FEEDBACK TUTORIAL LETTER

1st SEMESTER 2020

ASSIGNMENT 1

DEVELOPMENT MANAGEMENT
DMA711S
Course Name: DEVELOPMENT MANAGEMENT
Course Code: DMA711S
Department: SOCIAL SCIENCES
Course Duration: ONE SEMESTER
NQF Level and Credit: LEVEL 7; 15 CREDITS

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Ms Puleinge would like to use this opportunity to thank all students for submitting assignment one. The overall performance is good. The highest score in Development Management Assignment 1 is 79%. Well done dear students!

Please read comments provided in your assignment papers and adhere to them in assignment 2. Students are encouraged to consult the Tutor, should they need assistance with assignments. Please refer to the Assignment Evaluation form at the back of your First Tutorial Letter for guidance on how to structure your assignment paper. Students are strongly advised to make use of practical and relevant examples in their discussions. The APA manual should be acquired by every student for correct citation and referencing.

I wish you the best of luck with assignment 2
ASSIGNMENT 1

_Students may provide definitions of gender related terminologies_

**Gender discrimination**- the systematic, unfavourable treatment of individuals based on their gender, which denies them rights, opportunities, or resources.

**Gender equality and equity**- Gender equality denotes women having the same opportunities in life as men, including the ability to participate in the public sphere. Gender equity denotes the equivalence in life outcomes for women and men, recognising their different needs and interests, and requiring a redistribution of power and resources.

**Women empowerment**- A ‘bottom-up’ process of transforming gender power relations, through individuals or groups developing awareness of women’s subordination and building their capacity to challenge it.

**Male supremacy**- misrepresents all women as genetically inferior, manipulative, and stupid and reduces them to their reproductive or sexual function with sex being something that they owe men and that can or even should be coerced out of them.

**How does male supremacy contribute to the women disempowerment?**

Women farmers have significantly less access to, control over, and ownership of land and other productive assets compared to their male counterparts. Land is perhaps the most important economic asset; women account for only 12.8 per cent of agricultural landholders in the world.

The oppression of women and the male supremacist ideology that justifies it arose from and has been a part of all class-divided societies. Today it is bound up with capitalist exploitation and the drive for maximum corporate profits. Capitalism and the capitalist ruling class are the source of male supremacist
ideology, not the working class and working-class men. But just like racism, the capitalist class daily injects this destructive ideology into working-class life and culture, in a variety of ways both open and subtle.

It is insidious and influences both men and women. Even the most progressive-minded men, including class-conscious men, are not immune to male supremacy and often exhibit a blind spot when it comes to women’s equality. As with racism, if we are not fighting male supremacy and constantly strengthening our defences against it, we are likely being influenced by it. Unity of the working class is fundamental for economic, social, and political advancement, for defeating the ultra-right and corporate exploitation and for winning socialism. Men must fight against male supremacy and for women’s equality because it is morally and humanly right and because it is essential for building working-class unity to win. It is in the self-interest of working-class men.

The role of male supremacy is akin to that of racism. It is destructive of working-class unity and diverts attention from the corporate exploiters. Some men may be fooled into thinking they are benefiting from women’s inequality, but in fact their rights and economic status are being undermined.

Male supremacy is used to justify the gap between men and women in wages, benefits and working and living conditions. If women are paid 71 cents for every dollar a man makes doing the same job, immense extra profits flow to the corporations. Additional profits are gained because men’s wages and benefits are pulled down as well. Equal pay for equal work is fundamental in creating equality for women, and in improving everyone’s living standards. In the current stage of capitalist globalization, the economic status of women is being eroded. Outsourcing and technological displacement has a special impact on women. The jobs being created are either low-wage unskilled and part-time jobs or highly skilled technical jobs.

There are large numbers of women, including racially oppressed and immigrant women, in part-time, nonunion, low-wage service sector jobs. So, winning struggles for union representation, against outsourcing, for well paying jobs, health care, secure retirement all these require special attention to fighting for the rights and needs of women, on the job and off. An attack on women’s rights can only mean that the entire class will be affected, including men.
It is vital to fight to preserve and expand affirmative action in hiring and promotion, access to the trades and opening the doors fully to scientific and technological training for women. Affirmative action strengthens unity of the whole class. Male supremacy dehumanizes women in the eyes of men and therefore demobilizes both from fighting for women’s equality and the working class generally. For example, male supremacy is used effectively by the ultra-right to attack women’s reproductive rights. Along with other “wedge issues,” the attack on reproductive rights has been used to divide working-class voters, allowing the ultra-right to advance its overall agenda. The intrusion of the state into women’s reproductive decisions affects men as well as women. While obviously it is a special question for women, it is not just a women’s issue.

If individual rights are undermined for women, they are undermined for men. This drive will not stop with outlawing the right of women to make individual reproductive choices. It is part of a general attack on democracy and the Constitution. The ultra-right wants women to be “barefoot and pregnant.” But they also have dreams of unrestrained corporate rule and unbridled racism that will turn life back for us all. The fight for reproductive rights is a front-line issue in the defence of democracy.

Part of the fight against male supremacy is combating misogyny - women-hating, treating women as objects - in culture. Dehumanization of women justifies super-exploitation, and it dehumanizes men too, spurring violence against women. Thankfully, many young artists, including male artists, are speaking out against it. In the political sphere the fight is for increasing the number of women elected officials and fighting for women’s leadership in trade unions and other mass organizations and coalitions. A diverse leadership fully reflecting the working class is essential for unity. Women are one of the core constituencies of the all-people’s front against the corporate ultra-right, along with labour and racially and nationally oppressed peoples. Women hold up half the world and half the struggle.

The fight against male supremacy is a fight of the whole working class. Men have a special responsibility to give leadership to the fight, to help men understand its source and purpose and to help expose all its ugly expressions. Working-class men have the responsibility to lead by personal and moral example in a way that effectively influences other men. We want to collectively reject it from our consciousness as alien to men, the working class and humanity.
The defeat of the ultra-right in November, and the rejection of male supremacist wedge issues, will have a big effect on the atmosphere in our country. It will help to blunt the attack on women and our working class generally. A strong united working-class movement conscious of women’s equality is essential.

The discussion should be supported by original and relevant examples. Additionally, attainable recommendations in respect of student’s arguments should be provided.

END OF FEEDBACK TUTORIAL LETTER