

SOCI 370: Gender and Development
McGill University
Fall 2023

Class time: Monday and Wednesday
4:05 pm to 5:25 pm

Instructor: Professor Isabel Pike
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Office hours: Monday and Wednesdays 2:30 to 3:30 pm by appointment
<https://calendly.com/isabel-pike/office-hours>
If these two time slots do not work for your schedule, email me and we will find another time.
Pronouns: she/her

Teaching Assistants:
Taisto Witt: taisto.witt@mcgill.ca
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This course explores the evolving field of gender and development. It does so through tracing paradigm shifts in this policy arena over time, including through key concepts such as gender-mainstreaming and empowerment, as well as through focusing on specific areas such as education, work, and reproductive health. In addition to this attention to international development, it pays close attention to the gendered dimensions of global economic change.

Course Outline:

In the introductory classes, we cover some foundations, including sociological approaches to gender and critical approaches to development. Section 1 then explores gender and development as a political arena with tensions between and within institutions. Section 2 focuses on the question of empowerment, with a focus on education and work. Section 3 turns to more 'intimate' interventions, including those related to fertility and the body. While the sections are distinct, the course material builds. In other words, close reading and thinking in the earlier weeks will make the later weeks more rewarding.

Course requirements:

This course places a strong emphasis on continual engagement. You will notice that there is no mid-term or final, but rather a larger number of assignments throughout the semester.

1. **Readings:** You are expected to do the reading before class. The readings are designed to complement the lecture material and we will draw upon the assigned reading in class discussion. PDFs of readings are posted on MyCourses.
2. **Weekly reading memos** (7 memos, worth 35% of total grade):

For seven of the weeks, write a short memo (less than **200 words**) on the week's readings and submit on My Courses by **Monday 11 am**. The memos should discuss the coming week's reading(s) e.g. for the memo due on 11 September, you would discuss the Hoang reading and/or the Sud & Sánchez-Ancochea reading.

There are eleven possible weeks to submit a memo (see schedule below). You can decide which of the seven weeks you will submit a memo. Please make sure that you have completed seven memos by 27 November as it will not be possible to make up missed memos at the end of the semester.

The memo should show both a solid understanding of the reading(s) and critical engagement. This means that the memo should go beyond summarizing the author's main points and show your own analysis and interpretation. Memos will be graded as follows: check plus (95%), check (75%), check minus (55%). Further guidance on writing the memos as well as how they will be assessed is posted on My Courses.

3. **Essays** (three essays, worth 55% of total grade; the first essay is worth 15% and the second and third essays are worth 20% each):

For Sections 2, 3, and 4, you will write a short essay. Prompts are listed in the reading schedule below. The essays should put forward an argument in response to the prompt and present evidence to support the argument.

Essays should be 3 to 4 pages long, double spaced, excluding references. Use 12-point font, normal one-inch margins, double-space, and in-text citations (not footnotes or endnotes). You can submit in Word or PDF format, but not in Pages. Make sure paragraphs are clear with either a tab or line space between paragraphs and that your name is clearly marked on the document. The due

dates for the three essays are as follows: **Sunday 10/22, Sunday 11/12, Tuesday 12/5 at 11:59 pm.**

Essays will be assessed based on how well they advance an argument and support the argument with relevant evidence as well as the clarity of writing. Essays should draw on at least five secondary sources.

Late policy and a 48-hour extension pass: In general, for every day late, essays will drop half a letter grade. They will not be accepted more than a week after the due date. However, students are allowed one “extension pass” of 48-hours. Notify the professor **before** the deadline and you can take an additional 48 hours to work on your essay. You do not need to provide a specific reason. Note that this only applies to the essays. It is not possible to use the extension pass for the reading memos and discussion preparation because both assignments are intended to prepare you for class. Additionally, you already have flexibility for which weeks you submit the memos.

