

9-2013

# SOCI 371.01: Gender and Global Development

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# **SOCI 371: Gender & Global Development**

Fall 2013

Classroom: NAS Center Room 105, T Th 12:40-2

**Dr. Teresa Sobieszczyk**

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## **COURSE DESCRIPTION**

This course aims to equip students with the analytical and conceptual skills needed to understand gender issues regarding colonialism, development, and globalization. It is a core course for the International Development Studies (IDS) minor, a content course for the Rural and Environmental Change (REaCH) Option in the Sociology Department, and a content course for the Women's and Gender Studies minor. Please contact Dr. Sobie if you are interested in enrolling in either the REaCH option in the Sociology major or the IDS minor. Please contact Elizabeth Hubble ([elizabeth.hubble@mso.umt.edu](mailto:elizabeth.hubble@mso.umt.edu)) or Anya Jabour ([anya.jabour@mso.umt.edu](mailto:anya.jabour@mso.umt.edu)) if you are interested in enrolling in the WGS minor.

## **Learning Goals:**

1. Students will develop a sociological perspective on gender and use it to investigate processes, programs, and outcomes of colonialism, economic and social development, and globalization.
2. Students will be able to describe and critique commonly used concepts, measures, and indicators of development.
3. Students will be able to explain the evolution of theories on women, gender, men, and development and critique various theories of women, gender, men, and development.
4. Students will be able to articulate and analyze selected issues related to gender and development.
5. Students will be able to explain and critique theories of gender and globalization, particularly those related to the labor force, migration, and trafficking.
6. Students will be able to critique key development institutions regarding their ability to adequately address gender issues.

Students' performance will be evaluated based on two exams, one small group poster project, one individual essay, reading quizzes, and class participation, preparation, and attendance.

## **CLASSROOM ENVIRONMENT**

We will be talking about some sensitive and potentially controversial issues this term. Please treat each other and each other's ideas respectfully so that the classroom will be an environment where everyone feels comfortable sharing their perspectives and experiences. Keep in mind that the University of Montana forbids discrimination on the basis of ethnicity, race, religion, sex, age, marital status, sexual orientation, or disability.

In addition, all students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review at [http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php)

## **CLASS TEXT, READINGS, AND FILMS**

All students should purchase the following text, which is available at the university bookstore and at Amazon:

Orwell, George. 1934. *Burmese Days*. New York: Harper and Brothers.

It is also available for download or reading at <http://ebooks.adelaide.edu.au/o/orwell/george/o79b/> and <http://gutenberg.net.au/ebooks02/0200051.txt>

One copy of this book is on reserve at the Reserve Desk in Mansfield Library. Additional readings will be made available through the ERES course reserve system and as photocopies at the Mansfield Library Reserve Desk. All

readings should be completed BEFORE the class for which they are assigned as the topics they raise will be discussed that day in class. Films are available from Dr. Sobie (TS) or at the Mansfield Library Reserve Desk and can be watched on DVD players on the ground floor of Mansfield Library.

## **COURSE EXPECTATIONS AND REQUIREMENTS**

### **Exams (25% each, 50% total):**

There will be two exams held on 10/15/13 and 12/11/13. They will cover the material in the preceding section (though clearly concepts and theories discussed in earlier sections may relate to the issues later in the course and so will still be expected to inform your responses). Questions will be drawn from lectures, discussions, readings, classroom presentations, posters, and movies and may include multiple choice, short-answer, and essay questions. Make up exams will be considered on a case-by-case basis with *advanced* permission. If you miss an exam, you must make it up within one week of the regularly scheduled exam date or it will revert to a zero. I will introduce the exam format, practice questions, and study guides as the course progresses.

### **One Short Paper (15%)**

You will write one individual paper, which will be due at the beginning of class on 9/17/13. Late papers will be accepted if they are submitted within one week of the original due date, with a one letter grade penalty; otherwise, the assignment will be given a zero. See details on this assignment after the course schedule, below.

### **Small Group Poster Project (15%)**

In a group assigned in class, you will collaborate to complete a poster project on an issue or problem related to gender and global development. You and your group members will present the poster during the poster sessions held 11/5 and 11/7 in class. No late posters will be accepted! Be sure to attend the poster sessions as information from the posters will be on the final exam! The degree to which you cooperated with and helped your small group will be a part of your grade, and those who fail to adequately participate in their small group will receive a zero for the project. Note the poster evaluation form at the end of the syllabus.

