

Rurality, Livelihoods and Gender (LU0096)
29 August – 1st November, 2022
Department of Urban & Rural Development, SLU - Uppsala
Version: August 2022

*Preliminary Schedule – subject to changes- check Canvas online platform for updates
 Note that the schedule includes lectures on campus and via zoom*

Schedule and general information about the course

The first week will introduce the program and the course as well as provide an initial platform for analysing rural livelihoods with a gender and development perspective by identifying and critically discussing core concepts and major theories, mindful of temporal and spatial dynamics.

| Week 35 | Mon 29/08 | Tue 30/08 | Wed 31/08 | Thu 01/09 | Fri 02/09 |
|---------|--|---|--|--|---|
| | 9:00-10:30 Roll call for the master programme students and welcome by Heads of Studies Sal V, Ulls hus 11:00-12:00 <i>Course Overview, Expectations and Goals; Assignments ; Literature Review; Previous years' results and adjustments</i> Cristian Alarcon and Ida Wallin <u>Sal A 241</u> | 10:00-12:00 <i>Introduction to development theories and rural development</i> Cristian Alarcon <u>Sal A241</u> | 10:00-12:00 <i>Case discussion: Rural Development and Gender</i> Ida Wallin <u>Sal A241</u> | 10:00-12:00 <i>Introduction to livelihood frameworks</i> Cristian Alarcon <u>Sal A241</u> | 10:00-12:00 <i>Development theory and the environment</i> Cristian Alarcon <u>Sal A241</u> |
| | Lunch | Lunch | Lunch | Lunch | Lunch |
| | Literature Reading (4 hrs) | 13:00-15:00 <i>Introduction to the analysis of gender</i> | Literature Reading (4 hrs) | Literature Reading (4 hrs) | 13-15 To find, use and handle information |

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| | | | | | |
|--|--|--|--|--|---|
| | | relations and rurality Ida Wallin <u>Sal A241</u> | | | Malin Persson <u>Sal A241</u> |
|--|--|--|--|--|---|

| Week 36 | Mon 05/09 | Tue 06/09 | Wed 07/09 | Thu 08/09 | Fri 09/09 |
|------------|--|---|---|--|--|
| | 10:00-12:00 | 10:00-12:00 | 10-12 | 10-12 | 10:00-12:00 |
| | First Literature seminar: Sustainable Development & the Sustainable Development Goals and Rurality Cristian Alarcon <u>Sal A241</u> | <i>Gender theory, rurality and livelihoods</i> Ida Wallin <u>Sal A241</u> | <i>Land use, political ecology , livelihoods and rural development: cases from South America, Sweden and USA</i> Cristian Alarcon <u>Sal A 241</u> | <i>Livelihoods and rural development: cases from Africa</i> Flora Hajdu <u>Sal A 241</u> | <i>Livelihoods and feminist political ecology</i> Linus Rosén <u>Sal A 241</u> |
| | Lunch | Lunch | Lunch | Lunch | Lunch |
| | Literature Reading (4 hrs) | 13-15 Meeting with Harry Fisher, Master thesis coordinator <u>Sal A 241</u> | Write individual paper 1 (4 hrs) | Write individual paper (4 hrs) 17:00 Submit individual paper I in Canvas | Individual preparation for Paper Workshop I (peer review) (2 hrs) 15:00 Submit individual peer review in Canvas |

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| Week 37 | Mon 12/09 | Tue 13/09 | Wed 14/09 | Thu 15/09 | Fri 16/09 |
|---------|--|--|---|---|--|
| | 10-12 <i>Global and local, development and the question of underdevelopment</i> Cristian Alarcon <u>Sal A 241</u> | 10:00 -12:00 Meeting with head of Studies Patrik Cras and Katarina Pettersson <u>Sal A 241</u> | 10:00-12:00 Paper Workshop 1 Room: Zoom | 10:00 – 12:00 <i>Climate change and land questions: the forestry, agriculture and water nexus</i> Cristian Alarcon <u>Sal A241</u> | 10-12 <i>Case discussion: Livelihoods and climate change</i> Cristian Alarcon <u>Sal A241</u> |
| | Lunch | Lunch | Lunch | Lunch | Lunch |
| | Literature Reading (4 hrs) | Literature Reading (4 hrs) | Literature Reading (4 hrs) | Literature Reading (4 hrs) | Literature Reading (4 hrs) |

