

Huron University College
London, Canada
Centre for Global Studies
CGS 3519F: Global Inequalities Based on Sexual Differences
Fall 2017

CGS 3519F: Global Inequalities Based on Sexual Differences

Instructor: C. Gaudet

Day, time and place of lectures:
Wednesdays 9:30-11:20am AND
Fridays 10:30-11:20am in Room
#W8

Office number: A13

Office hours: Wednesdays and
Fridays 11:30-12:30

Email: cgaudet5@uwo.ca

Prerequisite(s): 0.5 Centre for Global Studies course at the 1000 – 1099 level, or permission of the Centre for Global Studies.

Course Description:

Social reproduction, including care work, is central to issues of global inequality, poverty and economic development. And yet, the tremendous amount of paid and unpaid work (typically undertaken by women and girls) involved in sustaining and replenishing people and communities on a daily and generational basis, remains largely invisible within mainstream development discourse and practice. This course encourages students to think critically and creatively about what “development practice [might] look like if it took care seriously from a women’s rights and gender equality perspective” (Chopra and Sweetman 2014). In the opening weeks of the course students will be introduced to various theoretical perspectives on gender within the field of development, paying particular attention to the relationship between women’s paid, unpaid and informal work for understanding gender (in)equality. We will then explore how these theoretical perspectives have been applied to particular debates and issues in development studies including the feminization of poverty, transnational care migration, social protection, reproductive justice, and climate change. Students will have an opportunity to apply the theories and key concepts learned in the course to a related topic of their choosing in their final paper.

Learning Outcomes:

- Recognize sex/gender, sexuality, race, ethnicity and class as intersecting and mutually constituted social categories that shape people's identities and material realities
- Compare and contrast different theoretical perspectives on gender within development thought, including key contributions and limitations of each theory
- Discuss the relationship between productive and reproductive labour and its significance in feminist theorizing on gender inequality
- Apply the concepts of gender, social (re)production and care to analyze contemporary issues/debates within the field of global development

Required Texts

Required readings listed in the lecture schedule below will be made available through OWL.

Assignments and Grade Breakdown

*Detailed instructions for each assignment will be provided in class and on OWL.

Attendance 5% (Ongoing)

Participation 10% (Ongoing)

Critical Reflection Paper 15% (October 6th)

Seminar Presentation 15% (TBD)

Essay Proposal and Annotated Bibliography 15% (November 3rd)

Research Paper 40% (December 8th)

Attendance 5% and Participation 10% (15%)

Attendance and participation are crucial to the success of this course. Therefore, attendance will be worth 5% and participation will be worth 10%. In addition to coming to class having completed the readings for each week, students should also be prepared to engage in an informed discussion of the course materials.

Seminar Facilitation 15%

Working in groups of 2-3, each student will be responsible for facilitating class discussion for 30 minutes. Presentations will be centered on a reading(s) from the assigned week that the students find intriguing. Students will be asked to provide a brief summary of the author's main arguments followed by a critical analysis of the reading. Each group will also be responsible for integrating discussion questions into their presentation.

Critical Reflection Paper 15%

Drawing on 2-3 course readings, students will be asked to write a 4-5 page (double spaced) paper that identifies, explains, and reflects on key themes that emerge

from the selected readings. ***Critical reflection papers cannot cover the same reading(s) analyzed in your group presentation.

Essay Proposal and Annotated Bibliography 15%

Prior to submitting their final research papers, students will be required to complete an essay proposal detailing the topic they would like to explore and a research question (1-2 pages). Additionally, students must complete an annotated bibliography including a summary of five scholarly sources that will be used in the final paper (3-4 pages). Each of the 5 sources should be listed with a full bibliographic reference in either APA or MLA format, followed by a brief summary of the source (in your own words), the author's argument and an explanation of how the source informs your analysis. The instructor will provide feedback on the topic and sources selected in the annotated bibliography and make suggestions for improvement in the final research paper. The entire proposal should be 5 to 6 pages in length.

Research Paper 40%

Students must complete a research paper on a topic of their choosing that is related to the course. Papers can focus on a theoretical debate identified in the course material or they can focus on a particular case study, so long as the topic is relevant to the course. Students should incorporate 8 to 10 academic sources (books, scholarly journals, reports etc.). Out of these sources at least 5 must be published within the last 10 years. The final essay should be 8-10 double spaced pages and will be due on the last day of class (December 8th).

Course Policy on Late and Missed Assignments

Late assignments submitted without prior approval from the instructor or your academic counselor will incur a penalty of 2% per day including weekends.

Email

I will try to respond to emails within 48 hours (except on weekends). If you do not receive a response within 48 hours it is okay to send a follow-up email. Please use your UWO account to avoid your emails being caught in the spamtrap and be sure to list the course code in the subject heading.

