

SOCI 370: Gender and Development

Course information

SOCI 370-001 Sociology, Gender and Development CRN 18994

Days and Times: Tuesdays and Thursdays, 14:35-15:55

Location: McMed 1034

Course Instructor: Miss Skye Miner, PhD Candidate in Sociology, Women's and Gender Studies

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Office Location: TBA

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Course objectives

This course explores “development” through critical sociological and feminist lenses. We will attempt to answer the following questions using different standpoints:

- How is development a gendered process?
- How has development come to impact how we think about gender?
- How did the process of colonization reinforce particular gendered stereotypes, hierarchies and patterns?

I encourage you to critically engage in the readings. Throughout the course, I will attempt to provide you with various perspectives on numerous different topics. Please use the class time and/or the myCourses discussion board to voice your own respectful agreements, challenges and criticisms to the author(s) of the articles and/or the information presented in class.

Course Requirement and Grading

- Participation and attendance-10 points
- Exams-45 points (20 point midterm, 25 point final)
- Course project-45 points (5 point proposal, 40 point final project)
- Total—100 points. There is no curve.

Participation and Attendance (10 points)

You have multiple options of earning participation points throughout the semester. Please note you can choose from a variety of options, although your grade *cannot* exceed 10 points.

- Attendance: Attending lectures allows you to learn valuable material that will be on the exam that is not in the readings. Attendance will be randomly taken ten times throughout the semester (5 points total).

- However, I understand that things do happen and you may not be able to attend every course. If you miss a class where attendance is taken, you may “make-up” your participation points (see below-“alternative participation”).
- **In-class participation:** In-class participation is highly encouraged. You will be given ample opportunity to ask questions and make comments during the term. You will be graded twice on your participation, once at mid-term (2.5) and once at the end of the term (2.5) (5 points total).
 - However, I do understand that for a variety of reasons you may not feel comfortable speaking aloud during class. If you wish, you can engage in the alternative participation option (see below-“alternative participation”).
- **Alternative participation:** In case of a missed course, you may listen to the course lecture online and write a one-page critical response to the lecture, using the course readings and any other relevant outside material. If writing the response for “in-class participation,” you do not need to watch the lecture, but can instead write the response based on your class notes.
 - Each response must contain a thesis involving a critical engagement with the course material. Responses that critique the visual or verbal presentation of the material by myself or the guest lecturer will *not* be accepted. You may write a maximum of 10 make-ups for one-point each (10 available points). Responses should be submitted via mycourses → assignments → alternative participation. Responses should be single-spaced, use a 12 point serif font, and have 1-inch margins.
 - Each “alternative participation” assignment must be submitted within a week of a given lecture.
 - If submitting “alternative participation” for a missed lecture, you must submit the response for the lecture that you missed.
 - Do *not* email me or the TA with questions about missed lectures. You are responsible for determining if you need to submit an alternative participation assignment.
 - Writing extra “alternative participation” responses will not count as extra-credit or extra points to your participation grade.

Exams (45 points)

- There will be two exams throughout the semester. All exams are closed-book and consist of multiple choice questions (only one correct answer), fill-in-the blank (no word bank), short answers (1/4-1/2 page maximum), and long answers (1 page maximum).
 - Midterm- October 19, 2017 at 14:35 (20 points). The exam will cover all material up to and including the October 17th lecture.
 - Make-up exams will only be offered to those who provide medical documentation.
 - Please contact me ASAP, but no later than 1 week before the exam, if you perceive a conflict in your schedule.
 - Final exam--during finals week (25 points). This is a comprehensive exam. Material from before the mid-term will be included in the exam with an emphasis on the latter half of the class.

- Make-up exams will follow the university's policy on make-up exams.
- Exam questions will be derived from the readings, podcasts, films and course lecturers.

Course project (45 points)

