

**INTD 498**

**Honours Seminar: Gender and Development**

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**Instructor**

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**Classroom**

Sherbrooke 688 Room 295

**Class Times**

Mondays 11:35am-14:25pm

**Office Hours**

Mondays 14:30-15:30pm

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**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 sociological and anthropological scholarship, for studying the intersection between gender and power in international development. The rich discourse of gender and development largely problematizes the *invisibility* of gender in theory and practice. The popular term, “gender-mainstreaming”, for example, challenges gender blindness in the conventional male-centered development. However, the gender-blindness claim alone does not fully explain the prevailing gendered protection gaps in development. What missing here is, not the absence of, but the socio-political *construction* of, gender that sustains intersectional violence, control, and insecurity.

The seminar will thus take a critical intersectional approach to unpack the intricate relationship between gender and power. The course will be divided into three sections, namely (1) gender and discourse, (2) gender and law, and (3) gender, labor, and moral discipline. In the first section of the semester, we will examine the discursive construction of gender in development. The topics include discourse and power, colonial governmentality, gender-based violence, and reproductive health. We will pay attention to diverse actors’ roles in constructing gender norms and their differentiated goals

In the second section of the course, we will delve into the unique relationship between gender and law. More specifically, the prevalence of hidden gender bias in international law will be examined. The topics include international tribunals’ gender bias, law and heteronormativity, and indigenous rights and gender.

In the last section, we will interrogate the role of moral discipline in perpetuating gendered precarity. These topics include the role of modern state in female labor discipline, transnational labor mobility and gendered labor discipline, and food insecurity. We will

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conclude the seminar by integrating in-class activities regarding gender and social justice in practice.

### **Required course materials**

All the required readings are available via MyCourses.

### **Health protocol:**

While students are not required to wear masks in the classroom, please comply with McGill's health regulations on campus. For McGill's updated health guidelines, please visit: <https://www.mcgill.ca/return-to-campus/>

### **1. Participation (10%)**

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

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

### **2. Class moderation (10%)**

Between Week 3 and Week 11, we will have student moderators who will lead and facilitate our weekly seminar discussions. Prior to the meeting, weekly moderators are required to submit a seminar moderation plan (or presentation slides) to the instructor via email. The plan should include (a) overarching learning goals, (b) keywords, (c) discussion questions based on the assigned readings, and (d) in-class interactive activities to stimulate students' proactive engagement with the class discussion. Class moderators are encouraged to meet

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with the instructor to discuss their plan. The class moderation exercise is *mandatory*. The detailed arrangement will be discussed in the first seminar meeting on September 12.

### **3. Précis (15%)**

Students are required to write *five précis* out of the 10 weekly themes. You are allowed to select any five weekly topics between week 2 and week 11. 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 précis should be written in 500-600 words.

#### **Submission due:**

Each précis must be submitted via MyCourses ["Assignments"] by 11:59pm on Sunday prior to the seminar meeting. This exercise is intended to ensure that you proactively engage with discussion in the seminar.

### **4. Short analytical paper (25%)**

The aim of the short analytical papers is to provide a critical analysis of a key theme discussed between Week 2 and Week 11. 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 (separate) readings. 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: Friday, October 28 (11:59pm) via MyCourses

Second analytical paper due: Friday, December 2 (11:59pm) via MyCourses

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## 5. Final research paper (40%)

The primary goal of the final research paper is to delve more deeply into a topic on gender and power in development. The paper should be written in a minimum of 3,300 words and a maximum of 3,500 words. The detailed instructions will be given in class.

### 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 on Monday, November 28 via MyCourses.

### Due date:

Monday, December 19 (11:59pm) via MyCourses

### Grade distribution:

Assignments	Due	Percentage
Participation	See page 3	10%
Class Moderation	See page 3	10%
Précis (5 required)	Sundays 11:59pm - prior to the meeting	15%
Short Analytical Papers	First paper - Friday, October 28 Second paper - Friday, December 2	25%
Final Research Essay	Abstract submission -Monday, November 28 Final essay submission -Monday, December 19	40%

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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/](http://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/](http://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.

