The University of Newcastle
Faculty of Education and Arts
School of Humanities and Social Science
http://www.newcastle.edu.au/school/hss/

SOCA6190 Gender and Social Change

10 UNITS
Semester 1, 2009

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Semester   Semester 1 - 2009
Unit Weighting   10

Brief Course Description
Offers a challenging perspective on women and social change in a cross-cultural context. It begins with an introduction to contemporary theories which inform social change, then moves to consider a number of case studies of gender and social change in a variety of settings.

Contact
On campus students: Seminar
Distance Education students: Email Discussion Group and Self Directed Learning.

Course Objectives
The course will introduce students to key issues in social change. The aim will be to explore significant theories of gender in relation to social change. Upon completion students will be able to demonstrate:
1. An understanding of the different approaches used to study gender.
2. An understanding of different theoretical perspectives on the relationships between gender and social change.
3. An ability to critically analyse social practices and cultural representations of gender.
4. Skills in writing academic essays, giving oral presentations, and policy research.

Course Content
1. Contemporary perspectives on women and social change.
2. Case studies in cross-cultural contexts.
3. Feminist theories which inform social change and development.
4. Women and education.
5. Labour force restructuring.
6. Changes to family structures.

Assessment Items

Essays / Written Assignments	Tutorial paper/Essay 1 - 1,250 words, 30%.
Essays / Written Assignments	Essay 2 - 1,250 words, 30%.
Essays / Written Assignments	Essay 3 - 2,500 words, 40%.

Assumed Knowledge
Undergraduate degree majoring in a social science or related discipline.

Callaghan Campus Timetable
SOCA6190
GENDER AND SOCIAL CHANGE
Enquiries: School of Humanities and Social Science
Semester 1 - 2009

Dist. Learn	Tuesday			Also offered at Callaghan.
and Seminar	Tuesday	14:00 - 16:00	[W326A]	Also offered by Distance Education.

Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;

- using another's ideas without due acknowledgment;

- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -

http://www.newcastle.edu.au/policy/academic/general/academic_integrity_policy _new.pdf

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or

- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).

- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the

Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:

http://www.newcastle.edu.au/policy/academic/adm_prog/adverse_circumstanc es.pdf

Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the date of submission or examination.
- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.
- **Requests for Rescheduling Exams** must be lodged no later than 5 working days before the date of the examination.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

To change your enrolment online, please refer to
http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Postgraduate Academic Awards
http://www.newcastle.edu.au/policy/academic/cw_pgrad/cppcrule.pdf

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: **student-disability@newcastle.edu.au**

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: **www.newcastle.edu.au/services/disability**

Studentmail and Blackboard: www.blackboard.newcastle.edu.au/
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker's comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be followed.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet

Assignments should be submitted by email attachment (distance students)

- **Keep a copy of all assignments:** It is the student's responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

Online copy submission to Turnitin
In addition, students are required to submit an electronic version of the three assignments to Turnitin via the course Blackboard website. Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing.

Penalties for Late Assignments
Assignments submitted after the due date, without an approved extension of time will be penalised by the **reduction of 5% of the possible maximum mark** for the assessment item for each day or part day that the item is late. Weekends count as

one day in determining the penalty. Assessment items submitted **more than ten days** after the due date will be awarded **zero marks**.

Special Circumstances
Students wishing to apply for Special Circumstances or Extension of Time should apply online @ http://www.newcastle.edu.au/policylibrary/000641.html

Assignment Re-submission
Students who have failed an assignment may be permitted to revise and resubmit it in this course, but a pass of 50/100 is the best that can be achieved. Students are always welcome to contact the lecturer to receive individual feedback on their assignments.

Remarks
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:
http://www.newcastle.edu.au/study/forms/

Preferred Referencing Style
In this course, it is recommended that you use the use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:
- Infoskills:
  www.newcastle.edu.au/services/library/tutorials/infoskills/index.html

Student Representatives
Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Student Communication
Students should discuss any course related matters with their Lecturer in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students
Information can be found at:
- **http://www.newcastle.edu.au/currentstudents/index.html**

Introduction

Dear Student,

Welcome to SOCA6190 Gender and Social Change. I am pleased that you have chosen to study with us. It is our hope that this will be a rewarding experience and that we are able to provide the support and information to be able to achieve that goal.

I am the co-ordinator and lecturer for this course and I will be your first point of contact in relation to any academic matters concerning your study in this course.

Contact Details:

Dr Daniela Heil
Email: Daniela.Heil@newcastle.edu.au
Phone: +61 2 49216790
There is an answering machine on the above office telephone number if I am out of the office.

> **NOTE: This course employs an active learning model where you engage with the reading materials for each topic in the modules by writing responses to questions designed to draw your attention to the important issues of each reading. For distance students, your responses must be sent to me on the dates specified after each module. For on-campus students you will bring your written responses with you to the seminar in the relevant week.**

In addition to the course materials provided, you will also find information on the University's Blackboard Site. http://blackboard.newcastle.edu.au/ To access this site you will need your student ID and your access code provided in the bottom right hand corner of your student card. If you have any problems accessing this site please see the information sheet provided with this package.

I encourage you to contact me if there is anything that you don't understand and you would like clarified. Do take the initiative to contact the University if and when matters of concern arise. Please consult the university website for all administrative enquiries.

I wish you well in your studies.

Daniela Heil

February 2009

Essay Topics

Tutorial paper/Essay 1 - 1,250 words, 30%. Due Date: Monday 6th April 2009

Students should select one of the specific studies – the readings in modules 4, 5 & 6 - and write a paper comparing the significant phenomenon illustrated in the reading to another instance of the same phenomenon, referring to at least one other article or book chapter in their essay.

Essay 2 - 1,250 words, 30%. Due: Tuesday 12th May 2009

Choose one (1) of the following topics.

1. Identify a country in which gender roles seem to be changing very slowly. Critically analyse why this might be so using relevant academic sources.

2. Select two (2) of the following areas of social change: education, agriculture, welfare, health, business. Emphasising gender, show how they are related in the process of social change in a country of your choice.

Essay 3 - 2,500 words, 40%. Due: Monday 8th June 2009

Choose one (1) of the following topics.

1. 'Women are the losers in any war'. Discuss with reference to at least two actual recent examples.

2. 'The question of gender in religion is one of the most critical debates in the contemporary world'. Do you agree or disagree? Explain your viewpoint using examples, and relevant and objective academic sources.

NOTE: References for your essay submissions must be from proper academic texts – journal articles, scholarly books or the UN, Government and NGO sites listed later in the course guide. Non-academic, unauthorised websites found randomly through Google are NOT acceptable reference sources. Wikipedia must NOT be used as an essay reference. You may use Wikipedia to get a general idea of a topic but please don't use it for an essay reference as it is not a reliable or consistent source of information.

The best way to get references for your essays online is to search relevant journals available to you through the University of Newcastle library access. You can enter Journal into NEWCAT, type in the name of the journal, follow the prompts to the electronic form of the journal and do a search. Or you can click on Databases or Online Resources on the University of Newcastle website and follow the prompts to Blackwell Synergy or Ingenta and enter your search term, giving you access to articles in hundreds of possibly relevant journals. Downloads in PDF.

Essay Guidelines

1. Your essay must be structured and to the point.

2. Commence your essay with an introduction in which you answer three questions (but do not list the questions; you are implicitly answering these questions):

   a. What (you are going to do);
   b. Why (the topic is important);
   c. How (you are going to go about your essay, i.e. its structure).

   Hint: it is often easier to write the introduction after you have completed your paper.

3. Use sections and sub-sections. It improves the flow of your presentation, ensures that your essay is organised and does not just ramble along, and makes it easier for the reader to follow.

4. Use the Harvard system of referencing. Examples are listed below.

Citing References

Whenever you are reporting factual information or specific data you need to cite the source of that information or data. Likewise, whenever you are summarising or reporting on an argument, theory, idea or whatever that has been advanced by an author (or organisation) then you need to cite your source.

Some examples

Australian masculinity may be described as constituted in relation to hegemonic ideals (Connell 1987).

As has been argued by Jones (1995, pp. 131–135), the extent of urbanisation is not unrelated to the definition of an urban area.

OR

The extent of urbanisation is not unrelated to the definition of an urban area (Jones 1995, pp. 131–135).

Quotes

It is also true that 'population growth is to a large extent determined by the degree of poverty in a country' (Demeny 1985, p. 202).

If you are using a quotation that is several lines long then indent it:

Demeny (1985, p. 202) says,

Population growth is to a large extent determined by the degree of poverty of a country. Without access to social transfer payments, heads of households must provide for their own sickness, health, unemployment and retirement benefits. It
is in this regard that a large family is seen as an asset.

OR

Population growth is to a large extent determined by the degree of poverty of a country. Without access to social transfer payments, heads of households must provide for their own sickness, health, unemployment and retirement benefits. It
is in this regard that a large family is seen as an asset Demeny 1985, p. 202).

Publications without a date

If the publication you are citing has no date, as is often the case with web-based materials, then instead of the date use 'n.d.' meaning no date.

Multiple authors

If there are two authors then use both last names. For example,
(Birks & Sinclair 1995, pp. 141–52)
If there are more than two authors, eg. Birks, Sinclair and Stacey, then use the name of the first author only followed by the term 'et al.'. In this case,

(Birks et al. 1995, p. 326)

Multiple publications in the same year by the same author

If the author you are citing has two or more publications in the same year, then you should distinguish each publication by a, b, c and so forth. For example,

(World Bank 2000a)
(World Bank 2000b)
(World Bank 2000c)

When listing these in your References section, you also distinguish each by 2000a, 2000b, 2000c and so forth.

Web site sources

When your source is a web site, you must still cite by author. If there is no author then cite by the name of the organisation. Never cite the web site address in your paper. The site address only appears in your References section.

Listing References

Under the Harvard system, you will have a **References** section at the end of the text of your essay. **List in References only those sources that are**

explicitly referred to in the text of your paper or in any of your tables, charts, etc. List all references alphabetically by the last name of the author or organization.

Word Lengths

The word limit of assignments is to be adhered to, although up to 500 extra words can be added to cover points more thoroughly. Students may be asked to re-write if the paper is too short or too long.

Grading guide		
49% or less	**Fail (FF)**	An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.
50% to 64%	**Pass (P)**	The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.
65% to 74%	**Credit (C)**	The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.
75% to 84%	**Distinction (D)**	Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.
85% upwards	**High Distinction (HD)**	All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.

Texts and Resources

Principal Text

A set of readings is included in the package you will receive. Please notify the course co-ordinator as soon as possible if this is not included.

Recommended Reading

The journals *Gender and Society, Men and Masculinities,* and *Gender and Development* are excellent sources for all essay topics. Available through the university library online for searches as described above.

Also:

Beneria, L. (2003) *Gender, Development, and Globalization : Economics as if All People Mattered,* Routledge: New York.
Chow, E.N. (ed) (2002) *Transforming Gender and Development in East Asia*, Routledge: London.
Momsen, J.H. (2004) *Gender and Development,* Routledge: London & NY.
Pateman, C. (1988) *The Sexual Contract.* London: Polity Press.
Schech, S. and Haggis, J. (eds) (2002) *Development: A Cultural Studies Reader,* Blackwell: Oxford.
Sweetman, C. (ed) (2003) *Gender, Development and Marriage*, Oxfam GB: Oxford.