- You will have two options regarding the final project; a podcast or a critical literature review. The final project is due November 11. All final projects will be submitted via myCourses.
- Late assignments will receive a 10-point reduction every 24 hours unless medical or other relevant documentation is submitted.
- You must turn in a proposal via myCourses outlining your choice and topic by October 26 (worth 5 points).
 - Proposal will have four key sections:
 - Background: Describing the academic motivation for the project (1 point)
 - Research Question: Define the research question/thesis of the project (1 point).
 - Methodology: Literature review or podcast (.5 points).
 - Annotated bibliography: Find **5** key references that you will use in your project and explain their relevance to your project. (See uploaded grading rubric on my courses). Each reference is worth (.5 points).
 - You must have at least three academic references. Two references can come from legitimate news sources or other media.
- Podcast requirements (40 points total):
 - Create an engaging 30-minute podcast on a gender and development topic of your choice. For examples, see the podcasts listed on the syllabus.
 - Course readings and lectures should be used as background.
 - You must also hand in a reference list with at least 15 references formatted in an academic style (e.g. ASA, APA, MLA, Chicago Style).
 - The podcast must be clearly organized, engaging and audible. If quoting an article during the podcast, please mention the author's name. The reference list is *not* included in the word count. References on the syllabus do not count towards the reference count.
 - Recommended reading:
 - Chapter 2 and 4: <https://www.buzzsprout.com/how-to-make-a-podcast>
 - A rubric for the podcast will be made available on myCourses.
- Paper requirements (40 points total):
 - This is a traditional term paper where you will make an academic argument.
 - Write a 2000-word essay (about 7 to 8 double spaced pages) in which you perform a critical analysis of existing empirical and theoretical literature on a topic that relates to sociology of gender and development.
 - Course readings and lectures should be used as background.
 - You must also hand in a reference list with at least 15 references formatted in an academic style (e.g. ASA, APA, MLA, Chicago Style). The reference list is *not* included in the word count. References on the syllabus do not count towards the reference count.

- Your paper should be clearly organized, proofread for grammar and spelling, and contain appropriate citations. Use a 12 point serif font and 1-inch margins.
- Recommended reading:
 - <https://writingcenter.fas.harvard.edu/pages/beginning-academic-essay>
- A rubric for the paper will be available on myCourses.

Students' Rights and Responsibilities

- You should behave responsibly and respectfully to your teaching assistant and myself. I remind you to consider how your gendered expectations may be affecting your evaluation of either me or your teaching assistant.
- You are responsible for all announcements made in class and via myCourses. Please familiarize yourself with the myCourses platform.
- I have tried to make this course accessible by using principles for universal design for learning. This includes allowing every student extra time to take the exam (i.e. the exam will not be designed to take the entire period). However, if you experience barriers that I have not accommodated for, please feel free to discuss them with me and the Office for Students with Disabilities, 514-398-6009.
- All written work should be submitted through the myCourses portal. It is your responsibility to ensure submission before the deadline.
- You will have the opportunity to provide me with an evaluation at the midpoint of the course and also at the end of the course. I welcome your constructive feedback at all times.

Ethics and plagiarism

- “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). (approved by Senate on 29 January 2003)”
 - "L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/)."
- “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.” (approved by Senate on 21 January 2009 - see also the section in this document on Assignments and evaluation.)
 - "Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue)."
- The materials created for this class are copyrighted (e.g. syllabus, course lectures, assignment guidelines, etc.) and cannot be copied or distributed without explicit approval from me.

Religious holiday policies

- “Students are not to be penalized if they cannot write examinations or be otherwise evaluated on their religious holy days where such activities conflict with their religious observances. (...)
- Students who because of religious commitment cannot meet academic obligations, other than final examinations, on certain holy days are **responsible for informing their instructor, with two weeks’ notice of each conflict.** (...)
- When the requested accommodation concerns a **final examination, students are responsible for advising their faculty office as soon as possible and not later than the deadline for reporting conflicts.** Additional documentation confirming their religious affiliation may be requested.” (Approved by Senate - November 20, 1996 - Minute 92)”

Mobile Devices, laptops and recording

- Mobile devices are allowed during the course if they are being used to assist you with your learning. Please refrain from using the devices for accessing social media sites, texting, calling or communicating with others inside or outside of the classroom.
- Please silence all devices during the class so as not to disrupt others.
- During the first course-lecture, we will talk about having a technology-free zone for those who do not wish to be distracted by others’ laptops.
- All lectures will be recorded. Please do not distribute these recordings to others outside of the class. Additionally, if you wish to record the class with your own device, you may do so for your own personal use.

Key Dates

September 5—First day of class

September 21—Conference I/Questions about theoretical perspectives 16:05-16:55*

October 12—Conference II/Mid-term review 16:05-16:55

October 19—Midterm exam

October 26—Project proposal due

November 2—Conference III/Final project workshop 16:05-16:55

November 11—Final projects due on myCourses

December 5-Final day of classes/review day

TBA—Final exam

*will be recorded for those who cannot attend

Course Outline

Section 1—What is Gender?

