis frameworks but what is key is recognizing and emphasizing the existence of reproductive work alongside productive activities as well as in their scope and emphasis.

Caroline Mose framework Analysis:

READ NOTES FROM THE PAMPHLET!

COLONIALISM:

- is a system that generally emerged between 1700 and stretched all the way to the second half of the 20th century. Therefore, Colonialism is the imposition of direct or indirect political rule over the colonized people and usually comes to an end at one point in time. It is also an economic system that entails how the metropolitan countries ripped wealth from the colonial states. It is the unmitigated imposition of direct political, military and economic subjugation. It is inspired by economic factors.

HOW IT WAS DONE:

Colonialism was done in 3 ways: 1. Extraction of raw materials

Extraction of Raw Material:

Any colonial economy was oriented towards exploitation and exports of raw materials. The raw materials were in form of minerals such as copper, gold and agriculture produce such as cocoa, sisal etc. from Tanzania.

Exploitation of Labour:

This was one mechanism they used to reap super profit from colonialism. Karl Marx also explained this when he talked about Capitalist exploitation to explain the exploitation of labour. Worker are not paid surplus for their labour power. Karl Max argued that workers should be paid enough wages to sustain their dependence. Max look at the family as a unit of reproduction of labour (families should be given enough wages in order to be sustained). There was what is called lack of gender equity as the women were told to lag behind. Gender equity means that they did not see the difference between men and women. They did not give equal opportunities between men and women. After independence put in Affirmative Action in order to correct the colonial mentality in development. eg the difference on the cut-off points for girls and boys.

- There was also the lack of gender sensitivity. Gender sensitivity implies the understanding of social cultural factors that promote gender discrimination based on sex.

3. Colonise as Markets :

Colonise served as markets for the goods in the metropolitan countries because they tended to utilize modern technology and labour which was replaced in Europe.

Theoretical Frameworks used to Explain Colonialism :

Colonialism established the notion that women were subordinate to men. That men should hold all positions of power and authority. The colonists used things such as religion to suppress women. Consequently traditional African gender roles were transformed, this marked the genesis of gender gap in Africa. Due to colonialism it resulted into the erosion of traditional values and rights for women which guaranteed equality for women. They brought in inequality between men and women, it also destroyed women's self esteem. Women in pre-colonial period held position of power e.g some were chiefs.

Theoretical underpinnings:

1. Coloniality

This explains the social and hierarchy patriarchal orders. This theory can be used in three perspectives;

- a) System of hierarchy = Based on the skin colour of someone. The argument is that lighter skin is higher, brown skin on the middle and dark skins at the bottom.
- lighter skin gave free powers to economic resources and educational attainment.
- b) Coloniality based on knowledge production = This has created systems of capitalism. The argument is the white feel to be more superior than blacks because they have created the global system of goods production. e.g influencing African to neglect their cultural food to western food e.g pizza, hamburger, also the neglecting of family values and ways of dressing. It is also done through brain drain.
- c) Coloniality of cultural systems = This is eurocentric, the argument is that European cultures are the true ones and modern ones that every society must follow. These help to reinforce eurocentric norms and values, they are supported by state power. The argument with eurocentric norms is that gender is interchangeable, they have created what is called bisexual binaries hence the concept of gays and lesbians.

Colonialism has created a lot of crisis for the women e.g leadership crisis, development crisis

Question: Discuss the impact of colonialism using on gender and development using the coloniality framework or theoretic underpinning.

NEO-COLONIALISM:

Kwame Nkrumah defined Neocolonialism as the the last stage of imperialism. It implies when a country that was under colonial rule becomes politically independent but in real sense it is still in the hands of the former colonial masters in terms of economically, culturally, technologically, e.g Zambia.

Economically through the aid or conditioned aid that they give to their former colonies.

Neocolonialism changes the sex roles and gender roles. It is a system of dominance from elsewhere either directly or indirectly.

Questions: Compare and Construct colonialism and Neocolonialism from a feminist perspective.

2. Compare the gender situation and under colonialism and Neo-colonialism

Mode of Answering:

Define colonialism, e.g in military or mining and state how the participation of women was in these sectors during colonialism.

NATIONALISM: