



RHODES UNIVERSITY

Grahamstown • 6140 • South Africa

Department of Sociology

Gender and Development

Honours

1st Term: 2020



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Gender and Development

This course examines sexual inequality in contemporary society with a specific concern for improving the position of women. To begin with this requires consideration of a range of theories which attempt to explain women's oppression (as well as to contemplate the claim that men might also be oppressed). We will use our theoretical foundation to explore issues relating to gender and development. Given that this is a six-week course, it provides an overview of central areas relating to gender theory and development issues, but you are expected to explore these areas in depth, as is expected at the honours level.

The reading list which appears below is a guide to initial reading. You need to do your own book and journal searches to find further readings. Your marks awarded for essays and exams will partly be based on your ability to do this successfully.

The course will operate on a seminar basis and you are expected to prepare and present papers to the group. To facilitate the smooth running of the course, all students will be expected to read at least three readings before each seminar, and must submit a short-essay on the topic (approx 3 pages) so as to encourage discussion and debate. The short essays must be handed in at the end of each seminar and will be marked. Combined they will constitute 25% of your class mark. Students may either volunteer or otherwise will be randomly chosen to read their short essay to the group at the beginning of the seminar. These presentations will lay the foundation for discussion to follow. Failure to meet these requirements will inevitably adversely affect the course, and will be regarded as a serious transgression on your part. If you do not do the required work you will be marked absent for the seminar, even if you attend.

The general course requirements are that participants attend all seminars, prepare the work for each seminar, submit a mini-essay for each seminar and two formal essays for the course. All submissions will contribute towards a course mark which constitutes 40% of your year mark.

Essay assignments

There will be two formal essays which will each constitute 37,5% of your class mark. Your essay must be between 3000 and 3500 words and must be typed. You must submit one essay from seminars one to three and one essay from seminars four to six with due dates listed below. All essays must be well-referenced, theoretically informed and based on wide reading. At least eight references should be consulted for each essay.

Essay topics for Submission 1 must be submitted by 12h00 on Monday 2nd March.

Essay topics for Submission 2 must be submitted by 12h00 on Friday 20th March.

You need to check the essay guidelines in the Department of Sociology Handout Number 1 and especially take note of the regulations concerning plagiarism and attach a signed copy of the stipulated form regarding plagiarism to the front of your essay. All essays **MUST** be submitted prior to the above deadlines. Also take note of the department's rules

regarding formatting, referencing and late submission of assignments.

Your final mark will be determined as follows:

6 mini-essays: 10%

2 course essays: 30%

November examination: 60%

The November examination will be a four-hour examination and you will be expected to answer three essay questions.

Enjoy the course!

Seminar 1: Sex, Gender and Oppression

Question: Provide a discussion in which you interrogate the notion of women's oppression. What, exactly, does it mean for women to be oppressed? You need to consider firstly, what the word oppression means (not a common-sense definition, but one which can be used within the context of social theory), secondly, in what sense are women oppressed in contemporary society? Furthermore, can it be argued that men are oppressed?

Readings:

Callinicos, A. (1983). *The revolutionary ideas of Marx*. London: Bookmarks (especially discussion around page 145).

Clatterbaugh, K. (1992). The oppression debate in sexual politics. In L. May & R. Strikwerda (eds.) *Rethinking masculinity*, pp. 169-190. Maryland: Littlefield Adams.

Glanz, D. & Sullivan, T. (1991). Why men are not oppressed. *The Socialist*, June, pp. 45.

Hearn, J. (1987). *The gender of oppression: Men, masculinity and the critique of Marxism* Sussex: Wheatsheaf. (Chapter 5).

Morrell, R. (ed.) 2001. *Changing men in South Africa*. New York: Zed Books. (Introduction)

Prilleltensky, I. & Gonick, L. (1996). Politics change, oppression remains: On the psychology and politics of oppression. *Political Psychology*, Vol. 17 (1), pp.127-148.

Wright, E. (1994). *Interrogating inequality*. London: Verso (especially pages 39-41; Chapter 10).

Seminar 2: Liberal, Radical, Marxist and Socialist Feminisms

Question: Provide a brief summary of liberal, radical, Marxist and socialist feminism. What do they have in common and how are they different? (For the formal essay submission, you must focus in depth on only **one** theory)

Readings:

Jaggar, A. & Rothenberg, P. (eds.) (1993). *Feminist frameworks*. New York: McGraw-Hill.

Tong, R. (2014). *Feminist thought: A more comprehensive introduction*. London: Routledge and Kegan Paul.

Seminar 3: Third World Feminism and Intersectionality

Question: Critically assess the argument that an intersectional feminist theoretical approach is necessary in order to address the issues faced by women living in the 'third world'.

Readings:

De La Rey, C. (1997). South African feminism, race and racism. *Agenda*. No. 32, pp. 6-10.

Disch, L. & Hawkesworth, M. (eds.). (2016). *The Oxford handbook of feminist theory*. New York: Oxford University Press.

Hill Collins, P. (1996). What's in a name? Womanism, black feminism and beyond. *The Black Scholar*, Vol. 26 (1), pp. 9-17.

