

INTD 497

Honours Seminar: Gender and Development



Instructor

Kazue Takamura

Institute for the Study of International Development, McGill University

Email: kazue.takamura@mcgill.ca

Class Times

Fridays 11:35-14:25

All the seminar meetings will be remotely delivered (fixed) .

*Please note that there will be no in-person lectures nor in-person conferences.

Communication

These are the two ways to communicate with the course instructor:

1. Office hours (Zoom)

- Mondays 10:00-12:00 (via Zoom). Registration required.
- Zoom office hours are offered to clarify your substantive questions about the course materials and assignments.
- For general and logistical questions, please use the "Discussion Forum" via MyCourses.

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- If you are not able to make it during office hours due to a time zone difference or having another class, you can make an online Zoom appointment via email.
2. Email
- Please note that email messages should be kept concise. If you would like to discuss substantive questions, you are highly encouraged to speak to the instructor during Zoom office hours.

Course description:

Gender constitutes one of the most significant issues in international development. The central goal of the seminar is to provide a critical social lens, rooted in anthropological and sociological scholarship, for studying the intersection between gender and development. In particular, we will pay attention to the prevalence of power and inequalities in the contemporary landscapes of gender and development.

The seminar is divided into three broad sections, namely (1) the historical construction of gender, (2) gender and discipline, and (3) violence and resistance. In the first section of the course, we will examine the historical construction of gender. The topics include: the discursive construction of gender in the development literature, colonial governmentality, post-colonial modernization, paternalism, and female labor.

In the second section of the course, we will investigate gendered discipline and control in development. We will pay attention to women's labor participation, gendered mobility and immobility, contested reproductive justice, the legal construction of sexual order, and the effects of religious values on health humanitarianism. In the last section, we will examine the contested spaces of violence and resistance. These include gender-based violence, international tribunals and their exclusion of gender, the feminization of displacement, and indigenous feminism.

Required course materials

All the required readings are available via MyCourses.

Course arrangements

Zoom will be used for:

- All the seminar meetings (fixed)
- Office hours

MyCourses will be used for:

- Recorded seminars (all the fixed seminars will be recorded and made available)
- Readings
- Logistical information
- Assignment submissions
- Class announcements

1. Participation (10% participation + 5% class moderation)

For this seminar to be successful, you are expected to make committed, engaged, and thoughtful contributions to the seminar discussion. Due to the nature of the discussion topics that involve culturally and socially sensitive development concerns, all the seminar participants must engage in seminar discussion in a thoughtful and respectful manner.

1-a. Weekly readings

Each week, we have about 80-120 pages of assigned reading materials. In order to critically and proactively engage with class discussion, students are expected to come to the seminar meeting having done the required readings beforehand.

1-b. Seminar organization

We will begin with a short introductory lecture (10-15 minutes) followed by a keyword exercise and student-moderated seminar discussion.

1-c. Student moderation (5%)

Between Week 3 and Week 13, we will have two student moderators who will lead and facilitate weekly class discussion. Prior to the meeting, the weekly moderators must prepare for the central analytical ideas and discussion questions based on the assigned weekly readings. The class moderation exercise is *mandatory* and counts toward the participation grade. The detailed arrangement will be discussed in the first seminar meeting (January 7).

1-d. For those who are not able to participate in the seminar meeting

If you are not able to attend the seminar meeting due to an involuntary barrier (a time zone difference or illness), please communicate with the instructor prior to the

meeting. You will be given an alternative assignment to replace the missed seminar participation.

Please note that all the seminar meetings will be recorded and made available via MyCourses.

2. Précis (15%)

In order to stimulate class participation, students are required to write *five précis* out of the 12 weekly themes. You are allowed to select any five weekly topics between week 2 and week 13. 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 500-600 words.

Please note that the précis should not overlap with the readings that you will analyze in the short analytical paper.

Submission due: Each précis must be submitted via MyCourses ["Assignments"] by 23:59 (EST) on Thursday prior to the seminar meeting. This exercise is intended to ensure that you proactively engage with discussion in the seminar.

3. Short analytical papers (30% - required two papers)

The aim of the short analytical paper is to provide a critical analysis of a key theme discussed between Week 3 and Week 13. You are required to submit **two** short analytical papers based on the weekly readings. In the paper, you are expected to develop an original argument that engages with at least two readings of one particular week. The argument should reflect critical assessment of a specific question or problem, or further development of an idea that you find insightful. The paper must above all show the capacity to analyze and critique in a coherent and systematic manner. The paper should be written in a minimum of 1,200 words and a maximum of 1,400 words.

Submission due:

First analytical paper due: Monday, February 22 (11:59pm EST) via MyCourses.

Second analytical paper due: Monday, March 29 (11:59pm EST) via MyCourses.

4. Final research paper (40%)

The primary goal of the final research paper is to delve more deeply into a topic on gender and development that engages with one of the four themes of this course: (1) the historical construction of gender, (2) gendered discipline and control, (3) violence, and (4) resistance. The specific topic of the paper can be based on an issue explicitly discussed in the seminar or one that has not been discussed previously. It must, however, fit within the four broad themes of this seminar. The paper should be written in a minimum of 3,300 words and a maximum of 3,500 words. Detailed instructions will be given on Friday, March 12.