**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:**

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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**

<b>PART I. GENDER AND DISCOURSE</b>	
Week 1 September 12	Introduction: An Overview of the Course
Week 2 September 19	Gender and Development: Discourse and Power
Week 3 September 26	Gender and Colonial Patriarchy
October 3 – Quebec Election Day October 10 - Thanksgiving	
Week 4 October 13 *Make-up day for the Monday schedule	Gender-Based Violence

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Week 5 October 17	Reproductive Health and the Myth of Tradition
<b>PART II. GENDER AND LAW</b>	
Week 6 October 24	International Tribunals and the Exclusion of Gender
Week 7 October 31	Law and Heteronormativity
Week 8 November 7	Gender and International Indigenous Rights
<b>PART III. GENDER, MORAL DISCIPLINE, AND RESISTANCE</b>	
Week 9 November 14	Gender, State, and Labor Discipline
Week 10 November 21	Transnational Mobility and Gendered Labor Discipline
Week 11 November 28	Food Insecurity and Gendered Moral Discipline
Week 12 December 5	Conclusion: Gender and Social Justice in Practice

**PART I. GENDER AND DISCOURSE**

**WEEK 1 (September 12)**

**Introduction: Gender and Power**

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Our first meeting aims to provide an overview of the course, including the key objectives of the seminar, course schedule, requirements, and readings. We will also introduce each other and share our thoughts/perspectives on the study of gender and development.

## **WEEK 2 (September 19)**

### **Gender and Development: Discourse and Power**

Readings:

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

Beaumont, Elizabeth (2016) "Gender Justice v. The 'Invisible Hand' of Gender Bias in Law and Society." *Hypatia* 31(3): 668-686.

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

## **WEEK 3 (September 26)**

### **Gender and Colonial Patriarchy**

Readings:

Thomas, Lynn (2003) *Politics of the Womb: Women, Reproduction, and the State in Kenya*.

Berkeley: University of California Press, pp.1 (Introduction & Chapter 1)

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

Arvin, Maile et al. (2013) "Decolonizing Feminism: Challenging Connections between Settler Colonialism and Heteropatriarchy." *Feminist Formations* 25(1): 8-34.

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Guerrero, Jaimes (2003) "'Patriarchal Colonialism' and Indigenism: Implications for Native Feminist Spirituality and Native Womanism." *Hypatia* 18 (2): 58-69.

**WEEK 4 (October 13)**

**\*October 3 - no class due to the Quebec General Elections**

**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 5 (October 17)**

**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.

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## **PART II. GENDER AND LAW**

### **WEEK 6 (October 24)**

#### **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 7 (October 31)**

#### **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 8 (November 7)**

#### **Gender and International Indigenous Rights**

Readings:

Kuokkanen, Rauna (2019) *Restructuring Relations: Indigenous Self-Determination, Governance, and Gender*. Oxford: Oxford University Press. pp.1-21.

Gunn, Brenda (2017) "Engaging a Human Rights Based Approach to the Murdered and

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Missing Indigenous Women and Girls Inquiry." *Lakehead Law Journal* 2(2): 89-116.

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

### **PART III. GENDER, LABOR, AND MORAL DISCIPLINE**

#### **Week 9 (November 14)**

##### **Gender, State, 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).

#### **Week 10 (November 21)**

##### **Transnational Mobility and Gendered Moral Discipline**

Readings:

Silvey, Rachel (2004) "Transnational Domestication: State Power and Indonesian Migrant Women in Saudi Arabia." *Political Geography* 23: 245-264.

Lan, Pei Cha (2006) *Global Cinderellas: Migrant Domesticity 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 (chapter 1), 56-89 (Chapter 3).

#### **Week 11 (November 28)**

##### **Gender, Food Insecurity, and Moral Discipline**

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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).

Carney, Megan (2013) "Border Meals: Detention Feeding Practices, Migrant Subjectivity, and Questions on Trauma." *Gastronomica* 13 (4):32-46.

Kimura, Aya Hirata (2016) *Radiation Brain Moms and Citizen Scientists: The Gender Politics of Food Contamination after Fukushima*. Duke University Press, pp. 1-26.

**Week 12 (December 5)**

**Conclusion: Gender and Social Justice in Practice**

No readings