

SOCI 471: GENDER & GLOBAL DEVELOPMENT

Fall 2019

T and Th 9:30-10:50, SS 330/338

Dr. Teresa Sobieszczyk (Dr. Sobie)

Office Hours: M 2-3 & Th 11-1 or by appointment

Office: SS 303

Mailbox: SS 339

Telephone: (406) 243-4868

Email: teresa.sobieszczyk@umontana.edu

COURSE DESCRIPTION

This course aims to equip students with the analytical and conceptual skills needed to understand gender issues regarding colonization, international development, and globalization. We will explore gender vis-à-vis various measures of development and theories of development and globalization, and then turn our focus to selected issues in gender and international development. This is a core course for the International Development Studies (IDS) minor, an optional course for the Inequality and Social Justice and Rural and Environmental Change emphases in the Sociology Department, and a content course for the Women's, Gender, and Sexuality Studies major.

Learning Goals:

1. Students will develop a sociological perspective on gender and use it to investigate processes, programs, and outcomes of colonization, 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, men, gender, 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 and migration

Students' performance will be evaluated based on three exams, one poster project, one individual essay, reading questions, and class participation, preparation, and attendance.

BASIC NEEDS STATEMENT

Any student who faces challenges securing food or housing, and believes that this could affect their performance in this course, is urged to contact any or all of the following campuses resources:

Food Pantry Program

UM offers a food pantry that students can access for emergency food. The pantry is open on Tuesdays from 9 to 2, on Fridays from 10-5. The pantry is located in UC 119 (in the former ASUM Childcare offices). Pantry staff operate several satellite food cupboards on campus (including one at Missoula College). For more information about this program, email umpantry@mso.umt.edu, visit the pantry's [website](https://www.umt.edu/uc/food-pantry/default.php) (<https://www.umt.edu/uc/food-pantry/default.php>) or contact the pantry on social media (@pantryUm on twitter, @UMPantry on Facebook, um_pantry on Instagram).

ASUM Renter Center

The Renter Center has compiled a list of resources for UM students at risk of homelessness or food insecurity [here](http://www.umt.edu/asum/agencies/renter-center/default.php): <http://www.umt.edu/asum/agencies/renter-center/default.php> and [here](https://medium.com/griz-renter-blog): <https://medium.com/griz-renter-blog>. Students can schedule an appointment with Renter Center staff to discuss their situation and receive information, support, and referrals.

TRiO Student Support Services

TRiO serves UM students who are low-income, first-generation college students, or have documented disabilities. TRiO services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring. Students can check their eligibility for TRiO services online [here](http://www.umt.edu/triosss/apply.php#Eligibility): <http://www.umt.edu/triosss/apply.php#Eligibility>.

Student Advocacy Resource Center

The Student Advocacy Resource Center (SARC) provides free and confidential support to survivors of sexual assault, relationship violence, stalking, hate crimes, harassment, or other forms of discrimination. Its services include counseling as well as medical, legal, and academic advocacy. SARC is a confidential resource – contacting us does NOT mean that you are making a report to law enforcement or Title IX. You deserve to be safe, supported, and treated with care and respect. We also offer help to your friends, family, or partners. SARC is located in Curry Health Center, Room 108. Please visit us or call our office at 243-4429. Advocates are available on the 24-hour support line (406) 243-6559.

TEXT:

All students should purchase the following book:

Orwell, George. 1934. *Burmese Days*. (Any edition or publisher is acceptable)

COURSE REQUIREMENTS

Moodle:

Course readings, review sheets, and announcements will be posted on the Moodle System. In addition, for most lectures, I will post the most important charts and graphs as Power Point files on Moodle. You can access Moodle for this course by clicking on the Moodle link in Cyberbear, and then finding the class by my last name (Sobieszczyk) or SOCI 471. Go to any computer lab on campus or print from home if you have the necessary file readers and computer programs. Students who miss a lecture should be sure to print relevant charts and

graphs from lectures, review class announcements, and obtain the class notes from the missed lecture from a fellow classmate.