Johnson-Odim, C. (1991). Common themes, different contexts: Third world women and feminism. In C. Mohanty, A. Russo & L. Torres (eds.) *Third world women and the politics of feminism*, pp. 314-327. Indianapolis: Indiana University Press.

May, V. (2015). *Pursuing intersectionality. Unsettling dominant imaginaries*. New York: Routledge.

Mohanty, C. (1991). Under western eyes: Feminist scholarship and colonial discourses. In C. Mohanty, A. Russo & L. Torres (eds.) *Third world women and the politics of feminism*, pp. 51-80. Indianapolis: Indiana University Press.

Mohanty, C. (2003). *Feminism without borders: Decolonizing theory, practicing solidarity*. Durham: Duke University Press.

Purkayastha, B. (2012). Intersectionality in a transnational world. *Gender and Society*, Vol. 26 (1), pp. 137-159.

Walby, S., Armstrong, J. & Strid, S. (2012). Intersectionality: Multiple inequalities in social theory. *Sociology*, Vol. 46 (2) pp. 224-240.

Seminar 4: Sex, Gender and Development

Question: Critically compare the Women in Development (WID), Women and Development (WAD) and Gender and Development (GAD) approaches to development. Ensure that you relate these different approaches to development and feminist theory.

Readings

Cornwall, A., Harrison, E. & Whitehead, A. (eds). (2007). *Feminisms in development: Contradictions, contestations and challenges*. London: Zed Books.

Disch, L. & Hawkesworth, M. (eds.) (2016). *The Oxford handbook of feminist theory*. New York: Oxford University Press.

Gordon, A. (1996). *Transforming capitalism and patriarchy: Gender and development*. Boulder: Lynne Rienner.

Kevane, M. (2004). *Women and development in Africa: How gender works*. Boulder: Lynne Rienner.

McIlwaine, C. & Datta, K. (2003). From feminising to engendering development. *Gender, Place and Culture: A Journal of Feminist Geography*, Vol. 10 (4), pp. 369-382.

Rathgeber, E. (1990). "WID, WAD, GAD: Trends in research and practice". *The Journal of Developing Areas*, Vol. 24 (4), pp. 489-502.

Saunders, K. (ed.) (2002). *Feminist post-development thought: Rethinking modernity, post-colonialism and representation*. London: Zed Books.

Visvanathan, N., Duggan, L., Wiegersma, L. & Nisonoff, L. (eds.) (1996). *The women, gender and development reader*. London: Zed Books.

Seminar 5: Involving Men in Development Initiatives to Improve Women's Position in Society

Question: Provide a critical assessment of the argument that men should be involved in development initiatives aimed at improving the situation of women.

Readings

Bannon, I. & Correia, M. (eds.) (2006). *The other half of gender: Men's issues in development*. Washington: World Bank.

Chant, S. & Gutmann, M. (eds.) (2000). *Mainstreaming men into gender and development: Debates, reflections and experiences*. Oxford: Oxfam.

De Bruyn, M. (1995). A Gender-based approach to advancing women's social status and position. In M. De Bruyn (ed.) *Advancing women's status: Gender, society and development, women and men Together?* pp.11-20. Amsterdam: Royal Tropical Institute.

Murthy, R. (1999). Power, institutions and gender relations: Can gender training alter the equations. In D. Rowan-Campbell (ed.) *Development with women*, pp. 141-150. Oxford: Oxfam.

Rowan-Campbell, D. (1999). Development with women. In D. Rowan-Campbell (ed.) *Development with women*, pp. 1-15. Oxford: Oxfam.

Seminar 6: Involving Men in Preventing Violence Against Women

Question: On what basis should men be involved in campaigns to end male violence against women?

Readings

Abrahams, N., Jewkes, R., Hoffmann, M. & Laubsher, R. (2004). Sexual violence against intimate partners in Cape Town: Prevalence and risk factors reported by men. *Bulletin of the World Health Organisation*, Vol. 82 (5), pp. 330-337.

Berkowitz, A. (2004). Working with men to prevent violence against women: An overview. *National Electronic Network on Violence Against Women*. <http://alanberkowitz.com/articles/VAWNET.pdf>

Crenshaw, K. (1993). *Mapping the margins: Intersectionality, identity politics and violence against women of colour*. Boston: Harvard Law School.

Crooks, C., Goodall, G., Hughes, R., Jaffe, P. & Baker, L. (2007). Engaging men and boys in preventing violence against women. *Violence against women*, Vol. 44 (3), pp. 217-239.

Flood, M. (2011). Involving men in efforts to end violence against women. *Men and Masculinities*, Vol. 14 (3), pp. 258-377.

Hearn, J. (1998). *The violences of men*. London: Sage.

Hlatshwayo, Z. & Klugman, B. (2001). A sexual rights approach. *Agenda*, No. 47, pp. 35-42.

Kaufman, M. (2001). Building a movement of men working to end violence against women. *Development*, Vol. 44 (3), pp. 9-14.

Wood, K., Lambert, H. & Jewkes, R. (2007). "Showing roughness in a beautiful way": Talk about love, coercion, and rape in South African youth sexual culture. *Medical Anthropology Quarterly*, Vol. 21 (3), pp. 277-300.