### **Reading Quizzes (15%)**

The success of the course depends on you! In order to facilitate lively classroom interactions, I expect you to complete assigned readings and writing assignments prior to the class for which they are assigned and to be prepared to discuss them in class. To help ensure that you are prepared for class, each class that has a reading assignment listed will have a short quiz over the readings assigned for that day. The format of the quizzes may be multiple choice, short answer, or short essay. An average of the scores from all quizzes given during the term will comprise 15% of your overall grade. No quizzes may be made up; however I will forgive the two lowest quiz scores. If you miss a quiz, then this will be one of your two lowest quiz scores.

### **Class Participation, Attendance, and Homework (5%):**

I like students to be thinking and contributing to class discussions, so plan to attend and participate actively in each class this term. Keep in mind that missed discussions, quizzes, and attendance cannot be made up, which ultimately lowers your grade. If you are habitually tardy, your course grade will be lowered. Students who miss a class should be sure to obtain the class notes and announcements from a fellow classmate; once you've read them over, if you have any questions, please see us in office hours. This component of your grade will also include your personal introduction paper, as well as occasional in-class group discussion write ups and other in-class assignments.

## **GRADING**

Two exams	50 percent
Individual paper on <i>Burmese Days</i>	15 percent
1 small group poster project	15 percent
Reading quizzes	15 percent
Class Participation, Homework, & Attendance	<u>5 percent</u>
<b>Total</b>	<b>100 percent</b>

## OFFICE HOURS

Please feel free to meet me immediately after class or to drop by during scheduled office hours. If it is impossible to meet during office hours, please make an appointment to meet me at another time.

## COURSE ETIQUETTE

Please be on time to class and plan to stay through the whole class. No appointments should be scheduled during class time. Please turn off all cell phones and pagers when you enter the classroom. You may use a computer to type notes for this class; however, if I discover that you are web surfing or studying something for another class, I will confiscate the computer until the end of class. No cell phones, computers, or other electronic devices may be opened during exams.

## STUDY TIPS

Because most students learn through writing, it would be a good idea to take detailed notes on lectures and films. While selected PowerPoint charts and graphs will be posted on ERES, most other lecture material will not, so your notes will be an invaluable study tool. I also advise you to take notes on assigned readings, particularly definitions of concepts and theories. You are strongly recommended to meet informally in study groups outside of our regular class meetings. Students who participate regularly in such groups tend to do better on papers and exams.

## SOCI 371 Gender & Global Development

Fall 2013

### Reading/Assignment Schedule (subject to change)

ML = film available at Mansfield Library reserve desk TS = film available from Teresa

Week	Day	Topic, Readings, Assignments
<b>Week 1</b> 8/27/13	T	<b>Course introduction &amp; personal introductions</b> Small group discussion: "What is development?"
8/29/13	Th	<b>UNIT 1: GENDER AND THE DEVELOPMENT PROJECT</b> <b>Introduction to the Sociological Perspective on Gender</b> <b>Reading:</b> Kimmel, Michael. 2011. "Introduction" and "The Social Construction of Gender Relations." In <i>The Gendered Society</i> , 4 <sup>th</sup> ed., 1-17 and 111-138. New York: Oxford University Press.
<b>Week 2</b> 9/3/13	T	<b>Setting the Stage for Development: Gender and Colonialism</b> <b>Readings:</b> (1) Kloby, Jerry. 2006. "The Legacy of Colonialism." In <i>Beyond Borders: Thinking Critically about Global Issues</i> , ed. Paula S. Rothenberg, 99-106. New York: Worth Publishers. (2) "Colonialism in Africa, 1914." 2006. In <i>Beyond Borders: Thinking Critically about Global Issues</i> , ed. Paula S. Rothenberg, 126. New York: Worth Publishers. (3) Rodney, Walter. 2006. "How Europe Underdeveloped Africa." In <i>Beyond Borders: Thinking Critically about Global Issues</i> , ed. Paula S. Rothenberg, 107-125. New York: Worth Publishers. <b>Movie Excerpt &amp; Discussion:</b> <i>Race: The Power of an Illusion</i> (ML & TS) <b><u>Personal introduction paper due</u></b>
9/5/13	Th	<b>Race, Class, &amp; Gender in Colonialism, Part 1</b> <b>Reading:</b> <i>Burmese Days</i>
<b>Week 3</b> 9/10/13	T	<b>Race, Class, &amp; Gender in Colonialism, Part 1</b> <b>Reading:</b> <i>Burmese Days</i>
9/12/13	Th	<b>The Development Project: Conceptualizing &amp; Measuring Development</b> <b>Readings:</b> (1) International Forum on Globalization. 2006. "A Critical Look at Measurements of Economic Progress." In <i>Beyond Borders: Thinking Critically about Global Issues</i> , ed. Paula