9/5 Defining Gender

West, Candace and Don H. Zimmerman. 1987. “Doing Gender.” *Gender and Society* 1(2): 125-151.

http://www.jstor.org/stable/189945?seq=1#page_scan_tab_contents

9/7 Intersectionality

Crenshaw, Kimberle. 1990. "Mapping the Margins: Intersectionality, Identity Politics, Violence against women of color." *Stanford Law Review*, 43:1241-1299.

<http://www.jstor.org.proxy3.library.mcgill.ca/stable/1229039>

Bar On, Bat-Ami. 1993. "Marginality and Epistemic Privilege." Pp. 83-100 in *Feminist Epistemologies* edited by Linda Alcoff and Elizabeth Potter. New York: Routledge. *on myCourses*

Section 2—What is Development?

9/12 Defining Development

Sen, Amartya. 1998. "Introduction." in *Development as Freedom*. New York: Anchor Books.

on myCourses

Koczberski, Gina. 1998. "Women in Development: A Critical Analysis." *Third World Quarterly* 19(3):395-410. <http://dx.doi.org/10.1080/01436599814316>

9/14 Globalization and Neoliberalism

Listen to "Beginner's Neoliberalism: A Six Part Podcast Miniseries Episode 1."

<https://soundcloud.com/neoliberalism>

Connell, Raewyn and Nour Dados. 2014. "Where in the World Does Neoliberalism Come From?". *Theory and Society* 43(2):117-38. <https://link.springer.com/article/10.1007%2Fs11186-014-9212-9>

9/19 Structural Adjustment

Sparr, Pamela. 1994. "Chapter 1: What Is Structural Adjustment and Chapter 2: Feminist Critiques of Structural Adjustment." in *Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment*. London; Atlantic Highlands, N.J.: Zed Books. *On myCourses*

Section 3—Theoretical Perspectives

9/21- Political Economy

In-class lecture—Nikki Tummon, Social Science Librarian

Acker, Joan. 2004. "Gender, Capitalism and Globalization." *Critical sociology* 30(1):17-41.

<http://journals.sagepub.com/doi/pdf/10.1163/156916304322981668>

Bakker, I. (2007). "Social reproduction and the constitution of a gendered political economy," *New Political Economy*, 12(4): 541-56. <http://dx.doi.org/10.1080/13563460701661561>

9/21—Conference I/Make-up lecture 4:05-4:55

9/26 Postcolonialism

McEwan, Cheryl. 2009. "Chapter 3: Postcolonial Theory and Development." Pp. 77-119 in *Postcolonialism and Development*. London; New York: Routledge. *on myCourses*

9/28 Men and Masculinities

White, Sarah C. 1997. "Men, Masculinities, and the Politics of Development." *Gender and Development* 5(2):14-22. <http://www.jstor.org/stable/4030435>

Connell, R. W. 1998. "Masculinities and Globalization." *Men and Masculinities* 1(1):3-23.
<http://journals.sagepub.com/doi/10.1177/1097184X98001001001>

Section 4—Labour

10/3 Work

Hartmann, Heidi. 1976. "Capitalism, Patriarchy, and Job Segregation by Sex." *Signs* 1(3):137-69.
<http://www.jstor.org/stable/3173001>

Siddiqi, Dina M. 2009. "Do Bangladeshi Factory Workers Need Saving? Sisterhood in the Post-Sweatshop Era." *Feminist Review* 91(1):154-74. doi: 10.1057/fr.2008.55.
<https://link.springer.com/article/10.1057%2Ffr.2008.55>

10/5 Bodies and work

Wright, Melissa W. 2006. "Chapter 3: Manufacturing Bodies." in *Disposable Women and Other Myths of Global Capitalism*. New York: Routledge. *On myCourses*

Wilson, Tamar Diana. 2002. "The Masculinization of the Mexican Maquiladoras." *Review of Radical Political Economics* 34(1):3-17.
<http://journals.sagepub.com/doi/pdf/10.1177/048661340203400101>

10/10 Micro-finance

Sanyal, Paromita. 2009. "From Credit to Collective Action: The Role of Microfinance in Promoting Women's Social Capital and Normative Influence." *American Sociological Review* 74(4):529-50.
<http://journals.sagepub.com/doi/10.1177/000312240907400402>