4. Group discussion sessions (preparation and participation in four group discussions, worth 10% of total grade):

The introduction and three sections conclude with a class devoted to discussion that helps you prepare for the essay. In advance of this class, you should identify two readings relevant to the essay prompt and fill in a template, available on My Courses. For the first template, only one reading is required. Note: the readings that you choose should not be on the syllabus.

Templates are due by **11 am on the day of the group discussion** (see schedule below). If they are submitted after this time but before the group discussion, they will automatically receive a check minus. If they are submitted after the group discussion, they will receive a zero. They will be graded based on how relevant the articles are to the essay prompt and the depth shown in how you connect the article to the prompt. The criteria are like those for the memo in that the discussion of the articles should go beyond summarizing them and show critical reflection. They will thus also be graded on a check plus (95%), check (75%), check minus (55%) basis.

You will be randomly sorted into a group before the first discussion session (roughly six students per group) and this will be your discussion group throughout the semester. In the discussion section, engage with your classmates on the essay question through sharing the readings that you have found.

At the end of the semester, all students will complete an evaluation of their peers using an online form that we will provide. The evaluation from your groupmates will be used to generate a weight for your group work. This weight can adjust your group work grade up (if your peers report that you made a larger than average contribution to the group) or down (if your peers report that you made a

smaller than average contribution to the group). It is essential that you complete the form. If you do not, we will assume that you are giving your peers the highest score (10) and you will receive the lowest (1).

Using technology in class:

Maintaining focus has never been easy, but today's technology makes the task harder than ever. Thus, using your phone in class is not permitted. Research has also shown that hand-writing notes is associated with greater retention and deeper understanding of the material compared to note-taking on a laptop. See here: <https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/> So, if you do decide to use a laptop for note-taking, I strongly advise disabling WiFi.

Oliver Burkeman's writing on productivity (and how it connects to living a meaningful life) has been helpful for me and perhaps can be for you too. Check out his recent column in the New York Times: "[Stop Multitasking. No, Really – Just Stop It.](#)" And you can find other related posts on his website: <https://www.oliverburkeman.com/posts>

Requests for re-grading

If you feel that your memo, template, or essay was inaccurately graded, first wait 24 hours to contact the TA or professor. After this reflection period, if you wish, you can email a formal request. This request should be sent within one week of the initial due date. In the request, kindly include the following information: 1) The grade you received, 2) The grade you believe you should have received, 3) a detailed explanation of why you deserve a different grade. Note that if we deem that re-grading is warranted, there remains the possibility that your re-grade may be lower than your original grade.

Long term accommodations:

If you need accommodations for more than one assignment due to special circumstances, please notify both the Professor and Student Accessibility and Achievement (SAA) as soon as possible. "Student Accessibility and Achievement works with students who have documented disabilities, mental health conditions, chronic health conditions, or other impairments." (learn more here: <https://www.mcgill.ca/access-achieve/>) You can contact SAA via access.achieve@mcgill.ca or (514)398-6009.

Their website also has lots of great learning support tools. See this page on note-taking, for example: <https://www.mcgill.ca/access-achieve/learner-support/note-taking-strategies>

Academic Integrity:

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/)."

Note: The University's website has useful sections on "[Integrity Scenarios](#)" and "[Plagiarism Examples](#)," where you can make sure you understand what constitutes an academic offense.

Language of graded work:

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).

Syllabus changes: Lastly, please note that this is a flexible syllabus and that the Professor might make some changes.

Course schedule:

Date and Topic	Reading	Due dates
INTRODUCTION: THEORETICAL FOUNDATIONS		
Wed 8/30 Introduction	Syllabus	
Mon 9/4 Labor Day – No Class		
Wed 9/6 Sociological Approaches to Gender	Utrata, J. (2019). Invisible labor and women's double binds: Collusive femininity and masculine drinking in Russia. <i>Gender & Society</i> , 33(6), 911-934.	
Mon 9/11 Intersectionality as Traveling Theory	Hoang, K. K. (2014). Flirting with capital: Negotiating perceptions of Pan-Asian	Mon 9/11 11 am: weekly memo