Classroom Environment:

I will respect you by dismissing class on time each day. In return, please show your respect for me and your fellow class members by coming to class on time, refraining from chatting, reading newspapers, texting, web surfing, or otherwise disrupting class. If you need to leave class early, please let me know before class begins so that I don't worry about you! Be sure to turn off your cell phone when you come to class. If I catch you texting or using a computer for something other than taking notes, I will confiscate your device for the remainder of the class period and dock you **3 points** towards your participation grade to get it back.

We will be talking about some sensitive and potentially controversial issues this term. Please treat each other and each other's ideas respectfully. 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.

All students must practice academic honesty. Academic misconduct, including plagiarism and copying another student's paper or exam, is subject to an academic penalty by the course instructor, which will be failing the assignment or exam or, for repeat offenses, failing the course, 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 on-line at http://www.umt.edu/vpsa/policies/student_conduct.php

Attendance, Quizzes, and Participation (5%)

I expect students to attend each class and to be on time. If you are habitually absent or tardy, your grade will be lowered. Attendance will generally be worth 1 point per day, unless there are discussions or other group work (see schedule, below), in which case, it will be worth 2 points per day. Tardiness or leaving the class early without an appropriate excuse will cause you to lose 0.5 points from the day's attendance score. I am aware that from time to time, students may have to miss class. Acceptable excuses for missed classes include a doctor's note, a judge's note, an absence due to an official UM activity such as a sport or a field trip (with documentation), or an obituary or funeral notice for the funeral of a family member. Other excuses will not be accepted.

I also expect you to complete assigned readings prior to the class for which they are assigned and to be prepared to discuss them with your peers in class. Several times during the semester, your participation and preparation for class will be evaluated with attendance, discussions, problem solving activities, quizzes, and/or other exercises. Keep in mind that if you miss a class, you may not make up missed class work, quizzes, or attendance, which ultimately lowers your grade. Together, your class participation, attendance, class activities, and quizzes will be worth 5 percent of your overall grade.

Citation quiz: Conducted at the beginning of class on 8/29/19. This short quiz will cover the Chicago citation method covered at the end of the syllabus and during the in-class citation

workshop on 8/27/19. The quiz MAY NOT be made up, so be sure to come to class on time! It is part of your participation grade.

Reading Questions (15%)

This term you will be responsible for submitting at least **10** of the 16 reading question assignments, listed below in the schedule. If you wish, you may submit up to 12 sets of reading questions, in which case, I will drop the lowest score(s). All reading questions should be printed on a computer printer (double spaced, 12 point font) or hand written very neatly. For reading questions, be sure to cite your sources and provide a reference list for each using the Chicago (Turabian) citation guidelines attached at the end of the syllabus and discussed in class. The exact reference list entry for the readings is listed in the syllabus. Please save all graded reading questions in a folder so that you can review them prior to exams. Be sure that you write your own reading question responses to avoid plagiarism. If you have to miss the class for which a reading question assignment is due, please bring it to a class prior to the due date, drop it off in my mailbox before class, or send it to class with a friend; otherwise, it will be considered late. In a worst case scenario, if you have to miss a class, you may email a homework assignment to me in Word. Make sure to attach the document correctly; if I cannot open an attachment or if you forgot to attach the correct document, it will be considered late. All reading question assignments are due at the beginning of class on the date listed in the syllabus. Late reading questions and book response papers (discussed below) will be accepted for a period of 7 days after the original due date; however, assignments turned in later than the class period in which they were due will be lowered one letter grade from what they would otherwise have received. In other words, a reading question assignment that would originally have received an "A" will receive a "B." All late assignments must be turned in by the last day of class.

Book Reaction Paper (10%)

Write an elegant, clear, correctly cited 4-5 page typed, double spaced paper on *Burmese Days*. The paper is due at the beginning of class on 9/17/19. See details, below.