		S. Rothenberg, 346-355. New York: Worth Publishers. (2) Sen, Amartya. 1999. "Development as Freedom." (excerpt). In <i>Development as Freedom</i> , 2-8. New York, Anchor Books.
<b>Week 4</b> 9/17/13	T	<b>Movie &amp; Discussion:</b> <i>Who's Counting?</i> (TS) <b><u>Burmese Days Essay due at the beginning of class!</u></b>
9/19/13	Th	<b>Approaches to Development</b> <b>Reading:</b> Hopper, Paul. 2012. "Theorizing Development." In <i>Understanding Development</i> , 25-45. Malden, MA: Polity Press.
<b>Week 5</b> 9/24/13	T	<b>Why isn't gender in development theory? Early Attempts to Bring in Women – WID &amp; WAD</b> <b>Readings:</b> (1) Hopper, Paul. 2012. "Gender and Development." In <i>Understanding Development</i> , 93-115. Malden, MA: Polity Press. (2) Charlton, Sue Ellen M. 1984. "Development and Women." In <i>Women in Third World Development</i> , 32-55. Boulder, CO: Westview Press.
9/26/13	Th	<b>WED &amp; Ecofeminism</b> <b>Readings:</b> (1) Momsen, Janet. 2010. "Gender and the Environment." In <i>Gender and Development</i> , 2nd ed., 109-139. New York: Routledge. (2) Shiva, Vandana. 1993. "Women's Indigenous Knowledge and Biodiversity Conservation." In <i>Ecofeminism</i> , Maria Mies and Vandana Shiva, 164-173. Highlands, NJ: Zed Books.
<b>Week 6</b> 10/1/13	T	<b>GAD &amp; Male Bias in Development</b> <b>Readings: (1)</b> Sharp, Joanne, John Briggs, Hoda Yacoub, and Nabila Hamed. 2003. "Doing Gender and Development: Understanding Empowerment and Local Gender Relations." <i>Transactions of the Institute of British Geographers</i> , 28, 3 (Sept.): 281-295. (2) Elson, Diane. 1995. "Male Bias in the Development Process: An Overview." (Excerpt). In <i>Male Bias in the Development Process</i> , 2nd ed., 1-15. Manchester, UK: Manchester University Press.
10/3/13	Th	<b>Women's Empowerment &amp; Gender Mainstreaming</b> <b>Reading:</b> Rao, Nitya. 2005. "Women's Rights to Land and Assets: Experience of Mainstreaming Gender in Development Projects." <i>Economic and Political Weekly</i> , 40, 44/45 (Oct. 29 - Nov. 4): 4701-4708.
<b>Week 7</b> 10/8/13	T	<b>Bringing Men Back into Development</b> <b>Reading:</b> Jacobsen, Joyce P. 2006. "Men's Issues in Development." In <i>The Other Half of Gender: Men's Issues in Development</i> , ed. Ian Bannon and Maria C. Correia, 1-28.
10/10/13	Th	<b>ISSUES IN GENDER &amp; DEVELOPMENT</b> <b>Gender &amp; Education</b> <b>Reading:</b> Global Campaign for Education. 2005. "Girls Can't Wait: Why Girls' Education Matters and How to Make It Happen Now: Briefing Paper for the UN Beijing +10 Review and Appraisal." <i>Reproductive Health Matters</i> , 13,25 (May): 19-22. <b>Movie &amp; Discussion:</b> Cambridge Educational. 2005. <i>Back to School in Afghanistan</i> . Lawrenceville, NJ: Cambridge Educational. (ML)
<b>Week 8</b> 10/15/13	T	<b><u>Exam #1 (Covers materials through 10/8/13 only)</u></b>

