

Course delivery with respect to the COVID-19 pandemic

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.



CGS 3519G 550: Global Inequalities based on Sexual Differences Winter 2022

1. Course Information

Course Name, Number, Section: Global Inequalities Based on Sexual Differences, CGS 3519G 550.

Instructor(s): Dr. Masaya Llavaneras Blanco

Contact Information: mllavane@uwo.ca

Office: A206

Office Hours: Tuesdays between 1:00-3:00 pm.

Class Location: room# W101

Scheduled Class Times (including tutorial hours): Tuesdays, 10:30 - 11:20am., Thursdays, 9:30 - 11:20am., room# W101

Prerequisites: 0.5 Centre for Global Studies course at the 1000-1099 level, or permission of the Centre for Global Studies

Antirequisites: None

2. Course Description

Sexual differences and the way they are socially and culturally constructed have a significant impact in global inequalities. This impact is manifest in unequal access to services, unequal income levels, legal discrimination, and even persecution and physical violence based on the sex we are assigned when we are born, who we love, and how we present in society. In this course we will explore the different ways in which gender and sexual differences affect critical issues in development such as work, migration, health, social protection and sexual rights. We will explore how these issues manifest in different socioeconomic contexts, and how governments, social movements and civil society organizations address them in their practice. We will read feminist and queer approaches to development and will explore how gender inequalities affect development and everyday life in concrete terms.

3. Course Learning Outcomes

At the end of this course, you will:

- a. Be able to identify and describe the most current conversations on gender and development literature.
- b. Understand some of the concrete consequences that inequalities based on sexual differences have on global development issues and policies.
- c. Understand some of the theoretical approaches to sexual difference, specifically intersectional approaches, and feminisms from the so-called global south.

4. Contact information and email policy

The best way to reach me is via email at: mllavane@uwo.ca

When you send me an email, please:

- a. Add the course number to the email subject.
- b. Use your university email account.
- c. Allow 48 hours for me to get back to you. Feel free to send me a reminder if I have not reached out after that period.
- d. Be courteous. Remember that sending an email to your professors is not the same as sending a text message to a friend.

I will be available to chat individually over Zoom on Tuesdays between 1:00-3:00 pm.

Remember to use your university email address to log in.

Call details: <https://westernuniversity.zoom.us/j/97022402145>

Meeting ID: 970 2240 2145

Passcode: 150642

5. Policy regarding grade appeals

No delayed submissions will be accepted. If you need to seek academic consideration for missed work or absence in class, please refer to the policy on academic appeals detailed in the appendix of this syllabus.

If you are unsatisfied with the grade given to a particular assignment, it is your right to bring it up with your instructor. Be aware that once a grade is reviewed, it can either increase or decrease.

I kindly ask you to wait for 2 days after receiving your grade before reaching out to me. This will provide you with enough time to reflect about your request. If you decide to go ahead with it, please explain your concerns in an email trying to be as clear as you can, explaining why you disagree with the grade you were given. I will then consider your request and reply in writing too. If you are unsatisfied with the outcome, you are free to make an appeal. Please refer to Huron's Appeals Policy below.

6. Textbooks and Course Materials

This course's materials include academic articles and book chapters from multiple disciplines on gender, queer studies, sexualities, development, public policy and fiction. All the course materials will be available on OWL, as well as through some hyperlinks available in this syllabus.

7. Methods of Evaluation

Assessment	%	Due dates
In class participation	15	Every class and seminar
Reading reflection 1	10	Any 3 Thursday between Jan 13 and Feb. 17
Reading reflection 2	10	
Reading reflection 3	10	
Group Presentation and Seminar leadership: Special Issues on Development and Sexual Inequalities in the context of the COVID pandemic	25	Each group will present between March 8 and March 24
Final essay	30	March 31
TOTAL	100	

An assessment description will be provided for each case, except for in-class participation, for which the description below will suffice. Below is a brief description of each one.

Part of the assessments for this course will be done as a group. We will have a chance to develop accountability mechanisms for group's work and performance, including peer and self-evaluation.

In class participation: Class attendance is paramount. This course requires active participation and active group work in class. The class will often include seminar discussions and active participation in lectures. It will also include group work which requires active participation in small group settings.