Visvanathan, Nalini and Karla Yoder. 2011. "Chapter 7: Women and Microcredit: A Critical Introduction." in *The Women, Gender and Development Reader*, edited by V. Moghadam, A. R. Hochschild, C. T. Mohanty, S. White, D. L. Wolf, D. Shankaran, L. Beneria, A. Sev'er, M. P. Fernandez-Kelly and B. Ehrenreich. Halifax: Zed Books.
<http://ebookcentral.proquest.com/lib/mcgill/reader.action?docID=765182&ppg=212>

10/12 Labouring abroad/housework

Parrenas, Rhacel Salazar. 2000. "The Care Crisis in the Philippines: Children and Transnational Families in The New Global Economy." Pp. 31-38 in *Global Women*, edited by B. Ehrenreich and A. R. Hochschild. New York: Metropolitan Books. *on myCourses*

Hoang, Lan Anh and Brenda S. A. Yeoh. 2011. "Breadwinning Wives and "Left-Behind" Husbands." *Gender & Society* 25(6):717-39. <https://doi.org/10.1177/0891243211430636>

10/12-Conference II/Midterm review-4:05-5:55

10/17 Reproductive Labor

Listen to: "Surrogacy is child trafficking—An Interview with Kajsa Ekis Ekman." (20 minutes).
<http://www.feministcurrent.com/2014/10/06/surrogacy-is-child-trafficking-an-interview-with-kajsa-ekis-ekman/> *also on myCourses*

Pande, Amrita. 2010. "Commercial Surrogacy in India: Manufacturing a Perfect Mother-Worker." *Signs* 35(4):969-92. <http://www.journals.uchicago.edu/doi/10.1086/651043>

Midterm exam—10/19

Section 5—Health and Fertility

10/24 Fertility Control

Smith-Oka, Vania. 2009. "Unintended Consequences: Exploring the Tensions between Development Programs and Indigenous Women in Mexico in the Context of Reproductive Health." *Social Science & Medicine* 68(11):2069-77.
<http://dx.doi.org/10.1016/j.socscimed.2009.03.026>

Greenhalgh, Susan and Jiali Li. 1995. "Engendering Reproductive Policy and Practice in Peasant China: For a Feminist Demography of Reproduction." *Signs* 20(3):601-41.
<http://www.jstor.org/stable/3174835>

Project proposals due 10/26

10/26 Maternal and Child Health

Fallon, Kathleen M., Alissa Mazar and Liam Swiss. 2017. "The Development Benefits of Maternity Leave." *World Development* 96:102-18. <http://dx.doi.org/10.1016/j.worlddev.2017.03.001>.

Clark, Shelley, Sangeetha Madhavan, Cassandra Cotton, Donatien Beguy and Caroline Kabiru. 2017. "Who Helps Single Mothers in Nairobi? The Role of Kin Support." *Journal of Marriage and Family* 79(4):1186-204. <http://onlinelibrary.wiley.com/doi/10.1111/jomf.12404/full>

Section 6—Sex and Sexuality

10/31 Sexualities—Potential guest lecturer Madeleine Henderson

Boellstorff, Tom. 2012. "Some Notes on New Frontiers of Sexuality and Globalisation." Pp. 171-85 in *Understanding Global Sexualities: New Frontiers*, edited by P. Aggleton, P. Boyce, H. L. Moore and R. Parker. New York: Routledge. *on myCourses*

Parikh, Shanti A. 2005. "From Auntie to Disco: The Bifurcation of Risk and Pleasure in Sex Education in Uganda." in *Sex in Development: Science, Sexuality, and Morality in Global Perspective*, edited by V. Adams, S. L. Pigg and M. Rivkin-Fish. North Carolina: Duke University Press.
on myCourses

11/2 HIV/AIDS

Mojola, Sanyu A. 2014. "Chapter 2: Consuming Women, Modernity, and HIV Risk and Chapter 4: Love Money and HIV: Becoming a Modern Woman in the Age of Aids." in *"Love, Money, and HIV"*: University of California Press.

Chapter 2-

<http://www.universitypressscholarship.com/view/10.1525/california/9780520280939.001.001/upso-9780520280939-chapter-002>

Chapter 4-

<http://www.universitypressscholarship.com/view/10.1525/california/9780520280939.001.001/upso-9780520280939-chapter-004>

11/7 Commercialization of Sex

Hoang, Kimberly Kay. 2014. "Flirting with Capital: Negotiating Perceptions of Pan-Asian Ascendancy and Western Decline in Global Sex Work." *Social Problems* 61(4):507-29.
<https://doi.org/10.1525/sp.2014.12303>

Listen to: "Is sex slavery a growing problem?"