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| Week 38 | Mon 19/09 | Tue 20/09 | Wed 21/09 | Thu 22/09 | Fri 23/09 |
|---------|--|--|---|---|---|
| | 10:00-12:00 | 10:00-12:00 | 10:00-12:00 | 10:00-12:00 | 10:00-12:00 |
| | <i>Gender/welfare regimes</i> | <i>Concepts and Understandings of Food & Nutrition Security</i> | <i>Addressing Food Security via Multiple Strategies</i> | Second Literature Seminar: Livelihoods and rural development | Migration & gender |
| | Ildikó Asztalos Morell | | | | Ildikó Asztalos Morell |
| | <u>Sal A241</u> | Linley Chiwona Karlton | Linley Chiwona Karlton | Sal A241 | Sal A241 |
| | | <u>Sal A241</u> | <u>Sal A241</u> | | |
| | Lunch | Lunch | Lunch | Lunch | Lunch |
| | 13:00-15:00 | 13-15 | Literature Reading (4 hrs) | Literature Reading (4 hrs) | 13-15 |
| | <i>Power, ideology, discourses and rural development</i> | <i>Property, states and political ecology in the understanding of rurality</i> | | | <i>Institutions, Land use, inequality and rural-urban relations</i> |
| | Cristian Alarcon | | | | |
| | Sal A241 | Cristian | | | Cristian |
| | | Sal A241 | | | Sal A241 |

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| Week 39 | Mon 26/09 | Tue 27/09 | Wed 28/09 | Thu 29/09 | Fri 30/09 |
|---------|--|---|--|--|--|
| | Literature studies for Mid-Course Exam (4 hrs) | 10:00-12:00 <i>Health and Gender</i> Linley Chiwona Karlun <u>Sal S</u> | Literature studies for Mid-Course Exam (4 hrs) | Literature studies for Mid-Course Exam (3 hrs) | 09:00 Mid course exam available on Canvas |
| | Lunch | Lunch | Lunch | Lunch | Lunch |
| | Literature studies for Mid-Course Exam (4 hrs) | 14:00-16:00 <i>Intersectionality, postcoloniality</i> Ildikó Asztalos Morell <u>Sal A241</u> | Literature studies for Mid-Course Exam (4 hrs) | Literature studies for Mid-Course Exam (4 hrs) | 15:00 Submit home exam in Canvas |

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| Week 40 | Mon 03/10 | Tue 04/10 | Wed 05/10 | Thu 06/10 | Fri 07/10 |
|---------|-------------------------------|--|---|---|---|
| | Literature Reading (4 hrs) | 10:00-12:00 <i>Agriculture extension as rural institution</i> Thomas Norrby <u>Sal A241</u> | 10-12 Third Literature Seminar: Gender relations and rurality Sal A241 | 10-12:00 Agrarian questions and rurality Cristian Alarcon Sal A241 | Write Individual Paper 2 (4 hrs) 12:00 Submit individual paper 2 in Canvas |
| | | | | | |
| | | | | | |
| | Lunch | Lunch | Lunch | Lunch | Lunch |
| | Literature Reading (4 hrs) | Literature Reading (4 hrs) | Literature Reading (4 hrs) | Write Individual Paper 2 (4 hrs) | 14:00-16:00 Individual preparation for paper workshop II (peer review) (2 hrs) 16:00 Submit individual peer review II in Canvas |
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| Week 41 | Mon 10/10 | Tue 11/10 | Wed 12/10 | Thu 13/10 | Fri 14/10 |
|---------|---|--|---|---|----------------------------|
| | 09:00-12:00 Paper Workshop II | 10:00-12:00 <i>Forestry and livelihoods</i> | 10:00-12:00 <i>Markets and institutions in rural development</i> | 10:00-12:00 <i>Global Policies; World Bank; IMF; Subsidies</i> | Literature Reading (4 hrs) |
| | Sal A241 | Ida Wallin <u>Sal A241</u> | Opira Otto <u>Zoom</u> | Opira Otto <u>Zoom</u> | |
| | Lunch | Lunch | Lunch | Lunch* | Lunch |
| | 13-15 <i>Food regimes, poverty and power relations</i> Cristian Alarcon | Literature Reading (4 hrs) | Literature Reading (3 hrs) | Literature Reading (3 hrs) | Literature Reading (3 hrs) |
| | <u>Sal A241</u> | | | | |

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| Week 42 | Mon 17/10 | Tue 18/10 | Wed 19/10 | Thu 20/10 | Fri 21/10 |
|---------|---|--|---|--|--|
| | 10-12:00 Fourth Literature Seminar: global development policies & rural development Sal A241 | Reading (4 hrs) | 10:00-12:00 <i>Gender relations in agriculture and the case of new agricultural technology</i> Johanna Bergman Lodin <u>Sal A241</u> | 10:00-12:00 Nature conservation and livelihoods Ida Wallin <u>Sal S</u> | 10:30-12:30 Mid-Course Exam, 2nd chance |
| | Lunch | Lunch | | Lunch | Lunch |
| | 13:00-16:00 Literature Reading (3 hrs) Social activity. | 13-15 Bioeconomy and rurality Ida Wallin <u>Sal A241</u> | 13:00-15:00 <i>Household Behaviour and Intra- household Bargaining Over Benefits and Burdens</i> Johanna Bergman Lodin <u>Sal A241</u> | 13:00-15:00 Nature conservation and gender Ida Wallin <u>Sal A241</u> | Literature Reading (4 hrs) |