Lecture and Reading Schedule

Week 1 (Sept. 8th): Introduction: Approaches to Gender in Development Thought

Henshall Momsen, Janet. (2004) "Introduction: Gender is a Development Issue." In *Gender and Development*, 1-20. London: Routledge.

Week 2 (Sept 13th and Sept 15th): Gender and Development

Beneria, Lourdes, Berik, Gunsell, and Floro, Maria. (2016) "Chapter 1: Gender and Development: A Historical Overview." In *Gender, Development and Globalization: Economics as if all People Mattered* 2nd Edition, 1-36. New York: Routledge.

Harcourt, Wendy. (2005) "The Body Politic in Global Development Discourse: A Women and the Politics of Place Perspective." In *Women and the Politics of Place*, 32-47. Eds. W. Harcourt and A. Escobar. Bloomfield: Kumarian Press.

Week 3 (Sept 20th and Sept 22nd): Defining and Measuring 'Women's Empowerment'

Kabeer, N. (1999) "Resources, Agency, and Achievements: Reflections on the Measurements of Women's Empowerment." *Development and Change* 30: 435-464.

Syed, Jawad. (2010) "Reconstructing Gender Empowerment." *Women's Studies International Forum*. Vol. 33. Pgs. 283-294.

Cornwall, Andrea and Edwards, Jenny. (2014) "Introduction: Negotiating Empowerment." In *Feminisms, Empowerment, and Development: Changing Women's Lives*, 1-31. Eds. A. Cornwall and J. Edwards. London and New York: Zed Books.

Group Presentation #1: _____

Week 4 (Sept 27th and Sept 29th): Post-Colonial and Transnational Feminist Perspectives

Mohanty, Chandra. (2003) "Under Western Eyes: Feminist Scholarship and Colonial Discourses." In *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*, 17-42. Durham & London: Duke University Press.

McEwan, Cheryl. (2001) "Postcolonialism, feminism, and development: Intersections and dilemmas." *Signs*, 1 (2): 93-111.

Koffman, O. & Gill, R. (2014) "'The revolution will be led by a 12-year-old girl': girl power and global biopolitics." *Feminist Review*, 105, 83-102.

Film: *Girl Rising* (2013) *Screened in class

Group Presentation #2: _____

Week 5 (Oct 4th and Oct 6th): Gendered Implications of Neoliberal Policies

*Critical Reflection Papers Due Oct 6th

Harrison, Faye V. (1997) "The Gendered Politics and Violence of Structural Adjustment: A View from Jamaica." In *Situated Lives: Gender and Culture in Everyday Life*, 451-468. Eds. L. Lamphere, H. Ragone and P. Zavella. New York, NY: Routledge.

Razavi, Shahra. (2009) "The Gendered Impacts of Liberalization: Towards "Embedded Liberalism?" In *The Gendered Impacts of Liberalization: Towards "Embedded Liberalism?"* 1-36. New York: Routledge.

Perrons, Diane. (2015) "Gendering the inequality debate." *Gender and Development* 23, 2: 207-222.

Group Presentation #3: _____

Fall Reading Week - Oct 9th-Oct 13th – No Classes

Week 6 (Oct 18th and Oct 20th): Gender, Poverty and (Women's) Unpaid Care Work

Harcourt, Wendy. (2009) "Chapter 3: Productive and Caring Bodies." *Body Politics in Development: Critical Debates in Gender and Development*, 69-93. New York: Zed Books.

Carmona, Magdalena Sepúlveda & Donald, Kate. (2014) "What does care have to do with human rights? Analyzing the impact on women's rights and gender equality." *Gender & Development* 22 (3): 441-457.

Esquivel, Valeria. (2014) "What is a transformative approach to care, and why do we need it?" *Gender & Development*, 22 (3): 423-439.

Group Presentation #4: _____

Week 7 (Oct 25th and Oct 27th): Neo-liberal Globalization and Transnational Care Migration

Misra, Joya, Jonathan Woodring and Sabine N. Merz. (2006) "The Globalization of Care Work: Neoliberal Economic Restructuring and Migration Policy." *Globalizations*, 3 (3): 317-332.

Arat-Koc, Sedef. (2006) "Whose Social Reproduction? Transnational Motherhood and Challenges to Feminist Political Economy." In *Social Reproduction: Feminist Political Economy Challenges Neo-Liberalism*, 75-92. Eds. K. Bezanson and M. Luxton. Montreal: McGill-Queen's University Press.

Pande, Amrita (2012). "From "Balcony Talk" and "Practical Prayers" to Illegal Collectives: Migrant Domestic Workers and Meso-Level Resistances in Lebanon." *Gender & Society* 26, (3): 382-405.