Submission of the title and abstract

Students must submit the title of one's paper and an abstract describing the main argument in one paragraph by *11:59pm (EST) on Monday, March 29* via MyCourses.

Submission of the research paper

Students must submit their research paper by *11:59pm (EST) on Monday, April 19* via MyCourses.

Grade distribution:

Assignments	Due	Percentage
Participation + class moderation	*See pages 3-4	10% (participation) + 5% (class moderation)
Précis (5 required)	Thursdays 11:59pm (EST) - prior to the meeting *See page 4	15%
Short Analytical Papers (2 required)	First paper due: February 22 Second paper due : March 29 *See page 4	30% (15% per paper)
Final Research Essay	a. Monday, March 29 (Abstract submission) b. Monday, April 19 (Final paper submission)	40%

	*See page 5	
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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)

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/).

Copyright of lectures:

All slides, video recordings, lecture notes, etc. remain the instructor's intellectual property. As such, you may use these only for your own learning (and research, with proper referencing/citation) ends. You are not permitted to disseminate or share these materials; doing so may violate the instructor's intellectual property rights and could be cause for disciplinary action.

Netiquette:

The University recognizes the importance of maintaining teaching spaces that are respectful and inclusive for all involved. To this end, offensive, violent, or harmful language arising in contexts such as the following may be cause for disciplinary action:

1. Username (use only your legal or preferred name)
2. Visual backgrounds
3. "Chat" boxes

To maintain a clear and uninterrupted learning space for all, you should keep your microphone muted throughout your class, unless invited by the instructor to speak.

You should follow instructors' directions about the use of the "chat" function on remote learning platforms.

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.

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)

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.

N.B.

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Course schedule

Part 1. Historical Construction of Gender		
Week 1 January 8	Introduction: Interrogating Gender in Development Discourse	Fixed Seminar discussion (12:00-14:00)

Week 2 January 15	Gender and Development: Power and Inequalities	Fixed Seminar discussion (12:00-14:00)
Week 3 January 22	Colonial Governmentality and Sexuality	Fixed Seminar discussion (12:00-14:00)
Week 4 January 29	Nationalism, Modernization, and Female Labor Discipline	Fixed Seminar discussion (12:00-14:00)
Part 2. Gender and Discipline		
Week 5 February 5	Neoliberal Imagination of Female Empowerment	Fixed Seminar discussion (12:00-14:00)
Week 6 February 12	Gendered Mobility and Immobility	Fixed Seminar discussion (12:00-14:00)
Week 7 February 19	Reproductive Health and the Myth of Tradition	Fixed Seminar discussion (12:00-14:00)
Week 8 February 26	Law and Heteronormativity	Fixed Seminar discussion (12:00-14:00)
Week 9 March 12	Faith, Health, and Sexual Morality	Fixed Seminar discussion (12:00-14:00)
Part 3. Violence and Resistance		
Week 10 March 19	Gender-Based Violence	Fixed Seminar discussion (12:00-14:00)
Week 11 March 26	International Tribunals and the Exclusion of Gender	Fixed Seminar discussion (12:00-14:00)
Week 12 April 9	Feminization of Displacement	Fixed Seminar discussion (12:00-14:00)
Week 13 April 16	Indigeneity, Feminism, and Resistance	Fixed Seminar discussion (12:00-14:00)

PART 1. Historical Construction of Gender

WEEK 1 (January 8)

Introduction

Interrogating Gender in Development Discourse

Our first meeting aims to provide a macro overview of the course, including the key goals, course schedule, requirements, and readings. We will also introduce each other and share thoughts on gender and development.

Readings:

Smyth, Ines (2007) "Talking of Gender: Words and Meanings in Development Organisations." *Development in Practice* 17 (4/5): 582-588.

WEEK 2 (January 15)

Gender and Development: Power and Inequalities

Readings:

Nilsson, Patricia (2013) "Gender and Development: The Challenge of Mainstream." *Consilience* 10: 125-135.

Jaquette, Jane (1982) "Women and Modernization Theory: A Decade of Feminist Criticism." *World Politics* 267-284.

Beasley, Christine (2008) "Rethinking Hegemonic Masculinity in a Globalizing World." *Men and Masculinity* 11(1): 86-103.

WEEK 3 (January 22)

Colonial Governmentality and Sexuality

Readings:

Thomas, Lynn (2003) *Politics of the Womb: Women, Reproduction, and the State in Kenya*. Berkeley: University of California Press, pp.1-102 (Introduction, Chapters 1, 2, & 3).

Gosh, Durba (2004) "Gender and Colonialism: Expansion or Marginalization?" *The Historical Journal* 47 (3): 737-755.

WEEK 4 (January 29)

Nationalism, Modernization, and Female Labor Discipline

Readings:

Lynch, Caitrin (2007) *Juki Girls, Good Girls: Gender and Cultural Politics in Sri Lanka's Global Garment Industry*. Ithaca: Cornell University Press, pp.1-86 (Introduction, Chapters 1 & 2).

