

Memorial University – Department of Sociology
Sociology 4230 – Gender and Development

Winter 2014

Dr. Liam Swiss

e-mail: lswiss[at]mun.ca **tel:** 709-864-4467 **twitter:** @liamswiss or #SOI4230

class time: Wed 14:00-16:30 **classroom:** ED3030

office: AA 4053 **office hours:** Tues/Thurs, 9:30-10:15, or by appointment

electronic communication: Please use email from your official MUN account to contact me regarding the course. I will respond to most requests within 24 hours.

I. OVERVIEW & LEARNING OBJECTIVES

How are women and men affected differently by processes of international development and social change? How can we understand these gendered impacts of development? What are some of the most persistent challenges to gender equality in international development contexts? This course examines these theoretical and empirical questions in two parts: Part One examines different theoretical approaches to and actors involved in gender and development; and Part Two explores several ongoing development challenges and how they interact with gender relations.

The learning objectives for the course are for students to be able to:

1. Engage in critical analysis of theories of women, gender, and development and explore those theories in the context of the main actors involved;
2. Apply knowledge of theories and actors to a range of pressing development challenges and their impact on women and gender equality globally.

Overall, the course will provide an intensive introduction to a range of issues relating to women, gender relations, and development from a multi-disciplinary social scientific perspective.

II. COURSE EVALUATION

Assignments are due when specified below. No extensions will be granted except in the case of a documented medical issue or emergency. Late assignments will be docked at a rate of 5% of the overall assignment value per day late. Weekends count as days late. **Do not slide your assignments under the door of my office.** If I am not present to receive your work, please submit to the Sociology main office at Arts & Admin 4054.

Requirement	Value	Due Date
1. Participation	15%	Ongoing
2. Paper Outline	n/a	February 5 th
3. Response Papers (3)	15%	Ongoing
4. Seminar Presentations (2)	20%	Ongoing
5. Debate	10%	Ongoing
6. Research Paper	40%	March 28 th

- 1. Class Participation (15%):** Students will be expected to actively participate in class discussions and demonstrate understanding of the weekly readings and issues. Students may be randomly called upon to comment on readings at the instructor's discretion. A mid-term update on your participation in the first half of the class will be provided following reading week to give you a sense of where you stand and/or what you can do to improve.
- 2. Paper Outline (n/a):** Due at the beginning of class **February 5th**. A one-page summary and preliminary bibliography outlining your proposed paper topic and research question. You must choose a research topic related to the overall theme of the course. Your preliminary bibliography should include a minimum of four journal articles and two books, plus any relevant statistical and policy documents you intend to use. *****Your final paper will not be graded unless you submit a paper outline for my approval.*****
- 3. Response Papers (3) (15%):** Over the course of the semester you will be responsible for preparing three response papers to the week's readings. These papers will be due at the beginning of class. Papers relating to a week's readings will not be accepted after Wednesday's class. Response papers will be no more than three pages double-spaced and should compare and contrast or state your reaction to the main arguments of the week's readings. Each response paper will be worth 5% of the overall grade. All three response papers are mandatory.
- 4. Seminar Presentations (2) (20%):** During the first week of class students will be assigned 2 course readings on which to present during the seminar. The presentations should run approximately 10 minutes and should briefly summarize the argument of the article, critically analyze its contribution in comparison to the other readings from that week and raise at least two questions to be addressed during class discussion following the presentations. You will also be required to submit a one-page typed summary of your presentation during class.
- 5. Debate (10%):** In weeks 4-12, we will engage in an in-class debate in the second half of class. Each student is responsible to argue in favour or against one of the debate topics identified in the course schedule below. You are responsible for providing an opening argument, a rebuttal of your opponent's claims, answering any questions raised by your peers, and a short closing remark. To prepare for the debate you should draw upon that week's readings as well as any other materials you see fit to support your arguments. You are permitted and encouraged to participate in the debate in the same week you are giving one of the seminar presentations on a reading.
- 6. Research Paper (40%):** Due in hard copy to Dr. Swiss or at the Sociology main office by 4:30pm on **March 28th**. This paper will consist of a fifteen-page research essay on an issue related to gender and development. You must have your topic approved through prior submission of a paper outline. The papers should include a clearly thought out research question and provide evidence to support your argument. Arguments are best backed up by academic sources. Please use proper referencing style. Papers will not be accepted after this date without penalty. Papers should be double-spaced, use one inch margins, and 12 pt Times font. Please do not exceed the page limit or change the font size or margins. Please attach the grading form provided in class as the last page of your paper. Paper preparation will be discussed extensively in class. Drafts of your paper will only be discussed in person during office hours.

