Course Description
Gender constitutes one of the most significant issues in contemporary international development discourse and practice. This course provides a socio-cultural lens, rooted in anthropological and sociological scholarship, for studying the relationship between gender and development. The seminar themes are largely divided into three broad sections, namely the macro picture, socio-cultural implications, and social justice of gender in development.

In the first section of the course, we will explore the macro picture and discourse surrounding gender and power. In particular, we will examine development discourse, colonialism, and neoliberalism. In the second section, we will focus on the micro social implications of gender and power. We will pay particular attention to labor participation, food insecurity, violence, and religion. We will look at these distinct development issues by employing Michel Foucault’s idea of governmentality. We will especially focus on the ways in which norms and values control women's behavior and the ways in which women react to these norms. In the last section of the course, we will examine social justice and the human rights aspect of gender. We will shed light on multifaceted human rights concerns, including land grabbing, sex worker activism, indigenous justice, mass atrocities against women, LGBT justice, and migrant rights.

Through the readings we will explore the complexities, controversies, and debates
surrounding gender and development. The readings span almost all the major regions of the developing world with a strong emphasis on Asia. Throughout the semester, we will invite guest speakers including local women's advocacy groups and scholars in order to gain first-hand insight and perspectives regarding gender and development.

Course Requirements

1. Participation
Students are expected to come to class having done the required readings beforehand in order to contribute to class discussion. Readings per week will generally be about 100 pages, with a few weeks having 100 pages or more. In order for this seminar to be successful, all students are expected to make thoughtful contributions to the discussion.

2. Précis (choose eight themes out of the 11 weekly themes)
In order to stimulate class participation, students are required to prepare a total of eight précis out of the 11 weekly themes. You will choose any eight weekly topics between week 2 (September 17) and week 13 (December 4). Each précis examines one article or one book chapter from the weekly readings. The précis should clarify the main argument of the article and then provide your reflections (including a critique) on the article. The length will be about 1 double-spaced page.

Please note that you are not allowed to select the same week for your analytical paper as well as for your group presentation. Each précis must be submitted via MyCourses ["Assignments"] by 23:59 on Saturday prior to the seminar meeting. This exercise is intended to ensure that you pro-actively do the readings and are ready to engage them in the seminar.

3. Group presentation (begins with Week 5 on Monday, October 15)
Students must do an oral presentation by working in a group comprised of 3-4 people. Each group is assigned to a specific week to discuss the given theme. The key goal of this group exercise is to answer an overarching analytical question that will be given for each week. A list of the analytical questions will be given in class. This exercise is intended to provide a foundation for thoughtful seminar discussion. The group must answer the question provided for each week in an analytical and empirical manner, addressing both the readings of the week and outside sources.

In the presentation, the group must demonstrate analytical thinking, empirical
information, and where relevant, comparative perspectives and policy or practical implications. Overall, the presentation should provide deep and insightful analysis for the theme of the week that reflects close engagement of the readings and significant outside research. We will begin this exercise from Week 5 (October 15). Group presentations should not exceed 30 minutes.

Division of labor: In order to ensure equal group participation, you have to make clear the division of labor among group members. Each member should play a clear role in the group presentation. Please specify each role during the presentation.

Submit your group presentation slides: Please submit your group presentation slides by 17:00 the day before the seminar to the instructor via email. You are highly encouraged to meet with me during office hours to discuss the group presentation.

Evaluation Process: Each group presentation will be evaluated through three different methods, namely confidential peer evaluation, confidential class evaluation, and evaluation by the instructor. Therefore, students are expected to participate in the evaluation process.

(1) Confidential peer evaluation: you are required to evaluate your group members for their overall contributions to the group exercise. Please submit your peer evaluation via MyCourses after your group presentation.

(2) Confidential class evaluation: you have to provide your comments on weekly group presentations throughout the semester. Please submit your comments via MyCourses during or after the seminar. Please provide thoughtful comments that reflect your understanding of the theme.

4. Short analytical paper
Students must write one short analytical paper (4-5 double-spaced pages) based on the assigned readings. The paper is intended to provide an analysis or critique of the reading(s) of a specific weekly topic between week 2 and week 13. The goal of this exercise is to think critically on the theme of the week and then to write a paper that provides a distinct argument on the readings. The paper should advance one central argument regarding the ideas from the readings. The paper should not provide a scattered analysis of the different readings, but instead a coherent, focused argument that covers the theme of the week.
Although some minimal summary of the readings is necessary, the paper should avoid spending significant space summarizing the readings. This is an exercise in analysis and critique.

Submit the paper by **17:00 via MyCourses on Saturday** prior to the seminar meeting for which you are writing the paper. Note that you must write your paper prior to the seminar meeting, not after the meeting. In other words, you must come to the seminar ready to discuss your paper.