Small Group Poster Presentation (15%)

Collaborate with a partner to develop a professional poster on an issue or problem related to some aspect of gender and colonialism, development, or globalization. You and your partner will explain your poster to other students on 11/14/19. No late posters will be accepted! Be sure to attend both the preparation session and the poster presentation session. Information from the poster will be on the final! The degree to which you cooperated with and helped your partner will be a part of your grade, and those who fail to adequately participate will receive a lower grade or even a zero for the project. An evaluation form will be distributed, and preparation and presentation techniques will be discussed in class prior to the poster preparation day.

Exams (55%)

During the course, three exams will be given (2 regular exams and 1 final exam). Exams most likely will include multiple choice, short answer, and/or essay questions. Exams will ask you to think critically and synthesize arguments and will cover materials from course readings, lectures, discussions, presentations, and films. The exams will be non-cumulative, except to

the extent that earlier materials inform later discussions or topics. Each will be weighted the same.

Reviewing for Exams

Before each exam, I will provide a study guide to highlight what will be covered on the exam. Be sure to review all assigned chapters and readings, class notes, film notes, power point presentation notes, and the study guide before the exam. Also, feel free to meet with me during office hours or at an alternate appointment if you have questions.

Make up Exams

Students with documented health or legal issues or who have three or more final exams in one day may be allowed to take a make-up exam with prior notice and permission from the professor. Students should provide documentation and then schedule a make-up exam at a time convenient to the professor, either very soon before or no more than one week after the scheduled exam date. It will not be possible to make up exams more than a week after the scheduled exam date. Make up exams likely will be in an essay format. The make up for the final exam must be completed by 12/13/19.

Distribution of Course Grade

2 in-class exams and 1 final exam	55
<i>Burmese Days</i> Paper	10
Poster Project & Presentation	15
Reading Questions	15
Quizzes, attendance, in-class activities	<u>5</u>
TOTAL	100%

A plus / minus system of grading will be employed (e.g. 93+ = A, 90-92 = A-, 87-89 = B+, 83-86 = B, 80-82 = B- and so on). All materials (books, dvds) borrowed from Dr. Sobieszczyk must be returned by the final exam for the class or you will earn an 'Incomplete,' which will remain on your record until the materials are returned or replaced. If you are enrolled Pass/Not Pass, you must earn a C- or better to pass.

ADDITIONAL INFORMATION

Office Hours

Please feel free to visit me during office hours. Generally, I will be available for a few minutes after class if you have a quick question. If you are unable to attend my scheduled office hours, you may arrange to meet me at a different time by appointment.

Students with Disabilities

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. Please bring in the letter from DSS documenting your disability and accommodations by the end of the second week so that we can arrange for any warranted accommodations such as note takers and testing.

Extra Credit

From time to time, extra credit opportunities may appear. Attend and type up a 2-3 page paper about the film or lecture. The paper should include (a) a summary of the presenter's or film's main points and (b) a critique of the arguments (e.g. did you agree with the points; why/why not).

Study Groups

I recommend that you participate in study groups to discuss readings and review for exams. Students who meet together in study groups tend to do much better on homework assignments and exams than those who do not. Keep in mind that even if you meet in a study group to discuss an assignment, the work you turn in must be written individually, in your own words!

Reading/Assignment Schedule (subject to change)

Readings listed for a given date should be completed PRIOR to class as we will be covering them in class. Any assignments are due at the beginning of class on the date listed or they will be considered late. All films listed will be shown in class, so there is no need to watch them before coming to class. They are available either on reserve in Mansfield Library (ML) or in Dr. Sobie's private DVD library (TS).

A. APPROACHING GENDER & GLOBAL DEVELOPMENT

Tuesday 8/27/19: Introduction to Course & Citation Workshop

Reading assignment: None

In-class assignment: Complete student bio form & turn in at end of class; work with a partner to complete citation worksheet

Thursday 8/29/19: Conceptualizing International Development

Reading assignment: (1) Giddens, Anthony, Mitchell Duneier, and R. Appelbaum. 2006. "Theories of Global Inequality." In *Essentials of Sociology*, pp. 207-215. New York, NY: W.W. Norton & Co.

Sen, Amartya. 1999. "Development as Freedom." (Excerpt). In *Development as Freedom*, 3-11. New York, Anchor Books.

No RQ today!