III. COURSE SCHEDULE & READINGS

The following week-by-week breakdown outlines the topics and readings to be covered in the course. All readings are available as electronic journal articles free to download through the MUN library system. Debate topics are identified for those weeks where an in-class debate is scheduled.

Part One: THEORIES, APPROACHES, & ACTORS

Week One – January 8: *Introduction*

- Course outline and objectives.
- Gender inequalities and development.
- Assignment of reading presentations.
- Term paper tips.

Week Two – January 15: *WID, WAD, GAD and Beyond*

- Chua, Peter, Kum-Kum Bhavnani, and John Foran. 2000. "Women, culture, development: a new paradigm for development studies?" *Ethnic and Racial Studies* 23(5):820-41.
- Koczberski, Gina. 1998. "Women in development: A critical analysis." *Third World Quarterly* 19(3):395-410.
- McIlwaine, Cathy, and Kavita Datta. 2003. "From Feminising to Engendering Development." *Gender, Place & Culture* 10(4):369-82.
- Rathgeber, Eva. 1990. WID, WAD, GAD: Trends in research and practice. *The Journal of Developing Areas* 24: 489-502.

Week Three – January 22: *Post-Development & Post-Coloniality*

- Cook, Nancy. 2005. What To Wear, What To Wear?: Western Women and Imperialism in Gilgit, Pakistan. *Qualitative Sociology* 28 (4):351-369.
- Mohanty, C. T. 1988. Under western eyes: Feminist scholarship and colonial discourses. *Feminist Review* 30 (Autumn): 61-88.
- Fluri, Jennifer L. 2009. "The beautiful 'other': a critical examination of 'western' representations of Afghan feminine corporeal modernity." *Gender, Place & Culture* 16(3):241-57.

Week Four – January 29: *Men, Masculinities & Development*

- Cornwall, Andrea. 1997. "Men, Masculinity and 'Gender in Development'." *Gender and Development* 5:8-13.
- Chant, Sylvia and Matthew C. Gutmann. 2002. 'Men-streaming' Gender? Questions for gender and development policy in the twenty-first century. *Progress in Development Studies* 2, no. 4: 269-282.
- Bojin, Kate. 2013. "Feminist solidarity: no boys allowed? Views of pro-feminist men on collaboration and alliance-building with women's movements." *Gender & Development* 21(2):363-79.

DEBATE: "Focusing on men and masculinities harms efforts to promote gender equality."

Week Five – February 5: *Gender Mainstreaming in Aid Agencies and NGOs*

*****PAPER OUTLINE DUE AT BEGINNING OF CLASS*****

- Eyben, Rosalind. 2010. "Subversively Accommodating: Feminist Bureaucrats and Gender Mainstreaming." *IDS Bulletin* 41(2):54-61.
- Moser, C. 2005. "Has gender mainstreaming failed?" *International Feminist Journal of Politics* 7(4):576-90.
- Wendoh, S., and T. Wallace. 2005. "Re-thinking gender mainstreaming in African NGOs and communities." *Gender and Development* 13(2):70-79.

DEBATE: "Gender mainstreaming has failed to bring about gender equality."

Part Two: DEVELOPMENT CHALLENGES

Week Six – February 12: *Microfinance and Women's Empowerment*

- Garikipati, Supriya. 2012. "Microcredit and Women's Empowerment: Have We Been Looking at the Wrong Indicators?" *Oxford Development Studies* 41(sup1):S53-S75.
- Goetz, Anne Marie, and Rina Sen Gupta. 1996. "Who takes the credit? Gender, power, and control over loan use in rural credit programs in Bangladesh." *World Development* 24(1):45-63.
- 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..

DEBATE: "Microfinance programs harm women more than they help them."

*****THERE IS NO CLASS SCHEDULED FOR FEBRUARY 19, 2014 DUE TO WINTER BREAK*****

Week Seven – February 26: *Female Genital Mutilation/Cutting*

- Wilson, Ann-Marie. 2012. "How the methods used to eliminate foot binding in China can be employed to eradicate female genital mutilation." *Journal of Gender Studies* 22(1):17-37.
- Shell-Duncan, Bettina. 2001. "The medicalization of female "circumcision": harm reduction or promotion of a dangerous practice?" *Social Science & Medicine* 52(7):1013-28.
- Gruenbaum, Ellen. 2005. "Socio-cultural dynamics of female genital cutting: Research findings, gaps, and directions." *Culture, Health & Sexuality* 7(5):429-41.