I understand that not everyone is able to participate in the same way. I am committed to fostering a safe classroom environment where each one of us feels safe to speak their mind and does so respectfully. We will create a set of rules for our class at the beginning of the term to encourage this. If for any reason speaking in a large group context remains a concern, please be sure to reach out to me and we will discuss alternatives.

Reading Reflections: It is expected that everyone attends the course having read the materials assigned for each week. You will be required to write 3 reading reflections on the readings assigned to 3 different days between January 13 and February 17. Reflections should be 350 words long and respond to the main claims made to ALL the readings assigned for a particular week. What are the authors' main concerns? What evidence, theory, perspective do they use? What is your opinion about it?

Group Presentation: You will be expected to form groups focused on the topics addressed in the seminars between March 3 and March 29. Each group will be responsible to present the articles assigned for that day and guide our seminars about them.

Final Essay: You will prepare an individual essay focusing on the policy area on which you presented as part of a group. The essay will not be a repetition of the presentation but rather, will build on it, using the articles that you presented on, combined with new sources that you research independently. The essay should be between 2,500 and 3,000 words and include at least 8 new sources, and 4 sources read in class.

8. Tentative Class Schedule/ Syllabus

Date	Theme	Reading/Learning material
Jan 4	Introduction to the course.	
Jan 6	What is sexual difference? Sex, gender, sexualities and power	<ol style="list-style-type: none"> 1. Folbre, N., 2021, "Chapter 10. Division and Alliance" in <i>The Rise and Decline of Patriarchal systems: An intersectional Political Economy</i>, Verso, UK. 2. Kapoor, I. (2015) "The queer Third World," in <i>Third World Quarterly</i> Vol. 36, No. 9, Pp. 1611-1628
Jan 11	Seminar Kim Tallbear's section of the video https://www.youtube.com/watch?v=3DqeTykFNqo&t=352s	
Jan 13	Intersectionalities	<ol style="list-style-type: none"> 1. Lorde, A., 2007(1984), "Age, Race, Class, and Sex: Women redefining difference," in <i>Sister Outsider: Essays and Speeches</i>, Crossing Press, Berkeley., Pp. 159-163 2. Adichie, Chimamanda Ngozi. 2009. "A Private Experience" in <i>The thing around your neck</i>. New York: New York : Alfred A. Knopf.
Jan 18	Seminar:	
Jan 20	Care, social reproduction and the sexual division of labour	<ol style="list-style-type: none"> 1. Razavi, Shahra. 2011. "Rethinking Care in a Development Context: An Introduction" <i>Development and Change</i> 42:873-903 2. Raghuram, Parvati, 2019, "Race and Feminist care ethics: intersectionality as method" in <i>Gender, Place and Culture</i>, Pp. 1-25
Jan 25	Seminar	
Jan 27	Gender and sex meet development	<ol style="list-style-type: none"> 1. Esquivel, V. and Corina Rodríguez Enríquez, 2020, "The Beijing Platform for Action charted a future we still need to bring up: building feminist economic policy" in <i>Gender and Development</i>, 28: 2. Pp. 281-298. 2. Guttman, M, 2018, "Men and Masculinities in Development" in Cupples et al (eds) <i>The Routledge Handbook of Latin American Development</i>, London, Pp. 297-306
Feb 1	Seminar	
Feb 3	Gender, sex and global inequalities: measurements	<ol style="list-style-type: none"> 1. Razavi, S., 2019, "Indicators as Substitute for Policy Contestation and Accountability? Some Reflections on the 2030 Agenda from the Perspective of Gender Equality and Women's Rights," in <i>Global Policy</i>, 10:S1., Pp. 149-152 2. Banerjea, N. and Kath Browne (2018) "Livable Lives: A transnational queer-feminist reflection on sexuality,