ELECTRONIC RESOURCES

General

> Asian Development Bank (ADB) www.adb.org
> The World Bank Group www.worldbank.org
> International Monetary Fund (IMF) www.imf.org
> United Nations System www.unsystem.org
> Official Web Site Locator for the United Nations System of Organizations
> United Nations Development Programme (UNDP) www.undp.org
> United Nations Development Fund for Women (UNIFEM)
> www.unifem.undp.org
> United Nations Educational, Scientific and Cultural Organization (UNESCO)
> www.unesco.org
> United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) www.unescap.org
> World Bank Poverty Net www.worldbank.org/poverty/index.htm
> World Bank Social Capital Home Page www.worldbank.org/poverty/scapital
> Resources For Economists on the Internet (RFE) (American Economic Association) 128.252.177.190/EconFAQ.html

Social Science Links

> Social Sciences Data Collection (University of California/San Diego, USA)
> Searchable Social Sciences Database
> www.odwin.ucsd.edu/idata
> Social Science Information Gateway (UK)
> Searchable database
> www.sosig.esrc.bris.ac.uk
> Research Resources for the Social Sciences (Canada)
> Very powerful search engine
> www.socsciresearch.com
> Social Science Research Methods: Resources for Teachers (Southern Illinois University, USA)
> Good rundown on statistics software packages with links to relevant sites
> www.siu.edu/~hawkes/methods.html

Qualitative Research Resources Web Site (Nova Southeastern University, USA)
www.nova.edu/sss/QR/web.html
New Zealand Social Science Research Data & Information Services Centre (Massey University, NZ)
www.massey.ac.nz/~nzsrda
Odum Institute for Research in Social Science (University of North Carolina, USA)
www2.irss.unc.edu/irss.home.asp
The Data Archive (University of Essex, UK)
The UK's largest social science data archive for researchers in many disciplines
www.data-archive.ac.uk
Social Science Research Council (USA)
Founded in 1923, the SSRC is an independent, non-governmental, not-for-profit, international association devoted to the advancement of interdisciplinary research in the social sciences
www.ssrc.org
Yahoo Social Science Directory
www.dir.yahoo.com/Social_Science
Yahoo/Australia Social Science Directory
Lots of links
www.dir.yahoo.com/Regional/Countries/Australia/SocialScience
Research Methods in the Social Sciences on the Internet (University of Miami Library, USA)
Excellent Resource. Recommended by the WebDude. Be careful to not disappear into Cyberspace whilst having a look.
 www.library.miami.edu/netguides/psymeth.html
Coombsweb (Australian National University)
A social sciences and Asian studies networked research facility built around ftp, wais, email and www technologies
www.coombs.anu.edu.au/CoombsHome.html

Social Policy Links

Institute for Policy Research (Northwestern University, USA)
www.northwestern.edu/ipr
The Urban Institute (USA)
www.urban.org
Institute for Research on Poverty (University of Wisconsin/Madison, USA)
www.ssc.wisc.edu/irp/
Centre for Social Policy (University of Antwerp, Belgium)
www.ufsia.ac.be/~csb/
Social Policy Research Centre (University of New South Wales)
www.sprc.unsw.edu.au
University of York: Social Policy Research Unit (University of York, UK)
www2.york.ac.uk/inst/spru
Electronic Policy Network (USA)
www.movingideas.org

Module 1

TOPIC 1

Introduction to some key debates

READINGS:

1. Desai, M (2007) 'The Messy Relationship Between Feminisms and Globalizations', *Gender and Society* 21: 797-803.
2. Heyzer, N (2005) 'Making the Links', *Gender and Development,* 13(1): 9-12.
3. Kabeer, N. (2005) 'Gender Equality and Women's Empowerment', *Gender and Development*, 13(1): 13-24.

QUESTIONS

A. In Reading 1 Desai cites Eisenstein who argues that feminism has unwittingly served as the handmaiden of globalization? Do you agree with this argument? Give your reasons in 5-10 lines.

B. What do the distinctions North and South mean in development studies? Is this always a useful or logical distinction? Write a short paragraph answering these two questions.

C. Identify the 8 Millenium Development Goals (MDGs) and list them, writing at least one comment about gender implications under each one.

D. Identify the source and explain the meaning of the acronym CEDAW and write a summary of CEDAW in 5-10 lines.

E. Explain (Reading 3) Kabeer's 3 dimensions of empowerment: - agency, resources and achievement – in a short paragraph.

F. Using Reading 3, name some potential 'down sides' for women of the 3 indicators of MDG3: education, access to paid work, inclusion in governance structures.

TOPIC 2

Introduction to some key issues

READINGS:

4. Sandis, E. (2006) 'United Nations Measures to Stop Violence against Women', *Annals of the New York Academy of Science,* 1087: 370-383.
5. Askola, H. (2007) 'Violence against Women, Trafficking and Migration in the European Union', *European Law Journal,* (13(2): 204-217.
6. Batsyukova, S. (2007) 'Prostitution and Human Trafficking for Sexual Exploitation', *Gender Issues,* 24: 46-50.

QUESTIONS

A. What are some of the examples of violence against women cited in the Sandis article (Reading 4?)? Are there any significant examples of violence against women that have been left out? Write a short paragraph.

B. Write a short paragraph explaining why it is proving so difficult for the United Nations to realise its goal of eliminating violence against women.

C. Explain in your own words Askola's (Reading 5) reference to the apparent fact that in Europe trafficking victims tend to be female migrants, while 'smuggled migrants' tend to be male.

D. Why does Askola claim that the EU anti-trafficking strategy at present indicates a law enforcement agenda that is unsound in principle, and unworkable and repressive in practice? Write 5-10 lines in your answer.

E. Do you find Batsyukova's (Reading 6) distinction between prostitution and sex trafficking to be useful? Explain your answer in 5-10 lines.

MODULE 1 RECOMMENDED EXTRA READING:

Harnois, C.E. (2005) 'Different Paths to Different Feminisms? Bridging Multiracial Feminist Theory and Quantitative Sociological Gender Research', *Gender & Society,* vol. 19, no. 6, pp. 809-828 (available as an electronic resource through the library).

Rajeswar, J. (2000) 'Population Perspectives and Sustainable Development', *Sustainable Development*, vol. 8, no. 3, pp. 135-141 (available as an electronic resource through the library).

Note: All responses for Module 1 must be submitted by email to Daniela.Heil@newcastle.edu.au by Monday 16 March 2009.

Module 2

TOPIC 3

Measuring Gender Dimensions

READINGS:

7. Hepburn, S. and Simon, R. (2006) 'Women's Roles and Statuses the World Over', *Gender Issues,* 23(2): 63-68.
8. Schüler, D. (2006) 'The Uses and Misuses of the Gender-related Development Index and Gender Empowerment Measure: A Review of the Literature', *Journal of Human Development,* 7(2):161-181
9. Farah, N. R. (2006) 'Arab Women's Development: How Relevant are UNDP Measurements?', *Middle East Policy,* 13(2): 38-47.

QUESTIONS

A. In Reading 7 (Hepburn and Simon), were there any figures or facts that you found surprising and/or shocking? Explain your response in a short paragraph.

B. In your understanding of Reading 8 (Schüler), what are some of the usual problems in using the GDI and GEM? Write 5-10 lines of explanation.

C. In your understanding of Reading 8 (Schüler), what are some of the frequent benefits of using the GDI and GEM? Write 5-10 lines of explanation.

D. Reading 8 (Schüler) is a technically complex article to read. Explain the argument that the GDI does not measure gender inequality in your own words.

E. Write a brief appraisal of Farah's argument (Reading 9) that Arab countries score low on the GDI and GEM because the measures themselves are biased towards urban, middle-class populations.

TOPIC 4

Gender Mainstreaming

READINGS

10. Moser, C. and Moser, A. (2005) 'Gender Mainstreaming since Beijing', *Gender and Development,* 13(2): 11-22.

11. Rao, A. and Kelleher, D. (2005) 'Is there Life after Gender Mainstreaming?', *Gender and Development,* 13(2): 57-69.

QUESTIONS

A. From Reading 10 (Moser and Moser) explain in your own words the 'dual strategy' of gender mainstreaming employed by some countries formulating gender equity policies.

B. How can it be that in gender mainstreaming, increasing 'women's participation' (Reading 10) is not always beneficial for women? Explain your answer in 5-10 lines.

