

SO 340 — Women and World Development Prof. Ivy George

Spring Semester 2015

TR 11:30-1:05

FWLR/MAC/211

Frost 323, ext. 4408

Office Hours: MW 11.25-12.15 pm, T,R 1.15-2.50pm

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COURSE OBJECTIVES

One central question that this course is concerned with is the role gender (particularly women but not exclusively) plays in social, economic, cultural, environmental, political and religious life in societies the world over. In order to explore this issue we will undertake an interdisciplinary, cross-cultural, and international survey of literature on the subjects of: biology and culture, the cultural constructions of masculinity and femininity, the sexual division of labour and economic organization, women's involvement in ritual and religion, and the impact on gender issues of various social forces such as colonialism, the rise of the state, the global economy and globalisation. The course will explore how women's personal lives are shaped by these macro social forces and institutions.

PLAN OF STUDY

This semester demands extensive reading and requires critical engagement with the literature and a readiness to react to the readings in class. Curiosity and a commitment to the subject will enrich the experience of the course. Regular attendance is expected.

More than 2 absences in class attendance will result in a 2-point drop in grade for each absence. After two absences I will require a certified excuse from a clinician or someone else attending to your needs.

If you come to class late please do not expect me to note down your attendance. It is your responsibility to notify me. Please do not come late to class habitually.

Please take your final exam on the scheduled day and make your holiday plans accordingly.

TEXTS

Women and Human Development, Martha C. Nussbaum

Bananas, Beaches and Bases, Cynthia Enloe (Second Edition)

I will e-mail pertinent news items regularly. It is in your interest to read them to stay abreast of developments in the field.

COURSE REQUIREMENTS

Reaction papers (on Fridays at noon on Blackboard: 80%

Class Participation (5%)

May 9th - 12:00pm, Final Paper due (Blackboard: 15%).

CLASS PARTICIPATION (5%): Students will be evaluated for their class participation. The grade will be given at the end of the semester. Students who speak in class frequently and regularly, and who demonstrate that they read the assigned readings will receive a high grade.

Students who rarely speak in class, who are inattentive, or do not appear to have read the assigned readings will receive a low grade.

REACTION PAPERS

You are required to write 8 reaction papers over the semester. Three papers from three chapters in Nussbaum text, and five papers from Enloe. The papers should be turned in on Friday of the week whose readings you choose to write about. I will accept only one paper a week. **The paper should be 6 pages long and each paper should tackle two distinct ideas from each chapter of Nussbaum (3 submissions), and two ideas from each chapter in Enloe (5 submissions).** You are expected to: 1) select **two** ideas from your readings, 2) critically evaluate its merits (including how the idea might not be feasible), suggest an alternative if necessary, 3) discuss the relevance to contemporary society and 4) discuss any applications to your life.

PRESENTATIONS (15% of Final grade)

(April 26th onwards). You will do a joint presentation with another of your classmates on one of the topics given below (you are welcome to suggest your own). This is an opportunity to research your topic in light of some of the principles and perspectives raised in the course literature.

I envision two parts to this presentation: a) in class presentation (5 points) and, b) the written submission of your research paper (10 points).

Feel free to discuss your plans with me. Each team will be given 10-15 minutes for the presentation, after which there will be a 10 minute class response. You are welcome to be creative in your use of the media and arts in your presentation. Please **avoid or minimize your use of Powerpoint** as visually presenting what is being read aloud is redundant. Use it only when it is **a supplementary tool** to substantiate your arguments.

As you research your topic, please don't use class texts as a central reference. You are expected to draw on the most current literature in the field as discussion points. A rough outline of your presentation involves: a) Selection of a topic and state how it poses a social issue/problem. Provide details and data on the nature and scope of the problem you have chosen. **It should have large scale implications for a larger population with global relevance.** b) Discuss social policies, legislations, and programs that exist to address this problem. c) Critically evaluate these approaches and provide alternatives where necessary.

This is an 11 page paper (10 pages for essay and the last page for the citations). Please follow the accompanying guidelines for writing.

PRESENTATIONS TOPICS (Not limited to these.)

Women and the Media

Women and Religion

Women and the Workforce

Women and Science/Health/Medicine

Women and War

Women and Education

Women and Sports
 Women and the Family
 Women and Politics
 Women and the Environment

Women and Economics
 Women and Literature
 The Female Body in Popular Culture
 Women and the Law

Grade Range:

95-100	A
90-95	A-
85-90	B+
80-85	B
75-80	B-
70-75	C+
65-70	C
60-65	C-
55-60	D+
50-55	D
45-50	D-

EXPECTATIONS AROUND GRADES:

1. Read the syllabus. I have tried to be as clear and explicit as I can. Most of the time students ask questions without reading the syllabus.
2. Do not start calculating your grade (prematurely) based on partial or incomplete work. In other words, your sense that you got an 'A' on an exam does not mean that you are heading towards an 'A' as a final grade. The grade range above is your final indicator.
3. Due to the nature of requirements with essays, journals and book reviews an 'A' grade is rare though hardly impossible. Grades for papers and participation rarely get full points because of the subjective nature of the evaluations, rather the grade points stand as a bar to aspire to. On your written work – the innovative choice of topic, the extent of research, the mechanics of writing are crucial for a high grade. Similarly, for class participation you will not get the full points allotted as that presumes consistent and substantive participation which is difficult to do much of the time. But of course you can work towards getting close to the bar.