In-class citation quiz at beginning of class!

Tuesday 9/3/19: Conceptualizing Gender & Gender Relations: A Sociological Approach

Reading assignment: Kimmel, Michael. 2011. "Introduction" and "The Social Construction of Gender Relations." In *The Gendered Society*, 4th ed., 1-17 and 111-138. New York: Oxford University Press.

RQ#1: In the reading assignment for today, Kimmel discussed the idea that gender is socially constructed. Write a paragraph explaining:

(1) what the "social construction of gender" means and (2) what this implies for us as we study gender and global development this term. **Note:** Be sure to cite your sources (see complete reference list entry in reading assignment above).

Thursday 9/5/19: Approaches to Development: A Brief Review

Reading assignment: Hopper, Paul. 2012. "Theorizing Development." In *Understanding Development*, 25-45. Malden, MA: Polity Press.

RQ#2: Consider Hopper's chapter, "Theorizing Development."

1. According to Hopper, what does the label "Third World" mean, and why is it problematic?
2. Based on your understanding of Hopper's chapter, discuss two main differences between modernization theory and the structuralist approach to development.

Tuesday 9/10/19: The Mission of Colonization

Reading assignment: Orwell, George. 1934. *Burmese Days*. (various editions)

Please read the first half of the book for today. Please see reading questions posted on Moodle.

Movie Excerpt & Discussion: *Race: The Power of an Illusion* (ML)

Thursday 9/12/19: Colonization, Gender, and Development – Discussion of *Burmese Days*

Reading assignment: Orwell, George. 1934. *Burmese Days*. Please read the second half of the book for today and be prepared to discuss it in class. Please see reading questions posted on Moodle.

Tuesday 9/17/19 Women's Critiques of Measurements of Development & Economic Progress

Reading assignment: International Forum on Globalization. 2006. "A Critical Look at Measurements of Economic Progress." In *Beyond Borders: Thinking Critically about Global Issues*, ed. Paula S. Rothenberg, 346-355. New York: Worth Publishers.

Film: National Film Board of Canada. 1995. *Who's Counting?* Oley, PA: Bullfrog Films. (TS)

[Orwell paper due at the beginning of class.](#)

Thursday 9/19/19: Why isn't gender in development theory? Early Attempts to Bring in Women – WID, WAD, & WED Approaches

Reading assignment: Hopper, Paul. 2012. "Gender and Development." In *Understanding Development*, 93-115. Malden, MA: Polity Press. (see RQ listed below)

RQ#3: Consider Hopper's chapter, "Gender and Development."

1. Briefly describe the main features of the Women in Development (WID) approach.
2. Now briefly describe the main features of the Women and Development (WAD) approach.

Tuesday 9/24/19: Ecofeminisms: A Focus on Wangari Maathai

Reading assignment: (1) Momsen, Janet. 2010. "Gender and the Environment." In *Gender and Development*, 2nd ed., 109-139. New York: Routledge.

(2) Shiva, Vandana. 1993. "Women's Indigenous Knowledge and Biodiversity Conservation." In *Ecofeminism*, ed. Maria Mies and Vandana Shiva, 164-173. Highlands, NJ: Zed Books.

Film: Merton, Lisa and Alan Dater, prod. 2008. *Taking Root: The Vision of Wangari Maathai*. Blooming Grove, NY: New Day Films. (ML/TS)

RQ#4:

1. According to Momsen (2010), some ecofeminists associate women with nature. What might such an association imply? Why do some researchers consider this association to be problematic?
2. What does Shiva (1993, 168) mean when she writes that women have been the "custodians of biodiversity?"

Thursday 9/26/19: GAD & Male Bias in Development Perspectives

Reading assignment: (1) Sharp, Joanne, John Briggs, Hoda Yacoub, and Nabila Hamed. 2003. "Doing Gender and Development: Understanding Empowerment and Local Gender Relations." *Transactions of the Institute of British Geographers*, 28, 3 (Sept.): 281-295.

(2) Elson, Diane. 1995. "Male Bias in the Development Process: An Overview." (Excerpt). In *Male Bias in the Development Process*, 2nd ed., 1-15. Manchester, UK: Manchester University Press.