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| Week 43 | Mon 24/10 | Tue 25/10 | Wed 26/10 | Thu 27/10 | Fri 28/10 |
|---------|---|---|---|---|-----------|
| | 10:00-12:00 | Literature studies for Final Exam (3 hrs) | Literature studies for Final Exam (3 hrs) | 08:00-12:30 FINAL EXAM | |
| | Q&A for Final Exam | | | | |
| | Cristian Alarcon and Ida Wallin | Submission of pending unfinished assignments | Submission of pending unfinished assignments | | |
| | <u>Sal A241</u> | | | | |
| | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| | Literature studies for Final Exam (4 hrs) | Literature studies for Final Exam (4 hrs) | Literature studies for Final Exam (4 hrs) | <u>Last Day for Submission of pending unfinished assignments in Canvas</u> | |
| | Submission of pending unfinished assignments | Submission of pending unfinished assignments | Submission of pending unfinished assignments | 17:30 <i>End of course party if C-19 permits! (Or we meet on Zoom)</i> | |

Week 44 Course Evaluation

| Hour | Mon 31/10 | Tue 01/11 |
|---------------|--------------------------|--------------------------|
| 09.15 – 10.00 | COURSE EVALUATION | COURSE EVALUATION |
| 10.15 – 11.00 | | ONLINE |
| 11.15 – 12.00 | <u>Sal A241</u> | |
| 12.00 – 13.15 | LUNCH | LUNCH |
| 13.15 – 14.00 | | |
| 14.15 – 15.00 | | |
| 15.15 – 16.00 | | |

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Course Practicalities

Course Convenor: Cristian Alarcon (SOL, SLU)

Course Convenor: Ida Wallin (SOL, SLU)

Course Convenor: Linus Rosén SOL, SLU)

Lecturers:

Cristian Alarcon (SOL, SLU)

Ildikó Asztalos Morell (SOL, SLU)

Johanna Bergman Lodin (SOL, SLU)

Linley Chiwona Karltun (SOL, SLU)

Malin Persson (Library, SLU)

Opira Otto (SOL, SLU)

Ida Wallin (SOL, SLU)

Linus Rosén (SOL, SLU)

Flora Hajdu (SOL, SLU)

Thomas Norrby (SOL, SLU)

Harry Fisher (SOL, SLU)

Katarina Pettersson – Study Director (SOL, SLU)

Patrik Cras – Deputy Director of Studies (SOL, SLU)

Course Aim

The course aims to provide an overview of the food security and social security situation of rural livelihoods, partly drawing on gender analysis. It elaborates on the interrelations between rural and urban, farm and non-farm strategies in building household livelihoods. The focus is on low-income countries and marginal areas of production and livelihoods, particularly regions in Asia and sub-Saharan Africa that are affected by poverty. The course addresses the interconnections between rural development, gender, institutions, food security, social security and poverty.

Course Objectives

The course provides practical tools for analysing rural livelihoods within a gender and development perspective. After the course the student shall be able to:

- describe and critically discuss the dominant theories and perspectives underlying policies and programmes in rural development;
- evaluate and critically discuss the role of institutions, policies and programmes which aim to improve food security and social security of rural livelihoods;
- describe and critically discuss interrelations between rural and urban, farm and non-farm strategies in building household livelihoods;
- evaluate and critically discuss people's motivations and livelihood strategies, in relation to rural development
- describe and critically discuss, in written and oral form, using gender and development theory, the relation between rural development, food security and social security of rural livelihoods.

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Course Timetable

A: Lectures

Lectures according to the schedule

B: Seminars/Workshops

The 4 seminars and 2 workshops are very important learning activities, and your participation contributes favourably towards your own and the others' learning. If you miss out on more than two seminars, or one workshop, respectively, complementary assignment(s) will be given to you.

You should submit 2 individual papers on assigned topics based on the lectures and other resources. These should be maximum 1500 words excluding the list of references. They should be typed in font size 12 with 1.5 row space. The papers will be peer reviewed, meaning that you will receive feedback on your papers by other students as well as read other students' papers and provide feedback on those. (N.B Late submissions will not receive any peer review.) Be mindful of the collegial responsibility and courtesy of providing a review of a peer paper in relation to your own submission. Specific information will be issued in class.

The 2 workshops will provide a platform to further discuss these papers.

C: Literature Study

Assigned weekly readings of selected chapters or articles related to the lectures and the compulsory textbooks.

D: Assessments and Exams

There will be two exams during this course: a mid-course exam and a final exam. These will be graded according to the general grading criteria below, and together form the basis for your final course grade.