Faison, Elyssa (2007) *Managing Women: Disciplining Labor in Modern Japan*. Berkeley: University of California Press, pp.8-26 (Introduction & Chapter 1).

PART 2. Gender and Discipline

WEEK 5 (February 5)

Neoliberal Imagination of Empowerment

Readings:

Carney, Megan (2015) *The Unending Hunger: Tracing Women and Food Insecurity Across Borders*. Berkeley: University of California Press, pp.15-99, 127-157 (Introduction, Chapters 1, 2, & 4).

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

WEEK 6 (February 12)

Gendered Mobility and Immobility

Readings:

Lan, Pei Cha (2006) *Global Cinderellas: Migrant Domestic Workers and New Rich Employers in Taiwan*. Durham: Duke University Press, pp. 1- 93 (Introduction, Chapters 1 & 2).

Constable, Nicole (2014) *Born Out of Place: Migrant Mothers and the Politics of International Labor*. Berkeley: University of California Press, pp. 1-24.

Silvey, Rachel (2006) "Geographies of Gender and Migration: Spatializing Social Difference." *International Migration Review* 40(1): 64-81.

WEEK 7 (February 19)

Reproductive Health and the Myth of Tradition

Readings:

Hodzic, Saida (2016) *The Twilight of Cutting: African Activism and Life After NGOs*. Berkeley: University of California Press, pp.1-48.

Winterbottom, Anna et al. (2009) "Female Genital Cutting: Cultural Rights and Rites of Defiance in Northern Tanzania." *African Studies Review* 52 (1): 47-71.

WEEK 8 (February 26) Law and Heteronormativity

Readings:

Ndjio, Basile (2012) "Post-Colonial Histories of Sexuality: the Political Invention of a Libidinal African Straight." *Journal of the International African Institute* 82(4): 609-631.

Murray, David (2014) "Real Queer: 'Authentic' LGBT Refugee Claimants and Homonationalism in the Canadian Refugee System." *Anthropologica* 56(1): 21-32.

Lalor, Kay (2011) "Constituting Sexuality: Rights, Politics and Power in the Gay Rights Movement." *The International Journal of Human Rights* 15 (5): 683-699.

WEEK 9 (March 12) Faith, Health, and Sexual Morality

Readings:

Boyd, Lydia (2015) *Preaching Prevention: Born-Again Christianity and Moral Politics of AIDS in Uganda*. Athens: Ohio University Press, pp.1-26, 79-153 (Introduction, Chapters 3, 4, & 5).

PART 3. VIOLENCE AND RESISTANCE

WEEK 10 (March 19) Gender-Based Violence

Readings:

Menjívar, Cecilia (2011) *Enduring Violence: Ladina Women's Lives in Guatemala*. Berkeley: University of California Press, pp. 1-26.

Sharlach, Lisa (2000) "Rape as Genocide: Bangladesh, the Former Yugoslavia and Rwanda." *New Political Science* 22 (1): 89-102.

Cockburn, Cynthia (2004) "The Continuum of Violence: A Gender Perspective on War and Peace." In *Sites of Violence: Gender and Conflict Zones* (edited by Wenona

Giles and Jennifer Hyndman). Berkeley: University of California Press, pp. 24-44.

WEEK 11 (March 26)
International Tribunals and the Exclusion of Gender

Readings:

Henry, Nicola (2013) "Memory and Injustice: The 'Comfort Women' and the Legacy of the Tokyo Trial." *Asian Studies Review* 37 (3): 362-380.

Mibenge, Chiseche Salome (2013) *Sex and International Tribunals: The Erasure of Gender from the War Narrative*. Philadelphia: University of Pennsylvania Press, pp.21-59 (Chapter 1) & 123-156 (Chapter 4).

WEEK 12 (April 9)
Feminization of Displacement

Readings:

Hyndman, Jennifer and Wenona Giles (2011) "Waiting for What? The Feminization of Asylum in Protracted Situations." *Gender, Place, and Culture* 18(3): 361-379.

Luibheáid, Eithne (2020) "Treated Neither with Respect nor with Dignity: Contextualizing Queer and Trans Migrant 'Illegalization,' Detention, and Deportation." In *Queer and Trans Migrations* (edited by Eithne Luibheid et al.) Champaign: University of Illinois Press.

Jones, Loring et al. (2011) "Human Trafficking between Thailand and Japan: Lessons in Recruitment, Transit, and Control." *International Journal of Social Welfare* 20: 203-21.

Week 13 (April 16)
Indigeneity, Feminism, and Resistance

Readings:

Kuokkanen, Rauna (2012) "Self-Determination and Indigenous Women's Rights at the Intersection of International Human Rights." *Human Rights Quarterly*, 34 (1): 225-250.

Gunn, Brenda (2014) "Self-Determination and Indigenous Women: Increasing Legitimacy through Inclusion." *Canadian Journal of Women and the Law* 26(2): 241-275.