C. Reading between the lines to some extent in Reading 10 - what seem to be some of the problems in evaluating the success or failure of gender mainstreaming?

D. From Reading 11 (Rao and Kelleher) make a list of some of the 'myriad, insidious ways' in the which the mainstream resists women's perspectives and women's rights. What is the strongest source of such resistance?

E. Using Reading 11, explain in your own words how a 'politics of solidarity' can bring about institutional transformation in gender mainstreaming.

RECOMMENDED EXTRA READING FOR MODULE 2:

Pearson, R. (2003) 'Feminist Responses to Economic Globalisation: Some Examples of Past and Future Practice', *Gender and Development*, vol. 11, no. 1, pp. 25-34 (available as an electronic resource through the library).

Andersen, M.L. (2005) 'Thinking about Women: A Quarter Century's View', *Gender & Society,* vol. 19, no. 4, pp. 437-455 (available as an electronic resource through the library).

Note: All responses for Module 2 must be submitted to Daniela.Heil@newcastle.edu.au by Monday 6th April 2009.

Module 3

TOPIC 5

Masculinities

READINGS

12. Connell, R.W. and Messerschmidt, J. (2005) 'Hegemonic Masculinity: Rethinking the Concept', *Gender and Society* 19(6): 829-859.
13. Seidler, V. (2007) Masculinities, Bodies and Emotional Life, *Men and Masculinities*, 10(1): 9-21.

QUESTIONS

A. How do you understand Connell and Messerschmidt's claim (Reading 12) that 'hegemonic masculinity' is more of a 'normative' concept than 'normal' for men in the statistical sense? Write your response in 5-10 lines.

B. Write a few lines of your own commentary about each of the five principal criticisms of the paradigm of hegemonic masculinity as described in Reading 12.

C. Why do Connell and Messerschmidt argue that a (reworked) concept of hegemonic masculinities still has relevance in the 'present moment' of global gender politics?

D. What do you think of the claim in Reading 13 (Seidler) that 'the gym has taken the place of the cathedral as the spiritual home of masculinities'? Write 5-10 lines in response.

E. Write a paragraph of your own reflections on contemporary masculinity relevant to the following quote from Reading 13 (Seidler):

> 'Within globalized consumer cultures, gendered and sexual images are circulating and young men and women can feel that are trapped into constantly having to compare themselves with these images'(p. 20).

TOPIC 6

HIV/AIDS

READINGS

14. Nath, M.B. (2006) 'A Gendered Response to HIV/AIDS in South Asia and the Pacific: Insights from the Pandemic in Africa', *Gender & Development,* 14(1), 11-22.

15. Yang, X. and Xia, G. (2006) Gender, Migration, Risky Sex, and HIV Infection in China, *Studies in Family Planning,* 37(4): 241-250.

QUESTIONS

A. In Reading 14 (Nath), why does the author claim that mainstreaming gender and HIV into development programmes is not about targeting women? Write your response in 5-10 lines.

B. Write your own reflections in a paragraph about whether it is possible to contain the looming HIV/AIDS pandemic in Asia and the Pacific through 'good governance' (Reading 14).

C. Using Reading 15 (Yang and Xia), describe in your own words the link between female migration, casual/commercial sex, and HIV/STDs in the specific context of China as a rapidly developing country (a short paragraph).

D. Although it is not much mentioned, what do you think the behaviour of men has to do with the spread of HIV/AIDS in developing China?

RECOMMENDED EXTRA READING FOR MODULE 3:

Elmhirst, R. (2007) 'Tigers and Gangsters: Masculinities and Feminised Migration in Indonesia', *Population, Space and Place,* 13: 225–238 (available as an electronic resource through the library).

Seeley, J. and Butcher, K. (2006) 'Mainstreaming' HIV in Papua New Guinea: Putting Gender Equity First', Gender & Development 14(1): 105-114 (available as an electronic resource through the library).

Note: All responses for Module 3 must be submitted to Daniela.Heil@newcastle.edu.au by Wednesday 22 April 2009.