	ascendency and Western decline in global sex work. <i>Social Problems</i> , 61(4), 507-529.	
Wed 9/13 Critical Approaches to Development	Sud, N., & Sánchez-Ancochea, D. (2022). Southern discomfort: Interrogating the category of the global south. <i>Development and Change</i> , 53(6), 1123-1150.	
Mon 9/18 Discursive Politics	Mohanty, C. T. (1984). Under Western eyes: Feminist scholarship and colonial discourses. <i>Boundary 2</i> , 333-358. <u>Optional:</u> Cornwall, A. (2007). Buzzwords and fuzzwords: deconstructing development discourse. <i>Development in practice</i> , 17(4-5), 471-484.	Mon 9/18 11 am: weekly memo
Wed 9/20 Group Discussion		Wednesday 9/20 11 am: submit completed template for Wednesday's discussion
<p>Group discussion prompt (no essay):</p> <ul style="list-style-type: none"> - What does it mean to take a critical approach to development? How does this approach differ from other ways of thinking about development? Explore this question by drawing on one article of your choice from the journal <i>Sociology of Development</i> (https://online.ucpress.edu/socdev). The articles do not need to have a gender focus. 		
SECTION I: POLICY AND INSTITUTIONS		
Mon 9/25 WID, WAD, GAD: An Evolving Field	Baden, S., & Goetz, A. M. (1997). Who needs [sex] when you can have [gender]? Conflicting discourses on gender at Beijing. <i>Feminist review</i> , 56(1), 3-25. Three short "reports" from the Beijing 1995 conference (total pages: 16): Busia, A. P. (1996). On cultures of communication:	Mon 9/25 11 am: weekly memo

	<p>reflections from Beijing. <i>Signs: Journal of Women in Culture and Society</i>, 22(1), 204-210.</p> <p>Guy-Sheftall, B., & Sanders, K. W. (1996). Educating black women students for the multicultural future. <i>Signs: Journal of Women in Culture and Society</i>, 22(1), 210-213.</p> <p>Zheng, W. (1996). A historic turning point for the women's movement in China. <i>Signs: Journal of Women in Culture and Society</i>, 22(1), 192-199.</p>	
Wed 9/27 Mainstreaming	Scala, F., & Paterson, S. (2017). Gendering public policy or rationalizing gender? Strategic interventions and GBA+ practice in Canada. <i>Canadian Journal of Political Science/Revue canadienne de science politique</i> , 50(2), 427-442.	
Mon 10/2 Queering Development	Roy, Srila (2022) Changing the Subject: Feminist and Queer Politics in Neoliberal India (Chapter 2: Queer Activism as Governmentality: Regulating Lesbians, Making Queer)	Mon 10/2 11 am: weekly memo
Wed 10/4 Guest lecture with Dr. Nancy Tapias Torrado	Torrado, N. R. T. (2022). Overcoming silencing practices: indigenous women defending human rights from abuses committed in connection to mega-projects: a case in Colombia. <i>Business and Human Rights Journal</i> , 7(1), 29-44.	
Mon 10/9	Fall Break	
Wed 10/11		
Mon 10/16 Gender Equality as Smart Economics	Moeller, K. (2018). <i>The Gender Effect</i> . University of California Press. (Chapter 4: Searching for Third World Potential, pages 120-143)	Mon 10/16 11 am: weekly memo
	Optional: Prügl, E., & True, J.	

