**EHR 2204 Gender, Ethics and Human Rights**

**Course description**

This course will introduce gender analysis and methodology, gender, ethics and theories of justice, inequalities between sexes in different cultural contexts. International instruments especially the convention on elimination of all discriminations against women, and gender affirmative action will be considered. Emphasizing Ugandan concerns, the course will explore the struggles for women's emancipation in the historical perspective, the constitution and human rights framework (1962 -1995) gender politics, economy, culture and society.

The meaning and historical evolution of the concept of gender; how it has affected policy and been affected by policy. The course will also study gender inequality and theories of justice, gender inequalities in different cultural contexts; gender, caste, and law; a proposal for a feminist theory of justice; the value of gender identification; inequalities in capabilities in different social cultural contexts; femininity, equality and personhood; indigenous women's organization in development.

**Course objectives**

This course will help students to understand the relevance of ethics, gender analysis to human rights. The students will be helped to assess the impact of cultural biases and prejudices against women on development policy and poverty reduction interventions. Students will also be enabled to assess gender theories, WID and WAD trends; gender rights compliance as well as the impact of the modernization, neo-liberal paradigm and capabilities on women’s right to development.

**Learning objectives**

By the end of the course students will:

1. Be able to make a distinction between gender and sex
2. Be able to use gender as an analytic category in order to assess human rights instruments and policies.
3. Be able to assess gender theories and ethics
4. Be able to assess the protection and promotion of women’s rights in Uganda
5. Be able to differentiate between WID and GAD trends.
6. Be able to assess the gender implications of modernization and neo-liberal paradigms
7. Be able to assess the gender implications of Uganda’s poverty eradication policy

**Course out line**

1. Gender: Meaning and origins
2. Gender methodology and analysis
3. Gender and ethical analysis
4. Gender theories
5. Ethics, gender, human rights and social, justice
6. Human rights as men’s rights
7. Domestic violence and human rights
8. Gender and Development: Basic needs and capabilities
9. Gender human rights monitoring and compliance in Uganda
10. Gender, ethics and land rights in Uganda
11. Modernization, neo-liberalism and women empowerment
12. Gender and education policy in Uganda
13. Decentralization and women’s rights
14. Gender, ethics and poverty eradication in Uganda

**Methodology**

The facilitator(s) will employ the following methods; Oral lectures, seminars, question and answer, role play, case studies, field trips, expert talks, Individual presentations, group discussions, brain storming.

**Assessment Mode**

Take home exercise 15%

Practical exercise test 15%

End of semester examination 70%

**Reading List**

Kabeer N., 1994, *Reversed Realities, Gender Hierarchies in Development Thought*, Verso.

Kabeer N., 1996,*The Power to Choose*, London, Verso

Nussbaum M. C., 1999, *Sex and Social Justice*, Oxford University Press

Razavi S. and Miller C., 1995, “From WID to GAD: Conceptual Shifts in the Women and development Discourse”, UNRISD, Geneva, Occasional Paper 1, 1995

Razavi S. (ed), 2000, *Gendered Poverty and Well-being*, Oxford, Black well Publishers Ltd.

Sen A., 2000, *Development as Freedom*, Oxford University Press.

Sen A., 1982, *Poverty and famines: An Essay on Entitlements and Deprivation*, Oxford Clarendon Press.