<http://www.stuffmomnevertoldyou.com/podcasts/sex-slavery-growing-problem.htm>

11/9 Non-hetero identities

Lugones, Maria. 2007. "Heterosexualism in the Colonial/modern Gender System." *Hypatia* 22(1).
<http://onlinelibrary.wiley.com/doi/10.1111/j.1527-2001.2007.tb01156.x/full>

Lind, Amy and Jessica Share. 2003. "Queering Development: Institutionalized Heterosexuality in Development Theory, Practice and Politics in Latin America." Pp. 55-68 in *Feminist Futures: Re-Imagining Women, Culture and Development*, edited by K.-K. Bhavnai, J. Foran and P. Kurian. London: Zed Books. *on myCourses*

11/9 Conference III/Paper-workshop- 4:05-5:55

Section 7-Gender and Violence

11/14 What is gender-based violence?

Watts, C and Zimmerman, C. 2002. "Violence against women: global scope and magnitude." *Lancet*, 359. 1232-7. [https://doi.org/10.1016/S0140-6736\(02\)08221-1](https://doi.org/10.1016/S0140-6736(02)08221-1)

Carpenter, R. Charli. 2006. "Recognizing Gender-Based Violence against Civilian Men and Boys in Conflict Situations." *Security Dialogue* 37(1):83-103.
<https://doi.org/10.1177/0967010606064139>

11/16 Gender and conflict

Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others." *American Anthropologist* 104(3):783-90.
<http://onlinelibrary.wiley.com/doi/10.1525/aa.2002.104.3.783/abstract>

Cockburn, Cynthia. 2010. "Gender Relations as Causal in Militarization and War." *International Feminist Journal of Politics* 12(2):139-57. <http://dx.doi.org/10.1080/14616741003665169>

11/21 Final Projects Due

11/21 Colonial Violence

Mama, Amina. 1997. "Sheroes and Villains: Conceptualizing Colonial and Contemporary Violence against Women in Africa," in *Feminist Genealogies, Colonial Legacies, Democratic Futures*, ed. M. Jacqui Alexander and Chandra Talpade Mohantray. New York: Routledge. *on myCourses*

Roychowdhury, Poulami. 2016. "Desire, Rights, Entitlements: Organizational Strategies in the War on Violence." *Signs: Journal of Women in Culture and Society* 41(4):793-820. doi: 10.1086/685116. <http://www.journals.uchicago.edu/doi/abs/10.1086/685116>

Section 8-Environment and Gender

11/23- Development and environment

Carrillo, Ian R. 2017. "When Farm Work Disappears: Labor and Environmental Change in the Brazilian Sugar-Ethanol Industry." *Environmental Sociology* 3(1):42-53. <http://dx.doi.org.proxy3.library.mcgill.ca/10.1080/23251042.2016.1221172>

Rocheleau, Dianne and David Edmunds. 1997. "Women, Men and Trees: Gender, Power and Property in Forest and Agrarian Landscapes." *World Development* 25(8):1351-71. [http://dx.doi.org/10.1016/S0305-750X\(97\)00036-3](http://dx.doi.org/10.1016/S0305-750X(97)00036-3).

11/28- Gender and land (potential guest lecture—Candice Shaw)

Agarwal, Bina. 2003. "Gender and Land Rights Revisited: Exploring New Prospects via the State, Family, and Market," *Journal of Agrarian Change*. 3(1-2). <http://onlinelibrary.wiley.com/doi/10.1111/1471-0366.00054/abstract>

Shiva, Vandana. 2013. "Economic Globalization, Ecological Feminism and Earth Democracy." Pp. 15-23 in *Women in a Globalizing World : Transforming Equality, Development, Diversity and Peace*, edited by A. R. Miles. Toronto, Ontario: Inanna Publications and Education Inc. *on myCourses*

Section 9: Transformative feminisms

11/30- A way out: examples of positive change

Lugones, Maria. 2007. "Toward a Decolonial Feminism," *Hypatia* 25(4): 742-59. <http://onlinelibrary.wiley.com/doi/10.1111/j.1527-2001.2010.01137.x/abstract>

Thayer, Millie. 2010. "Translations and Refusals: Resignifying Meanings as Feminist Political Practice." *Feminist Studies* 36(1): 200-230. <http://www.jstor.org/stable/40608009>

12/5- Review Session

TBA-Final Exam during final exam period