

**INTD 498**

**Honours Seminar: Gender and Development**

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**Instructor**

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**Classroom**

Sherbrooke 688 Room 361

**Class Times**

Fridays 11:35-14:25

**Office Hours**

Fridays 14:30-15:30

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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 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 contested "illegality".

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, and indigenous feminism.

**Required course materials**

All the required readings are available via MyCourses.

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## **Public health and safety measures in the classroom**

**Please note that students must always wear procedural masks in the classroom. In order to ensure the health and safety of yourself and others, you are required to comply McGill's health regulations on campus. For McGill's updated health guidelines, please visit:**

<https://www.mcgill.ca/coronavirus/health-guidelines#preventing>

### **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 12, we will have two student moderators who will lead

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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.

## **2. Précis (15%)**

In order to stimulate class participation, students are required to write *five précis* out of the 11 weekly themes. You are allowed to select any five weekly topics between week 2 and week 12. 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.

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 2 and Week 13. You are required to submit **two** short

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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, October 25 (11:59pm EST) via MyCourses.

Second analytical paper due: Monday, November 22 (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, November 5.

**Submission of the title and abstract (November 18)**

Students must submit the title of one's paper and an abstract describing the main argument in one paragraph by 11:59pm (EST) on Thursday, November 18 via MyCourses.

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**In-class mini presentation (maximum 10 minutes)**

You are required to provide a mini presentation (maximum 10 minutes) of your final paper in class. Detailed instructions and schedule will be discussed in class.

**Submission due:**

Monday, December 20 (11:59pm EST) via MyCourses

**Grade distribution:**

<b>Assignments</b>	<b>Due</b>	<b>Percentage</b>
Participation	See page 3	10%
Class moderation	See page 3	5%
Précis (5 required)	Thursdays 11:59pm (EST) - prior to the meeting	15%
Short Analytical Papers (2 required)	a. First paper due: Monday, October 25 b. Second paper due: Monday, November 22 *See pages 4-5	30% (15% per paper)
Final Research Essay	a. Abstract submission Thursday, November 18 b. Mini-presentation	40% -5% Abstract and mini presentation

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	Friday, November 19 Friday, November 26 Friday, December 3 c. Final essay submission Monday, December 20	- 35% Full research paper
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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.

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**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.*



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## Course schedule

<b>Part 1. Historical Construction of Gender</b>	
Week 1 September 3	Introduction: An Overview of the Course
Week 2 September 10	Gender and Development: Power and Inequalities
Week 3 September 17	Colonial Governmentality and Sexuality
Week 4 September 24	Nationalism, Modernization, and Female Labor Discipline
<b>Part 2. Gender and Discipline</b>	
Week 5 October 1	Neoliberal Imagination of Female Empowerment
Week 6 October 8	Gendered Mobility and Immobility Guest Speaker – Jill Hanley, School of Social Work, McGill University
Week 7 October 22 *no class on October 15	Reproductive Health and the Myth of Tradition
Week 8 October 29	Law and Heteronormativity
Week 9 November 5	Gender and Contested “Illegality”
<b>Part 3. Violence and Resistance</b>	

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Week 10 November 12	Gender-Based Violence
Week 11 November 19	International Tribunals and the Exclusion of Gender *Mini-presentation Part 1. 50 minutes
Week 12 November 26	Indigeneity, Feminism, and Resistance *Mini-presentation Part 2. 50 minutes
Week 13 December 3	Conclusion *Mini-presentation Part 3. 90 minutes

**PART 1. Historical Construction of Gender**

**WEEK 1 (September 3)**

**Introduction**

**Interrogating Gender in Development Discourse**

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

**WEEK 2 (September 10)**

**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

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Criticism." *World Politics* 267-284.

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

### **WEEK 3 (September 17)**

#### **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 (September 24)**

#### **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).

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## **PART 2. Gender and Discipline**

### **WEEK 5 (October 1)**

#### **Neoliberal Imagination of Female 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 (October 8)**

#### **Gendered Mobility and Immobility**

**Guest Speaker: Jill Hanley, School of Social Work, McGill University**

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).

Hanley, Jill et al. 2017. "Does Canada 'Care' about Migrant Caregivers? Implications under the Reformed Caregiver Program." *Canadian Ethnic Studies* 49(2): 212-139.

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Optional:

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

### **WEEK 7 (October 22)**

#### **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 (October 29)**

#### **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

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Movement." *The International Journal of Human Rights* 15 (5): 683-699.

**Week 9 (November 5)**  
**Contested "Illegality" and Gender**

Readings

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).

Hwang, Maria Cecila. 2021. "Infrastructure of Mobility: Navigating Borders, Cities, and Markets." *Global Networks* 108-126.

**PART 3. VIOLENCE AND RESISTANCE**

**WEEK 10 (November 12)**

**Gender-Based Violence**

Mini-presentation Part 1.

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

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

### **WEEK 11 (November 19)**

#### **International Tribunals and the Exclusion of Gender**

\*Mini-presentation Part 2.

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 (November 26)**

#### **Indigeneity, Feminism, and Resistance**

\*Mini-presentation Part 3.

Readings:

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

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

### **Week 13 (Conclusion)**

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Mini-presentation Part 4.

No readings