If you are anxious about your class performance please free to check in with me periodically.

4. The instructor will take points away for the number of days missed and/or for class participation.

PERSONAL PHILOSOPHY TOWARDS TEACHING AND LEARNING

I believe that at a very fundamental level, each of us houses the teacher and the learner in ourselves. Our lives along with the world we live in make up the center stage on which such activities take place. This being my conviction, it then follows that I the “teacher” am a learner and you the “student” are a teacher as well. It is important then that in the classroom we draw on our earlier learning and contribute to the learning of others around us. Male or female, please try not to use “I am dumb/shy/etc.” as an excuse not to participate in class. All of you have it in you.

I believe that non-participant “accumulation” of information is what renders most education programs either impotent or elitist. Neither outcome is acceptable for the Christian. Needless to say, such participation by way of questions, answers or observations demands diligent preparation for class and regular attendance.

Learning and teaching in the pursuit of life, liberty and justice for all is a challenge and I invite you to pursue these with me. Have an enjoyable term!

COURSE ACCOMMODATIONS

Gordon College is committed to assisting students with documented disabilities (See *Academic Catalog Appendix C for documentation guidelines*). A student with a disability who may need academic accommodations should follow this procedure:

1. Meet with a staff person from the Academic Support Center (Jenks 412, X4746) to:
 - a) Make sure documentation of your disability is on file in the ASC,
 - b) Discuss the accommodations for which you are eligible,
 - c) Discuss the procedures for obtaining the accommodations, and
 - d) Obtain a **Faculty Notification Form**.
2. Deliver a Faculty Notification Form to each course professor *within the first full week of the semester*; at that time make an appointment to discuss your needs with each professor.

Failure to register in time with your professor may compromise our ability to provide the accommodations. Questions of disputes about accommodations should be immediately referred to the Academic Support Center. See **Grievance Procedures** available from the ASC.

CODES OF CONDUCT IN CLASS

1. **PLEASE DO NOT TURN OUT TO CLASS AS IF YOU ARE BOUND FOR THE SHORE OR A DINNER DANCE. REMEMBER YOU HAVE COME TO BE A MATURE THINKER.**
2. **PLEASE TURN OFF YOUR CELL PHONES ON ARRIVAL.**
3. **PLEASE DO NOT BRING YOUR MEALS TO CLASS. WATER IS PERMITTED.**

4. IT IS ASSUMED THAT YOU KNOW THE NECESSARY CUES ON NAPPING, CHATTING AND OTHER INAPPROPRIATE AND DISRESPECTFUL BEHAVIOURS.
5. LAPTOPS ARE NOT ALLOWED IN CLASS.
6. HABITUAL TARDINESS WILL NOT BE ACCEPTED.
7. WHILE WE WILL BE DISCUSSING SOCIETAL PATTERNS AND TRENDS NATIONALLY AND INTERNATIONALLY, WE WILL NOT USE GORDON COLLEGE AS A CASE TO APPLY ANY OF OUR SOCIAL ANALYSIS.
8. THE INSTRUCTOR RESERVES THE RIGHT TO ADDRESS THE STUDENT IN THE EVENT THAT THE ABOVE CODES ARE VIOLATED.

Guidelines for a Clear and Well Constructed Essay

1. An essay should have a clear statement of your theses. Your thesis is whatever you are arguing in the body of the essay. For example, you may wish to argue that the idea you are examining contains important implications that are not drawn out by the author and that give additional weight to the significance of the idea. Or, oversights or other defects in the way the idea is delineated and that these require a reconceptualization of the idea in a manner you specify in the essay. Or, your thesis may be an insight of your own to which your careful consideration of the subject matter has led you.
2. The opening paragraph should contain the clear statement of the thesis and an indication of the plan or progression of the essay as a whole. This enables the reader to see how you move from your initial thesis to your conclusion.
3. Each paragraph thereafter should begin with a topic sentence, i.e., a sentence that states the controlling idea of the paragraph.
4. The order of the paragraph should conform to the plan of the essay set out in the introductory paragraph.
5. The essay should conclude with a paragraph that summarizes the argument of the essay as a whole.
6. You should quote only when it is necessary and when the quotation advances your argument or confirms your interpretation of the material. Avoid long quotations. Quotations containing more than three lines should be indented and single-spaced.

7. Provide references for every quotation and direct paraphrase.
8. Use the active voice except where it would sound awkward.
9. Make your sentence construction as straightforward as possible.
10. Number your pages.
11. Use #12 for print size.
12. Check your spelling.
13. Use gender inclusive language where appropriate and necessary.
14. Read essay aloud, if possible to another person, before making the final draft.
15. Provide a bibliography with complete bibliographic information.

**** I HAVE NOT OUTLINED IN DETAIL WHAT THE DESIGNATED WEEKLY CLASS READINGS ARE BECAUSE WE WILL HAVE TO BE FLEXIBLE IN TERMS OF THE MATERIAL COVERED EVERY WEEK. HENCE I WILL ANNOUNCE THE FOLLOWING WEEK'S READING AT THE END OF EVERY WEEK.**

ALL REQUIREMENTS FOR THE COURSE WILL HAVE TO BE MET FOR A PASSING GRADE