	(2014). Equality means business? Governing gender through transnational public-private partnerships. <i>Review of International Political Economy</i> , 21(6), 1137-1169	
Wed 10/18 Group Discussion for Section Essay		Wednesday 10/18 11 am: submit completed template for Wednesday's discussion
Section essay topic:		
<ul style="list-style-type: none"> - To what extent can neoliberal institutions advance a feminist agenda? In answering this question, focus on two or three institutions, drawing on their websites for primary material. 		
Due date for section essay: Sunday 10/22 at 11:59 pm		
SECTION II: PATHS TO EMPOWERMENT? WORK AND EDUCATION		
Mon 10/23 Empowerment	Roy, S. (2017). Enacting/Disrupting the Will to Empower: Feminist Governance of "Child Marriage" in Eastern India. <i>Signs: Journal of Women in Culture and Society</i> , 42(4), 867-891.	Mon 10/23 11 am: weekly memo
Wed 10/25 Education	Khurshid, A. (2015). Islamic traditions of modernity: Gender, class, and Islam in a transnational women's education project. <i>Gender & Society</i> , 29(1), 98-121.	
Mon 10/30 Working in Aidland	Wilks, M. C. (2019). Activist, Entrepreneur, or Caretaker? Negotiating Varieties of Women in Development. <i>Gender & Society</i> , 33(2), 224-250.	Mon 10/30 11 am: weekly memo
Wed 11/1 Shifting Global Economies	Salzinger, L. (2016). Re-marking men: Masculinity as a terrain of the neoliberal economy. <i>Critical Historical Studies</i> , 3(1), 1-25.	
Mon 11/6 Conditional cash transfers	Cookson, T. P. (2018). <i>Unjust conditions</i> . University of California Press. (Chapter 4 Rural Women Walking and Waiting pages 76 to 96)	Mon 11/6 11 am: weekly memo
Wed 11/8 Group Discussion for Section Essay		Wednesday 11/8 11 am: submit completed template for Wednesday's discussion

Section Essay Question:		
<ul style="list-style-type: none"> - Have microfinance programs advanced women's empowerment? In answering this question, discuss at least two specific microfinance projects. 		
Due date for section essay: Sunday 11/12 at 11:59 pm		
SECTION III: INTIMATE INTERVENTIONS		
Mon 11/13 'Engaging' Men	Datta, K. (2004). A coming of age? Re-conceptualising gender and development in urban Botswana. <i>Journal of Southern African Studies</i> , 30(2), 251-268.	Mon 11/13 11 am: weekly memo
Wed 11/15 Population and Development as a Policy Arena	Luke, N., & Watkins, S. C. (2002). Reactions of developing-country elites to international population policy. <i>Population and Development Review</i> , 28(4), 707-733.	
Mon 11/20 Questions of measurement	Senderowicz, L., & Maloney, N. (2022). Supply-Side Versus Demand-Side Unmet Need: Implications for Family Planning Programs. <i>Population and Development Review</i> .	Mon 11/20 11 am: weekly memo
Wed 11/22 HIV/AIDS	Mojola, S. (2014). <i>Love, Money, and HIV: Becoming a Modern African Woman in the Age of AIDS</i> . (Chapter 4: Love, Money, and HIV prevention).	
Mon 11/27 Pregnancy and schooling (guest lecture with Dr. Milka Nyariro)	Nyariro, M. P. (2018). Re-conceptualizing school continuation & re-entry policy for young mothers living in an urban slum context in Nairobi, Kenya: A participatory approach. <i>Studies in Social Justice</i> , 12(2), 310-328.	Mon 11/27 11 am: weekly memo
Wed 11/29 Low Fertility and Population Anxiety	Brinton, M. C., & Oh, E. (2019). Babies, work, or both? Highly educated women's employment and fertility in East Asia. <i>American Journal of Sociology</i> , 125(1), 105-140.	
Thurs 11/30 Group Discussion for Section		Thursday 11/30 11 am: submit completed

Essay		template for Thursday's discussion
<p>Section Essay Questions:</p> <ul style="list-style-type: none"> - To what extent should boys and men be targets of gender and development programming? In answering this prompt, discuss at least two development projects that have focused on questions of masculinity. - Many countries are dealing with aging populations due to low fertility rates. To what extent are the causes of low fertility a function of gender dynamics? And can governments advance policies that are simultaneously pronatalist and feminist? In answering this question, discuss at least two low fertility countries in some depth. 		
Mon 12/4 Course Wrap-up and Goodbye		
Due date for section essay: Tuesday 12/5 at 11:59 pm		