DEBATE: "Female Genital Mutilation/Cutting should be banned in all its forms."

Week Nine – March 5: *Human Trafficking*

- Bertone, Andrea. 1999. Sexual trafficking in women: International political economy and the politics of sex. *Gender Issues* 18, no. 1: 4-22.
- Limoncelli, Stephanie A. 2009. "Human Trafficking: Globalization, Exploitation, and Transnational Sociology." *Sociology Compass* 3(1):72-91.
- Siegel, Dina, and Sylvia de Blank. 2010. "Women who traffic women: the role of women in human trafficking networks – Dutch cases." *Global Crime* 11(4):436-47.

DEBATE: "Prostitution should be legalized to reduce international trafficking of women and girls."

Week Ten – March 12: Gender, Migration, & Remittance

- Kunz, Rahel. 2008. "Remittances are Beautiful? Gender implications of the new global remittances trend." *Third World Quarterly* 29(7):1389-409.
- Abrego, Leisy. 2009. "Economic Well-Being in Salvadoran Transnational Families: How Gender Affects Remittance Practices." *Journal of Marriage and Family* 71(4):1070-85.
- Moshe Semyonov, Anastasia Gorodzeisky. 2005. Labor migration, remittances and household income: A comparison between filipino and filipina overseas workers. *International Migration Review* 39, no. 1: 45-68.

DEBATE: "Women's remittances are more important to development than men's."

Weeks Eleven – March 19: Gender, Conflict, & Insecurity

- Baaz, Maria Eriksson, and Maria Stern. 2009. "Why Do Soldiers Rape? Masculinity, Violence, and Sexuality in the Armed Forces in the Congo (DRC)." *International Studies Quarterly* 53, no. 2:4 95-518.
- Carpenter, R. Charli. 2006. Recognizing gender-based violence against civilian men and boys in conflict situations. *Security Dialogue* 37, no. 1: 83-103.
- MacKenzie, Megan. 2009. "Securitization and Desecuritization: Female Soldiers and the Reconstruction of Women in Post-Conflict Sierra Leone." *Security Studies* 18(2):241-61.

DEBATE: "The effects of conflict and insecurity in the Global South are felt more severely by men and boys than women and girls."

Week Twelve – March 26: No class.

*****RESEARCH PAPER DUE BY 4:30 pm TO SOCIOLOGY MAIN OFFICE – MARCH 28th*****

Week Thirteen – April 2: Gender and HIV/AIDS

- MacPhail, Catherine. 2003. "Challenging dominant norms of masculinity for HIV prevention." *African Journal of AIDS Research* 2(2):141-49.
- Tiessen, Rebecca. 2005. "Mainstreaming Gender in HIV/AIDS Programs: Ongoing Challenges and New Opportunities in Malawi." *Journal of International Women's Studies* 7(1):8-25.
- Gilbert, Leah, and Liz Walker. 2002. Treading the path of least resistance: HIV/AIDS and social inequalities--a South African case study. *Social Science & Medicine* 54 (7):1093-1110.

IV. ACADEMIC MISCONDUCT

Academic misconduct is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic misconduct is neither accepted nor tolerated by the University. Anyone found guilty of academic misconduct is liable to severe academic sanctions.

Some examples of academic misconduct:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;

- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

For more information, please refer to Section 5.11 of the MUN Calendar regarding “Academic Misconduct” of Undergraduate Students:

<http://www.mun.ca/regoff/calendar/sectionNo=REGS-0748>

V. STUDENT SERVICES ON CAMPUS

A number of student support services exist on campus that may be of use to you throughout the course of the term:

- The Commons (QEII library) provides access to print, electronic and technology resources.
- The Counselling Centre (UC-5000) helps students develop their personal capabilities, ranging from study strategies to assisting distressed students.
- Student Affairs and Services (Answers, UC-3005) answers questions about such things as courses, housing, books, financial matters and health.
- The Writing Centre (SN-2053) is a free, drop-in facility for students and to help you become a better writer and critical thinker.
- The Glenn Roy Blundon Centre (UC -4007) serves students whose disabilities involve conditions affecting mobility, vision, hearing, learning (disabilities), chronic illness, or mental health; support is also provided to students with documented temporary illnesses and injuries.