Group Presentation #5: _____

Week 8 (Nov 1st and Nov 3rd): Gendered Workers in the Global Economy

*Essay Proposal and Annotated Bibliography Due November 3rd

Enloe, Cynthia. (2014) "Women's Labor is Never Cheap: Gendering Global Blue Jeans and Bankers." In *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*, 2nd Edition, 250-304. Los Angeles: University of California Press.

Siddiqi, D.M. (2009). "Do Bangladeshi garment workers need saving? Sisterhood in the Post-sweatshop Era." *Feminist Review*, 91: 154-174.

Akter, Kalpona. (2016). "On organizing for economic justice in Bangladesh." In *Women and Girls Rising: Progress and Resistance Around the World*, 275-282. Eds. E. Chesler and T. McGovern. London and New York: Routledge.

Film:

Morgan, Andrew, Director. (2015) *The True Cost*. Life is My Movie Entertainment Company. 92 minutes. *Screened in class

Group Presentation #6: _____

Week 9 (Nov 8th and Nov 10th): Women in the Informal Economy

Rodin, Danielle L, Kristen McNeill, Norma Vite-Leon, & Jody Heymann. (2012) "Determinants of informal employment among working mothers in Mexico." *Community, Work & Family*, 15 (1): 85-99.

Chen, Martha Alter. (2009) "Informalization of Labour Markets: Is Formalization the Answer?" In *The Gendered Impacts of Liberalization: Towards "Embedded Liberalism?"* 191-118. New York: Routledge.

Baruah, Bipasha. (2004) "Earning Their Keep and Keeping What They Earn: A Critique of Organizing Strategies for South Asian Women in the Informal Sector." *Gender, Work and Organization*, 11 (6): 605-626.

Group Presentation #7: _____

Week 10 (Nov 15th and Nov 17th): Social Protection Programmes

Chant, Sylvia. (2016) "Women, Girls, and World Poverty: Empowerment, Equality or Essentialism?" *IDPR* 38, 1: 1-24.

Reid, E., Waring, M. Enriquez, C., & Shivdas, M. (2012) "Embracing Disruptions, Responding to Uncertainties, Valuing Agency: Situating a Feminist Approach to Social Protection." *Society for International Development* 55, 3: 291-298.

Molyneux, Maxine. (2006) "Mothers at the service of the new poverty agenda: *Progres/Oportunidades, Mexico's Conditional Cash Transfer Programme.*" *Social Policy & Administration* 40, 4: 425-449.

Group Presentation #8: _____

Week 11 (Nov 22nd and Nov 24th): Feminization of Microcredit

Amin, Ruhul. (1998) "NGO-Promoted Microcredit Programs and Women's Empowerment in Rural Bangladesh: Quantitative and Qualitative Evidence." *Journal of Developing Areas*, 32 (2): 221-236.

Khan, Shahrukh Rafi. (2016) "Microcredit in South Asia: Privileging Women's Perceptions and Voices." *Progress in Development Studies* 16, (1): 65-80.

Valencia-Fourcans, Lidia & Hawkins, Roberta. (2016). "Representations of Women in Microcredit Promotional Materials: The Case of Esper Ecuador." *Journal of International Development* 28, (4): 507-527.

Group Presentation #9: _____

Week 12 (Nov 29th and Dec 1st): Sexual and Reproductive Health, Rights and Justice

Harcourt, Wendy. (2009) "Chapter Two: Reproductive Bodies." In *Body Politics and Development: Critical Debates in Gender and Development*, 38-67. London and New York: Zed Books.

Yamin, Alicia Ely & Boulanger, Vanessa M. (2013) "Embedding sexual and reproductive health and rights in a transnational development framework: lessons learned from the MDG targets and indicators." *Reproductive Health Matters*, 21 (42): 74-85.

Crane, Barbara B. & Dunsenberry, Jennifer. (2004). "Power and Politics in International Funding for Reproductive Health: the US Global Gag Rule." *Reproductive Health Matters* 12, 24: 128-137.

Group Presentation #10: _____

Week 13 (Dec 6th and Dec 8th): Climate Justice

*Final papers due

Gender and Environment Series Editorial Committee (GESEC). (2011) “Feminist Political Ecology.” In *The Women, Gender and Development Reader*, 2nd Edition, 43-46. Ed. N. Visvanathan. New York: Zed Books.

The Women’s Environment and Development Organization (WEDO). (2011) “Gender, climate change and human security: lessons from Senegal.” In *The Women, Gender and Development Reader*, 2nd Edition, 317-326. Ed. N. Visvanathan. New York: Zed Books.

Mathai, Wanjira. (2016) “Women’s Role in Energy Access Solutions to Climate Change.” In *Women and Girls Rising: Progress and Resistance Around the World*, 360-366. Eds. E. Chesler and T. McGovern. London and New York: Routledge.

Film: *Taking Root: The Vision of Wangari Maathai* (2008) *Screened in class



Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s)

of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

(c) **Non-medical Grounds: Consult Instructor Directly**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Provost and Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>