RQ#5:

1. Briefly discuss two lessons that this Bedouin case study provides for development practitioners trying to "do" gender and development projects.
2. What does Elson mean by "male bias in development?"

Tuesday 10/1/19: Exam #1

Thursday 10/3/19: Gender Mainstreaming, Part 1

Reading Assignment: Rao, Nitya. 2005. "Women's Rights to Land and Assets: Experience of Mainstreaming Gender in Development Projects." *Economic and Political Weekly*, 40, 44/45 (Oct. 29 - Nov. 4): 4701-4708.

RQ#6:

1. Based on your understanding of Rao's article, discuss why mainstreaming gender into development projects in Sri Lanka didn't really work.
2. According to Rao, why might it be important to consider men and gender relations when trying to economically empower women?

Tuesday 10/8/19: Gender Mainstreaming, Part 2 (Students read assigned article and work in teams to prepare presentation summarizing their article & discussing implications of the article's main points for rest of class)

Reading assignment: (1) Shuib, Rashidah. 2009. "Gender Mainstreaming in Health: Mainstream or 'Off-Stream'?" In *Gender Trends in Southeast Asia: Women Now, Women in the Future*, ed. Theresa W. Devasahayam, 73-94. Singapore: Institute of Southeast Asian Studies.

(2) L. Fonjong, Lawrence Fombe, and Irene Sama-Langday. 2013. "The Paradox of Gender Discrimination in Land Ownership and Women's Contribution to Poverty Reduction in Anglophone Cameroon." *GeoJournal* 78: 575-589.

No RQ today but be prepared to work with your team to summarize & discuss implications of your assigned article and share with the rest of class.

Thursday 10/10/19: Refocusing on Men in International Development

Reading assignment: Jacobsen, Joyce P. 2006. "Men's Issues in Development." In *The Other Half of Gender: Men's Issues in Development*, ed. Ian Bannon and Maria C. Correia, 1-28. Washington, D.C.: The International Bank for Reconstruction and Development / The World Bank.

RQ#7:

1. Based on your understanding of Jacobsen's chapter, discuss two reasons why development researchers and practitioners should consider men's issues in development.
2. Do you think there is any risk that refocusing on men's issues in development will lead to a reduction of attention and/or funding for women's issues in development? Discuss.

B. ISSUES IN GENDER & INTERNATIONAL DEVELOPMENT

Tuesday 10/15/19: Gender Issues in Education

Reading assignment: 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." *Reproductive Health Matters*, 13, 25 (May): 19-22.

Short Film: Cambridge Educational, prod. 2005. *Back to School in Afghanistan*. Lawrenceville, NJ: Cambridge Educational. (ML) (cont'd below)

RQ#8:

1. Based on your understanding of the article by Global Campaign for Education (GCE), discuss why GCE argues that we must focus funding and policy attention on girls' education.
2. Think back to the article by Jacobsen assigned for 10/8. Is it sufficient to focus on increasing girls' education, or do we also need to include boys? Discuss.

Thursday 10/17/19: Gender Issues in Reproduction and Health

Reading assignment: 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 *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*, 93-148. New York: Vintage Books. (see RQ listed below)

RQ#9:

1. Based on the assigned readings from *Half the Sky*, discuss why so many women in the Global South die during child birth.
2. Based on your understanding of today's readings, briefly explain the ways that education might impact maternal mortality.

Tuesday 10/22/19: Gender and Livelihoods: Unintended Consequences of Projects Focused on Women

Reading assignment: Amuyunzu, Mary and Paul Francis. 2006. "Collapsing Livelihoods and the Crisis of Masculinity in Rural Kenya." In *The Other Half of Gender: Men's Issues in Development*, ed. Ian Bannon and Maria C. Correia, 219-244. Washington, D.C.: The International Bank for Reconstruction and Development / The World Bank.

RQ#10:

1. Based on the assigned reading, discuss how women's increased role in providing household income has impacted the women.
2. Now discuss how women's increased role in providing household income has impacted the men in their lives and the negative impacts on women that have resulted.