Module 4

TOPIC 7

The Glass Ceiling

READINGS

16. Gorman, E. and Kmec, J. (2007) 'We (Have to) Try Harder: Gender and Required Work Effort in Britain and the United States', *Gender and Society,* 21(6): 828-856.

17. Prokos, A. and Padavic, I. (2005) 'An Examination of Competing Explanations for the Pay Gap among Scientists and Engineers', *Gender and Society,* 19(4): 523-543.

QUESTIONS

A. In Reading 16 Gorman and Kmec claim it is possible that women overestimate the amount of effort required by their jobs, and/or that men underestimate it. From your understanding of the whole article, what are some of the reasons why women might say that their jobs require greater effort? And what lies behind this phenomenon? (write a long paragraph in response).

B. In Reading 17 Prokos and Padavic found that neither the 'cohort' effect nor the 'glass ceiling' concept effectively accounted for the gendered pay gap among scientists and engineers, despite the popularity of these explanations. Drawing upon Reading 17, but using your own words, describe what you see as other possible explanations for the gendered pay gap between these professionals (write a long paragraph in response).

TOPIC 8

NGOs (Non-Government Organisations)

READINGS

18. Barton, C. (2005) 'Where to for Women's Movements and the MDGs?' *Gender and Development,* 13(1): 25-35.

19. Wendoh, S. and Wallace, T. (2005) **'**Re-thinking Gender Mainstreaming in African NGOs and Communities', *Gender and Development,* 13(2): 70-79.

QUESTIONS

A. Using Reading 18 (Barton) write a long paragraph of your own reflections on the ways in which many women's NGOs are using the MDGs (Millenium Development Goals) as a vehicle to keep women's issues on the global agenda.

B. In Reading 19 Wendoh and Wallace identify obstacles to the effectiveness of gender mainstreaming initiatives by African women's NGOs. Write your own reflective comments about each of these challenges/obstacles:

- Resistance at government level
- Donor influence
- Rapid change

What does the analysis in Reading 19 imply about the most effective place for transformative gender empowerment to begin?

RECOMMENDED EXTRA READING FOR MODULE 4:

Thapan, M. (2003) 'Marriage, Well-Being and Agency among Women', *Gender and Development,* vol. 11, no. 2, pp. 77-84 (available as an electronic resource through the library).

Sow, F. (2003) 'Fundamentalisms, Globalisation and Women's Human Rights in Senegal', *Gender and Development,* vol. 11, no. 1, pp. 69-76 (available as an electronic resource through the library).

Note: All responses for Module 4 to be submitted to Daniela.Heil@newcastle.edu.au by Monday 11th May 2008

Module 5

Gendered violence

READINGS

20. Pande, R. (2002) 'The Public Face of a Private Domestic Violence', *International Feminist Journal of Politics,* 4(3): 342 - 367

21. Mullaney, J. Telling It Like a Man: Masculinities and Battering Men's Accounts of their Violence, *Men and Masculinities,* 10(2): 222-247.

QUESTIONS

A. Using Reading 20 (Pande) as a resource, write your own reflections about the relationship between alcohol and violence against women in either the developing or the developed world (long paragraph).

B. The following questions were used by Mullaney during interviews with men who had perpetrated an act of violence on their partner (Reading 21). Consider the questions. Does this seem to be appropriate - (a) methodology, (b) set of questions - to generate useful accounts of domestic violence? Write your response in a long paragraph.

> 1. How would you describe your relationship with your partner? Has this changed at any point?
> 2. How frequent was the violence between you and your partner?
> 3. [If they admit to at least three times] I want you to think about three incidents of violence between you and your partner: the first, the last, and one that stands out to you. Describe the situation, focusing less on what happened and more on what was said immediately following the violence. What was your or your partner's reaction to what was said?
> 4. How do you think your partner would describe these same situations?
> 5. Have others been asked to account for your violence? Do you know what they have said and to whom?
> 6. Have you been arrested before? If yes, how many times? What were the charges?