10/17/13	Th	<p><b>Gender Issues in Reproduction and Health</b>  <b>Readings:</b> (1) Kristof, Nicholas D. and Sheryl WuDunn, 2010. "Maternal Mortality—One Woman a Minute," "Why Do Women Die in Childbirth?," and "Family Planning and the 'God Gulf.'" In <i>Half the Sky: Turning Oppression into Opportunity for Women Worldwide</i>, 93-148. New York: Vintage Books.</p>
<p><b>Week 9</b> 10/22/13</p>	T	<p><b>Gender &amp; Rural Development</b>  <b>Readings:</b> (1) Momsen, Janet. 2010. "Gender in Rural Areas." In <i>Gender and Development</i>, 2nd ed., 140-175. New York: Routledge.  (2) Amuyunzu, Mary and Paul Francis. 2006. "Collapsing Livelihoods and the Crisis of Masculinity in Rural Kenya." In <i>The Other Half of Gender: Men's Issues in Development</i>, ed. Ian Bannon and Maria C. Correia, 219-244. Washington, D.C.: The International Bank for Reconstruction and Development / The World Bank.</p>
10/24/13	Th	<p><b>Gender &amp; Microcredit</b>  <b>Reading:</b> Rahman, Aminur. 1999. "Micro-credit Initiatives for Equitable and Sustainable Development: Who Pays?" <i>World Development</i> 27 (1): 67-82.  <b>Movie &amp; Discussion:</b> Ferraro, Gayle. 2000. <i>Sixteen Decisions</i>. Berkeley, CA: University of California Extension Center for Media and Independent Learning. (ML)</p>
<p><b>Week 10</b> 10/29/13</p>	T	<p><b>GENDER ISSUES IN GLOBALIZATION</b>  <b>The Globalization Project</b>  <b>Readings:</b> (1) Giddens, Anthony. "Globalisation." 2012. In <i>Globalization: The Transformation of Social Worlds</i>, ed. D. Stanley Eitzen and Maxine Baca Zinn, 3rd ed., 12-18. Belmont, CA: Wadsworth Cengage Learning.  (2) Pettman, Jan Jindy. 2006. "On the Backs of Women and Children." In <i>Beyond Borders: Thinking Critically about Global Issues</i>, ed. Paula S. Rothenberg, 437-440. New York: Worth Publishers.  (3) Connell, R.W. 2006. "Masculinities and Globalization." In <i>Globalization: The Transformation of Social Worlds</i>, ed. D. Stanley Eitzen and Maxine Baca Zinn, 2nd ed., 209-223. Belmont, CA: Wadsworth Cengage Learning., ed. Paula S. Rothenberg, 126.  (4) Goode, Erica. 2006. "Study Finds TV Trims Fiji Girls' Body Image and Eating Habits." In <i>Beyond Borders: Thinking Critically about Global Issues</i>, ed. Paula S. Rothenberg, 558-560. New York: Worth Publishers.</p>
10/31/13	Th	<b>Poster Project Working Day</b>
<p><b>Week 11</b> 11/5/13</p>	T	<b><u>STUDENT POSTER PRESENTATIONS</u></b>
11/7/13	Th	<b><u>STUDENT POSTER PRESENTATIONS</u></b>
<p><b>Week 12</b> 11/12/13</p>	T	<p><b>At Work in the Global Economy, Part 1</b>  <b>Readings:</b> (1) Wypijewski, JoAnn. 2006. "GE Goes South." In <i>Beyond Borders: Thinking Critically about Global Issues</i>, ed. Paula S. Rothenberg, 490-492. New York: Worth Publishers.  (2) Ferus-Comelo, Anibel. 2006. "Double Jeopardy: Gender and Migration in Electronics Manufacturing." In <i>Globalization: The Transformation of Social Worlds</i>, ed. D. Stanley Eitzen and Maxine Baca Zinn, 2nd ed., 87-98. Belmont, CA: Wadsworth Cengage Learning.</p>
11/14/13	Th	<p><b>At Work in the Global Economy, Part 2</b>  <b>Readings:</b> Wright, Melissa W. 2006. "Disposable Daughters and Factory Fathers." In</p>