Thursday 10/24/19: Gender and the Promise of Micro-Credit, Part 1

Reading assignment: None

Film: Films Media Group Company. 2006. *Small Change, Big Business: The Women's Bank of Bangladesh 10 Years Later*. Princeton, NJ: Films for the Humanities and Sciences. (ML)

Reading Assignment: Allen, Michael. 2011. "Grameen Bank." In *Encyclopedia of Social Justice*, 2011 ed., ed. Deen K. Chatterjee, 460-461. Dordrecht, The Netherlands: Springer.

No RQ today.

Tuesday 10/29/19: Gender and the Promise of Micro-Credit, Part 2

Reading assignment:

1. Rahman, Aminur. 1999. "Micro-credit Initiatives for Equitable and Sustainable Development: Who Pays?" *World Development* 27 (1): 67-82.
2. Green, W. Nathan and Maryann Bylander. 2019. "The Coercive Power of Debt: Microfinance and Land Dispossession in Cambodia." DRAFT PAPER.

RQ#11:

1. Based on your understanding of the article by Rahman, explain why the Grameen Bank's plan to empower women through access to microcredit doesn't necessarily empower women.
2. Based on your understanding of the article by Green and Bylander, briefly explain how microfinance loans may be linked to land dispossession in Cambodia.

Thursday 10/31/19: Gender Issues: Excerpts from Half the Sky

Film: Chermayef, Maro, Jamie Gordon, Mikaela Beardsley, and Jeff Dupre, executive prod. 2012. *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. New York: DocuMarma Films. (ML)

Reading assignment: None No RQ today

Tuesday 11/5/19: Exam #2

Thursday 11/7/19: Globalization & Gender

Reading assignment: (1) Goode, Erica. 2006. "Study Finds TV Trims Fiji Girls' Body Image and Eating Habits." In *Beyond Borders: Thinking Critically about Global Issues*, ed. Paula S. Rothenberg, 558-560. New York: Worth Publishers.

(2) Connell, R.W. 2012. "Masculinities and Globalization." In *Globalization: The Transformation of Social Worlds*, ed. D. Stanley Eitzen and Maxine Baca Zinn, 3rd ed., 220-235. Belmont, CA: Wadsworth Cengage Learning.

(3) Ross, John. 2012. "The Feminization of Mexican Agriculture." In *Globalization: The Transformation of Social Worlds*, ed. D. Stanley Eitzen and Maxine Baca Zinn, 3rd ed., 216-219. Belmont, CA: Wadsworth Cengage Learning.

RQ#12:

1. Based on Goode (2006), discuss how global media has impacted girls in Fiji and why this is important.
2. According to Connell (2012), what are the "masculinities of conquest and settlement" and how did they impact gender relations in the colonized societies?

Tuesday 11/12/19: Poster Preparation Day

Reading assignment: None No RQ today.

Thursday 11/14/19: Poster Presentation Day

Reading assignment: None No RQ today.

Tuesday 11/19/19: Gender and Industry

Reading assignment: Wright, Melissa W. 2006. "Disposable Daughters and Factory Fathers." In *Disposable Women and Other Myths about Global Capitalism*, 23-44. New York, NY: Routledge.

Gaetano, Arianne M. 2015. "Gendered Social Networks and Migration Pathways." In *Out to Work: Migration, Gender, and the Changing Lives of Rural Women in Contemporary China*, 46-58. Honolulu: University of Hawaii Press.

Film: Peled, Micha X. 2005. *China Blue*. Oley, PA: Bullfrog Films. (ML/TS)

RQ #13:

1. Explain what Wright (2006) means by "disposable daughters" and why many factory owners prefer them as workers.
2. Gaetano (2015) has studied social networks of young rural women in China who would like to migrate to urban areas. Do you find the social networks she is discussing to be

beneficial to young rural women? Why/why not?