TOPIC 10

Changing Masculinities

READINGS

22. Masciadrelli, B., Pleck, J. and Stueve, J. (2006) 'Fathers' Role Model Perceptions: Themes and Linkages with Involvement', *Men and Masculinities,* 9(1): 23-34.

23. Gregory, C. (2006) 'Among the Dockhands: Another Look at Working-Class Male Culture', *Men and Masculinities,* 9(2): 252-260.

QUESTIONS

A. In Reading 22 (Masciadrelli et al) it was found that highly involved fathers were more likely to cite peer parents than to specifically cite their own fathers as influential role models for them and infrequently cited their spouses as models, while low-involvement fathers more often attributed positive affective evaluations to their role models for fatherhood than did highly involved fathers. Write a long paragraph giving an account of this in your own words.

B. In Reading 23 (Gregory), the detailed account of the masculine work culture of the docks includes the statement: 'But the masculine work culture on the dock, admittedly crude and sexist, made things more bearable' (p. 260). In a long paragraph reflect on this in relation to the continuing gender-segregated labour market, and issues of social class.

RECOMMENDED EXTRA READING FOR MODULE 4:

De Casanova, E.M. (2004) '"No Ugly Women": Concepts of Race and Beauty among Adolescent Women in Ecuador', *Gender & Society*, vol.18, no. 3, pp. 287-308 (available as an electronic resource through the library).

Gerholm, L. (2003) 'Overcoming Temptation: On Masculinity and Sexuality among Muslims in Stockholm', Global Networks, 3(3): 1470-2266 (available as an electronic resource through the library).

Note: All responses for Module 5 to be submitted to Daniela.Heil@newcastle.edu.au by Wednesday 27 May 2008

Module 6

TOPIC 11

Combating HIV/AIDS

READINGS

24. Marshall, M. and Taylor, N. (2006) 'Tackling HIV and AIDS with faith-based communities: learning from attitudes on gender relations and sexual rights within local evangelical churches in Burkina Faso, Zimbabwe, and South Africa', *Gender & Development,* 14(3): 363-374.

25. Weinberg, C. (2006) 'This is not a love story: using soap opera to fight HIV in Nicaragua', *Gender & Development,* 14(1): 37-46.

QUESTIONS

A. Using Reading 24 (Marshall and Talyor), write your own reflections about whether a religious faith-based approach can be effective in tackling HIV/ AIDS in Africa (long paragraph).

B. Using Reading 25 (Weinberg), write your own reflections about whether a soap opera-based approach can be effective in fighting HIV/ AIDS in South America (long paragraph).

TOPIC 12

Bumping against the Glass Ceiling

READINGS

26. Morgan, L. and Martin, K. (2006) 'Taking Women Professionals Out of the Office: The Case of Women in Sales', *Gender & Society,* 20(1): 108-128.

27. McKay, S. (2006) 'Hard Drives and Glass Ceilings: Gender Stratification in High-Tech Production', *Gender & Society,* 20(2): 207-235

QUESTIONS

A. Using Reading 26 (Morgan and Martin), write your own reflections about what happens when professional women must undertake networking outside the office setting (long paragraph).

B. Using Reading 27 (McKay), write your own reflections about the phenomenon in the developing world, where, as firms upgrade, they will further stratify their workforces by gender, leading to the 'masculinization' of much skilled, high-tech work currently done by women (long paragraph).

RECOMMENDED EXTRA READINGS FOR MODULE 6:

Gupta, S. (2006) 'The Consequences of Maternal Employment During Men's Childhood for their Adult Housework Performance', *Gender & Society,* vol. 20, no. 1, pp. 60-86 (available as an electronic resource through the library).

Sinha, K. (2003) 'Citizenship Degraded: Indian Women in a Modern State and Pre-Modern Society', *Gender and Development,* vol. 11, no. 3, pp. 19-26 (available as an electronic resource through the library).

Note: All responses for Module 6 to be submitted to
Daniela.Heil@newcastle.edu.au by Monday 8 June 2008