		<i>Disposable Women and Other Myths of Global Capitalism</i> , 23-44. New York: Routledge. <b>Movie &amp; Discussion:</b> <i>China Blue</i> (ML/TS)
<b>Week 13</b> 11/19/13	T	<b>Rural-Urban Migration &amp; Development</b> <b>Reading:</b> Mills, Mary Beth. 2008. "From the Village to the Factory." In <i>Exploring Social Life</i> , ed. James M. Henslin, 73-84. Boston, MA: Pearson
11/21/13	Th	<b>Global Labor: Trafficking &amp; Debt Bondage Labor Migration</b> <b>Readings:</b> (1) Jeffreys, Sheila. 2006. "The Traffic in Women: Human Rights Violation or Migration for Work?" In <i>Migrant Women and Work</i> , ed. Anuja Agrawal, 195-217. New Delhi: Sage Publications. (2) Kwong, Peter. 1997. "Snakeheads." In <i>Forbidden Workers: Illegal Chinese Immigrants and American Labor</i> , 69-89. New York: The New Press.
<b>Week 14</b> 11/26/13	T	<b>Global Spouses: Marriage Markets &amp; Marriage Migration</b> <b>Readings:</b> (1) Zhou, Xing. 2010. "Chinese Men Head to Vietnam for the 'Perfect Wife.'" <i>CNN Travel</i> . 19 February. (2) Jeffreys, Sheila. 2009. "Marriage and Prostitution." In <i>The Industrial Vagina: The Political Economy of the Global Sex Trade</i> , 38-61. New York: Routledge. (3) Nakamatsu, Tomoko. 2003. "International Marriage through Introduction Agencies: Social and Legal Realities of 'Asian' Wives of Japanese Men." In <i>Wife or Worker? Asian Women and Migration</i> , ed. Nicola Piper and Mina Roces, 182-201. Boulder, CO: Rowman & Littlefield Publishers, Inc.
11/28/13	Th	HAPPY THANKSGIVING – NO CLASS!
<b>Week 15</b> 12/3/13	T	<b>Moving towards Gender Equality in Global Development</b> <b>Readings:</b> (1) Schech, Susanne and Sanjuga Vas Dev . 2007. "Gender Justice: The World Bank's New Approach to the Poor?" <i>Development in Practice</i> , 17, 1 (Feb.): 14-26. (2) Smyth, Ines. 2007. "Talking of Gender: Words and Meanings in Development Organizations." <i>Development in Practice</i> , 17, 4/5 (Aug.): 582-588.
12/5/13	Th	<b>Future Issues &amp; Priorities; Course summary, review, &amp; course evaluations</b>
12/11/13	W	<b>Final exam held from 3:20-5:20 in our regular room. It covers materials from 10/10/13 to 12/5/13. GOOD LUCK!</b>

### ASSIGNMENTS                      SOCI 371                      2013

1.     **Personal Introduction Paper (Due 9/13/13 at the beginning of class)**  
*This paper will count towards your class participation, attendance, and homework grade.*  
Write a 1-2 page, typed, double-spaced paper introducing yourself to me. In your paper, please . . .
  - A.     Tell me a little about yourself
  - B.     Explain why you are interested in gender, development, and globalization.
  
2.     **Burmese Days Essay (Due 9/17/13 at the beginning of class)**  
Write a 3-5 page typewritten, double spaced essay on some aspect of race, class, and/or gender issues in Orwell's *Burmese Days*. Plan to integrate quotations from *Burmese Days* (and possibly other class readings) to support your analysis. NO outside research is necessary. Be sure to use citations and provide a short reference list at the end of your paper. To save paper, you may put the reference list right at the end of your essay, rather than on a separate page as is normal.

3. **Small Group Poster Project (Due 11/5 at the beginning of class)**

Collaborate with your assigned small group members to complete a poster project on an issue or problem related to gender and global development. You and your group members will present the poster during the one of the poster sessions held in class on 11/5 and 11/7. Be prepared to explain the issues and debates displayed in your poster and to answer questions from Dr. Sobie and your classmates.

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**PROFESSIONAL POSTER PROJECT**

Creators:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**Poster Evaluation Criteria**

- \_\_\_ Poster content (60)
  - \_\_\_ Adequate/concise introduction of gender & development issue or problem, including its extent, time frame, who it impacts, etc. (30)
  - \_\_\_ Adequate/concise discussion of the various key impacts of the problem (e.g., on society, population, families, policy, gender equality, future generations, etc.) (30)
- \_\_\_ Poster format (30)
  - \_\_\_ Overall attractiveness of presentation (10)
  - \_\_\_ Easy to read & understand (5)
  - \_\_\_ Use of creative media (tables, photos, etc.) (10)
  - \_\_\_ Coherent, free from grammatical or writing errors (5)
- \_\_\_ Research, citation, and documentation (10 points)
  - \_\_\_ Correct citation of appropriate items in poster (statistics, quotations, obscure historical facts, & data, tables or charts clearly not your own, etc.) (5)
  - \_\_\_ Alphabetized reference list in correct format (either on front of poster OR attached to back of poster) (5)
- \_\_\_ TOTAL (Out of 100)

Note: Group members will each evaluate the other members of the group at the end of the poster sessions. Group members who receive a rating of "0" (out of 5) for their participation in the group will earn a "0" for the project. Group members who earn a "1" or "2" will receive one letter grade lower than the grade earned by their group.