Thursday 11/21/19: Gender, Labor Migration, and Work in China, Part 1

Reading assignment: Gaetano, Arianne M. 2015. "Menial Women and Model Workers" and "From Country Bumpkins to Urban Sophisticates." In *Out to Work: Migration, Gender, and the Changing Lives of Rural Women in Contemporary China*, 59-98. Honolulu, HI: University of Hawaii Press.

RQ #14:

1. Discuss what Gaetano (2015) means when she describes rural migrants as both "menial women" and "model workers."
2. Discuss the ways rural migrants seek to transform themselves from "country bumpkins" to "urban sophisticates."

Tuesday 11/26/19: Gender and Issues in International Migration

Reading assignment: (1) Tiwari, Prakash C. and Bhagwati Joshi. 2015. "Gender Processes in Rural Out-migration and Socio-economic Development in the Himalaya." *Migration and Development* 1-21.

(2) Sobieszczyk, Teresa. 2015. "'Good' Sons and 'Dutiful' Daughters: A Structural Symbolic Interactionist Analysis of the Migration and Remittance Behavior of Northern Thai International Migrants." In *Transnational Labour Migration, Remittances and the Changing Family in Asia*, Ed. Lan Anh Hoang and Brenda Yeoh, 82-110. New York: Palgrave MacMillan.

RQ#15:

1. Based on your understanding of the article by Tiwari and Bhagwati (2015), list and briefly discuss two positive and two negative impacts of male out-migration on women left behind in rural areas of the Himalaya.
2. Based on your understanding of Sobieszczyk (2015), briefly discuss how female and male migrants in Northern Thailand used remittances differently.

Thursday 11/28/19: THANKSGIVING BREAK – NO CLASS!

Tuesday 12/3/19: Gender and Issues in International Migration

Reading assignment: (1) Ehrenreich, Barbara and Arlie Russel Hochschild. 2012. "Global Workers: Nannies, Maids, and Sex Workers in the New Economy." In *Globalization: The Transformation of Social Worlds*, 3rd ed., ed. D. Stanley Eitzen and Maxine Baca Zinn, 188-197. Belmont, CA: Wadsworth.

(2) Parennas, Rhacel Salazar. 2010. "Transnational Mothering: A Source of Gender Conflicts in the Family." *North Carolina Law Review* 88: 5 (June 2010): 1825-1856.

RQ#16:

1. According to Ehrenreich and Hochschild (2012), what are two reasons why women from less industrialized countries might want to work as a nanny in a more industrialized country?
2. Based on your understanding of Parennas (2010), briefly discuss two problems arising from Filipinas' attempt to mother transnationally.

Thursday 12/5/19: Graduate Student Presentations & Course Conclusion

Wednesday 12/11/19: FINAL EXAM from 10:10-12:10 in our regular classroom

CITATIONS & PLAGIARISM

To avoid plagiarism you MUST cite your sources if you use a direct quotation, statistic, table, map, chart, or idea that is not common knowledge taken from course readings, lectures, movies, websites, or another source. Passing off someone else's work as your own (plagiarizing), even unintentionally, violates the university's code of academic conduct and will result in serious consequences. Citations for direct quotations and statistics MUST include a page number. Please see me if you have any questions about citations or plagiarism.

Forms of Citations

For this class, please use the Chicago method of citation (detailed below). For the Chicago Style of Citation, two forms of citation are permitted. These are (1) the traditional method of footnotes with a bibliography and (2) the now generally favored method of parenthetical references with a reference list at the end of the paper or poster. This guide follows the second, parenthetical reference method. Titles of works cited should be italicized.

Parenthetical References (Turabian, Section 10)

In the parenthetical reference system recommended in this guide, authors' names and dates of publication are given in parentheses within the running text or at the end of block quotations, and correspond to a list of works cited which is placed at the end of the paper. This list is arranged alphabetically by author's family names and chronologically within lists of works by a single author. It can be called "References."

Below, I detail what your references in the text of your poster and your homework assignments should look like.

A. Parenthetical reference in which you use the author's name in the sentence:

According to Robbins (2005, 21), in 2002, household debt in the U.S. reached an astounding \$8.5 trillion.