**5. Research paper**
The research paper should be a minimum of 15 double-spaced pages and a maximum of 20 double-spaced pages. Students can choose any topic related to gender, but the argument should engage with international development.

The primary goal of the research paper is to employ key concepts discussed in the seminar and to develop one’s own research ideas. The paper should focus on one central argument and examine it through empirical cases.

**Submission of the title and an abstract**
Students must submit the title of one’s paper and an abstract describing the main argument in one paragraph by **11:59pm on Saturday, November 10** via MyCourses.

**In-class short presentation (Week 9-13)**
Students must give a short presentation to elaborate on the main ideas of one’s research paper. The maximum presentation time is 5 minutes. We will begin this exercise on November 12 (week 9).

**Submission of the research paper**
You must submit your research paper via MyCourses by midnight on **Friday, December 14**. Further details on the research paper will be given in class.

**Grade Distribution**
1. Seminar participation: 10%
2. Précis (based on eight weekly themes): 15%
3. Group project: 15%
4. Analytical paper: 15%
5. Research paper: 45%

Books to Purchase
The following required books have been ordered at Paragraphe Bookstore on 2220 McGill College Avenue. The books are also available on online shops (for example, amazon.ca) often at lower prices for used copies. A copy of the required books will be placed on reserve in the Humanities and Social Sciences library.


All the assigned articles other than the required books above will be placed on MyCourses. NOTE: There is no coursepack for this research seminar.

Plagiarism
McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information)

Policy on Languages
In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Course Evaluations
End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student’s learning experience. You will be notified by e-mail when the evaluations are available on
Mercury, the online course evaluation system. Please note that a minimum number of responses must be received for results to be available to students. I strongly encourage all students to fill in the course evaluations.

**General Information**
If you have a hearing, visual, and mobility impairment, please contact the instructor immediately (in advance of any evaluations or other class requirements).

**Notare Bene**
This course syllabus is subject to change in case of unforeseen circumstances.

**Course Schedule**

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<th>Week 1 (September 10)</th>
<th>Part 1. Macro Picture</th>
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<td>Introduction: What is “Gender”? Interrogating Gender in Development Discourse</td>
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<td>Week 2 (September 17)</td>
<td>The State, Neoliberalism, and Gender</td>
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<td>Week 3 (September 24)</td>
<td>Colonialism and Gender</td>
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<td>Week 4 (October 1)</td>
<td>*No Class (Quebec General Election)</td>
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**Part 2. Social Implications**
*No classes on October 1 (Quebec General Election) and October 8 (Thanksgiving Day)*

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<th>Week 5 (October 15)</th>
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**Part 3. Social Justice**

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Part 1: Macro Picture

WEEK 1 (September 10)
Introduction
What is Gender? Interrogating Gender and Development Discourse

We will clarify the course outline, including the goals of the course, key course requirements, readings, and class participation. We will also interrogate the ideas, meanings, and imaginations surrounding “gender” in the contemporary development discourse.

Readings:


WEEK 2 (September 17)
The State, Neoliberalism, and Gender

Sharma, Aradhana (2008) Logics of Empowerment: Development, Gender, and Governance in Neoliberal India. Minneapolis: University of Minnesota Press, pp. 1-29 (Chapter 1) [MyCourses].


Optional:

WEEK 3 (September 24)
Colonialism and Gender

Readings:


Optional:

Week 4 (October 1)
No Class – Quebec General Election
*No classes on October 1 and October 8 (Thanksgiving Day)

Part 2: Socio-Political Implications

WEEK 5 (October 15)
Gender and Labor

Readings:

Optional:


WEEK 6 (October 22)
Gender and Food Insecurity

Readings:

Week 7 (October 29)
Gender-Based Violence
Guest Speaker: Rehana Hashimi, Sisters Trust Pakistan

Readings:


Optional:

WEEK 8 (November 5)
Religion and Sexuality

Readings:


Part 3: Social Justice

Week 9 (November 12)
Social Activism and Resistance
Readings:


**Week 10 (November 19)**
**Indigenous Justice and Gender**

Readings:


**WEEK 11 (November 26)**
**Transitional Justice: Forgotten Memories of Comfort Women**

Readings:


Optional:

**WEEK 12 (December 3)**

**LGBT Justice**

Readings:


**WEEK 13 (December 4)**

**Women’s Mobility and Vulnerability**

Readings:
Constable, Nicole (2014) *Born Out of Place: Migrant Mothers and the Politics of International Labor.* Berkeley: University of California, pp. 15-38, 74-109 (Chapters 1 & 3) [MyCourses].

Taub, Ben (2017) “We Have No Choice: The Desperate Journey of Blessing, One of the Nigerian Girls Who Try to Reach Europe.” *The New Yorker* (April 10) [MyCourses].


Film Screening: The Helper (2018)