The mid-course exam comprises a number of closed questions directly linked to the literature and lectures ('true or false' and 'multiple choice') as well as an open question (short essay).

The final written examination comprises definition of concepts and terms, discussion of critical issues, and an essay.

In addition, to receive your final grade, you need to have handed in any pending complementary assignments, i.e. if you have missed out on (i) more than 2 seminars and or (ii) more than 1 workshop

In case you miss out on more than 2 seminars and more than 1 workshop, you will be given complementary assignment(s) for you to hand in. This will be reviewed by the teachers to compensate the fact that you missed out on the learning opportunity provided during these interactive activities.

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Course grading

| | % of final grade |
|-----------------|------------------|
| Mid-course Exam | 30% |
| Final Exam | 70% |
| Total | 100% |

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General Criteria for Grading

| <i>G R A D E</i> | <i>Learning objective 1</i> | <i>Learning objective 2</i> | <i>Learning objective 3</i> | <i>Learning objective 4</i> | <i>Learning objective 5a</i> | <i>Learning objective 5b</i> |
|----------------------------------|---|---|---|---|---|--|
| | <i>- describe and critically discuss the dominant theories and perspectives underlying policies and programmes in rural development</i> | <i>- evaluate and critically discuss the role of institutions, policies and programmes which aim to improve food security and social security of rural livelihoods</i> | <i>- describe and critically discuss interrelations between rural and urban, farm and non-farm strategies in building household livelihoods</i> | <i>- evaluate and critically discuss people's motivations and livelihood strategies, in relation to rural development</i> | <i>- describe and critically discuss, in written form, using gender and development theory, the relation between rural development, food security and social security of rural livelihoods.</i> | <i>- describe and critically discuss, in oral form, using gender and development theory, the relation between rural development, food security and social security of rural livelihoods.</i> |
| 5 | The student demonstrates excellent ability to describe and critically discuss the dominant theories and perspectives underlying policies and programmes in rural development. | The student demonstrates excellent ability to evaluate and critically discuss the role of institutions, policies and programmes which aim to improve food security and social security of rural livelihoods, including how these may be gendered. | The student demonstrates excellent ability to describe and critically discuss interrelations between rural and urban, farm and non-farm strategies in building household livelihoods. | The student demonstrates excellent ability to evaluate and critically discuss people's motivations and livelihood strategies, in relation to rural development. The student demonstrates a deep understanding of how these are gendered. | The student demonstrates excellent ability to describe and discuss, in written form, the relation between rural development, food security and social security of rural livelihoods. The description and discussion reflect a deep understanding of gender and development theory. | The student demonstrates excellent ability to describe and discuss, in oral form, the relation between rural development, food security and social security of rural livelihoods. The description and discussion reflect a deep understanding of gender and development theory. |

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|---|---|--|---|--|---|--|
| 4 | The student demonstrates good ability to describe and critically discuss the dominant theories and perspectives underlying policies and programmes in rural development. | The student demonstrates good ability to evaluate and critically discuss the role of institutions, policies and programmes which aim to improve food security and social security of rural livelihoods, including how these may be gendered. | The student demonstrates good ability to describe and critically discuss interrelations between rural and urban, farm and non-farm strategies in building household livelihoods. | The student demonstrates good ability to evaluate and critically discuss people's motivations and livelihood strategies, in relation to rural development. The student demonstrates a good understanding of how these are gendered. | The student demonstrates good ability to describe and critically discuss, in written form, the relation between rural development, food security and social security of rural livelihoods. The description and discussion reflect a good understanding of gender and development theory. | The student demonstrates good ability to describe and critically discuss, in oral form, the relation between rural development, food security and social security of rural livelihoods. The description and discussion reflect a good understanding of gender and development theory. |
| 3 | The student demonstrates adequate ability to describe and somewhat critically discuss the dominant theories and perspectives underlying policies and programmes in rural development. | The student demonstrates adequate ability to evaluate and somewhat critically discuss the role of institutions, policies and programmes which aim to improve food security and social security of rural livelihoods. | The student demonstrates adequate ability to describe and somewhat critically discuss interrelations between rural and urban, farm and non-farm strategies in building household livelihoods. | The student demonstrates adequate ability to evaluate and somewhat critically discuss people's motivations and livelihood strategies, in relation to rural development. The student demonstrates a basic understanding of how these are gendered. | The student demonstrates adequate ability to describe and somewhat critically discuss, in written form, the relation between rural development, food security and social security of rural livelihoods. The description and discussion reflect a basic understanding of gender and development theory. | The student demonstrates adequate ability to describe and somewhat critically discuss, in oral form, the relation between rural development, food security and social security of rural livelihoods. The description and discussion reflect a basic understanding of gender and development theory. |

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