B. Parenthetical reference following a quotation for a quotation less than 2 type-written lines long, without the author's name used in the sentence:

Steinbeck is an imaginative writer who sought to breach "the narrow constraints of conventional language" (Huggins 2002, 180). His is the finest example of this type of writing.

C. If your quotation is more than two type-written lines, then you should indent it uniformly and single space it (with double spacing between rest of the text and the indented, single-spaced quotation):

Labor migrants who go abroad through unauthorized channels tend to increase their risks of

being exploited, though there is some possibility for gaining redress. As noted in the 1980 Thai Labor Code,

Those who deceive others by claiming that they have the ability to find them employment abroad or can send them abroad for training and ask for money or gifts or other benefits from the person they are deceiving must be punished with imprisonment of between three and ten years, a fine of between U.S. \$1,622 and \$5,405, or both (Damrong and Thipin 1985, 37).

Clearly, according to the code, migrants who use or attempt to use an unauthorized mode of recruitment have a limited recourse for obtaining redress from their recruiters.

(***NOTE THE LACK OF QUOTATION MARKS AROUND THE LONG QUOTATION. THEY AREN'T NEEDED AS YOU HAVE ALREADY SET OFF THE QUOTATION BY INDENTING EACH LINE AND SINGLE SPACING IT!)

Examples

The following sets of examples illustrate parenthetical reference (PR) forms for use *in your text* and corresponding reference list (RL) entries for use in your *reference lists*.

Book, Single Author

PR: (Franklin 1985, 54)

RL: Franklin, John Hope. 1985. *George Washington Williams: A Biography*. Chicago: University of Chicago Press.

Book, Two or Three Authors

PR: (Lynd and Lynd 1929, 67)

RL: Lynd, Robert, and Helen Lynd. 1929. *Middletown: A Study in American Culture*. New York: Harcourt, Brace and World.

Book, More than Three Authors

PR: (Greenberger and others 1974, 50)

RL: Greenberger, Martin, Julius Aronofsky, James L. McKenney, and William F. Massey. 1974. *Networks for Research and Education*. Cambridge: MIT Press.

Chapter in a Book

PR: (Taylor 2006, 505)

RL: Taylor, Orville W. 2006. "Globalization and the Caribbean." In *Beyond Borders: Thinking Critically about Global Issues*, ed. Paula S. Rothenberg, 505-516. New York: Worth Publishers.

Article in an Academic Journal

PR: (Jackson 1979, 180)

RL: Jackson, Rick. 1979. "Running Down the Escalator." *Sociological Review* 14 (May): 175-184.

Article in a Magazine or Newspaper

PR: (Weber 1985, 42)

RL: Weber, Bruce. 1985. "The Myth Maker." *New York Times*, 20 October, 42-43.

Electronic (On-Line) Documents

PR: (Baker and Hunstead 1995)

RL: Baker, Joanne C., and Richard W. Hunstead. 1995. "Revealing the Effects of Race in the Classroom." Internet. Available from <http://www.aas.org/ApJ/v452n2/5309/5309.html>; accessed 29 September 2005.

These are documents available from a website. Note that articles obtained from an on-line search engine but that are in a book or journal should be cited using those methods, **NOT** as electronic documents. For electronic documents, if no author is provided, please list the article in your in-text citation using the first three words of its title followed by three dots and the year of publication. In the reference list, again, list the article by the title of the article.

Films, DVDs, and Videorecordings

PR: (DeNonno 1985)

RL: DeNonno, Tony, producer. 1985. *Itzak Perlman: In My Case Music*. Walnut Grove, MN: Films for the Humanities. DVD.

Lectures or Guest Speakers

PR: (Sobieszczyk 2018)

RL: Sobieszczyk, Teresa. 2018. *Food and the Ethics of Eating*. Lecture in "Food and Society in a Globalized World." 12 April.

For further reference, see Turabian, Kate. L. *A Manual for Writers*. Chicago: University of Chicago Press. Any edition of this book is acceptable, and several different editions are available in Mansfield Library. Consult with Dr. Sobie or the folks at UM's Writing Center (<http://www.umt.edu/writingcenter/>) if you need additional help.