		development and governance” in Mason, C. et al. <i>Routledge handbook of queer development studies</i> . New York: Routledge. Pp. 169-179
Feb 8	Seminar	
Feb 10	Gender, sex and global inequalities: global mobilities	<ol style="list-style-type: none"> 1. Kofman, E and Parvati Raghuram (2015). “Gendered Migrations and Global Processes,” in <i>Gendered Migrations and Global Social Reproduction</i>, Migration, Diasporas and Citizenship Series, Palgrave Macmillan, England. Pp. 18-39. 2. Angulo-Pasel, C. (2018). The journey of Central American women migrants: engendering the mobile commons. <i>Mobilities</i>, 13(6), 894–909. https://doi.org/10.1080/17450101.2018.1498225
Feb 15		
Feb 17	Gender, sex and political contestations	<ol style="list-style-type: none"> 1. Garita, Alexandra. (2015). "Moving toward Sexual and Reproductive Justice: A Transnational and Multigenerational Feminist Remix." In <i>The Oxford handbook of transnational feminist movements</i>, edited by Rawwida Baksh-Soodeen and Wendy Harcourt. New York, NY: Oxford University Press. pp. 271-284 2. Gosine, A. (2018) “Rescue, and Love: Same-sex desire in international development” in Mason, C. et al. <i>Routledge handbook of queer development studies</i>. New York: Routledge. Pp. 193-208
Feb 19-27		Spring reading break
March 1	Seminar	
March 3	Gender, sex and global inequalities: Health	
March 8	Seminar: Gender, sex and global inequalities: Health in times of COVID and other crises	<ol style="list-style-type: none"> 1. Tanyag, M. (2018). “Depleting fragile bodies: the political economy of sexual and reproductive health in crisis situations.” <i>Review of International Studies</i>, 44(4), 654–671. https://doi.org/10.1017/S0260210518000128 2. Diniz, C. S. G., & Cabral, C. da S. (2021). Reproductive health and rights, and public policies in Brazil: revisiting challenges during covid-19 pandemics. <i>Global Public Health</i>, 1–14. https://doi.org/10.1080/17441692.2021.1995463
March 10	Gender, sex and global inequalities: Care and Social Protection	
March 15	Seminar: Gender, sex and global inequalities: Care and Social Protection in times of COVID19?	<ol style="list-style-type: none"> 1. Razavi, S, 2021, <i>The social protection response to COVID-19 has failed women: Towards universal gender-responsive social protection systems</i>, Feminist Ideas for a Post-COVID-19 world, No.1, May, UN Women 2. Sa, Z. (forthcoming) The Impact of COVID-19 on Domestic workers and policy responses in China, <i>DAWN Discussion papers</i>

March 17	Gender, sex and global inequalities: How do they affect the world of work <i>We will watch DAWN Talk 1: Informal workers and social reproduction</i>	
March 22	Seminar: Gender, sex and global inequalities: How do they affect the world of work in times of COVID19?	<ol style="list-style-type: none"> 1. Stevano, S. Ali, R., and Merle Jamieson, 2020, "Essential for what? A global social reproduction view on the reorganization of work during the COVID-19 pandemic in <i>Canadian Journal of Development Studies / Revue canadienne d'études du développement</i>, DOI: 10.1080/02255189.2020.1834362 2. WIEGO, 2021, COVID-19 Crisis and the Informal Economy: Round 1 Global Summary
March 24	Canada's Feminist International Assistance Policy	
March 29	Seminar: Gender, sex and global inequalities: Canada's feminist foreign policy response in times of COVID19	<ol style="list-style-type: none"> 1. Smith, J., Herten-Crabb, A., & Wenham, C. (2021). COVID-19 & feminist foreign policy: Canada's comparative advantage. <i>Canadian Foreign Policy Journal</i>, 1–7. https://doi.org/10.1080/11926422.2021.1969971 2. Morton, S. E., Muchiri, J., & Swiss, L. (2020). Which feminism(s)? For whom? Intersectionality in Canada's Feminist International Assistance Policy. <i>International Journal (Toronto)</i>, 75(3), 329–348. https://doi.org/10.1177/00207020200953420
March 31	Final paper submission	

9. FASS Appendix

Includes the required statements as per Senate Policy:

- Prerequisite checking – the student's responsibility
- Statement on Use of Electronic Devices
- Statement on Use of Personal Response Systems ("Clickers")
- Statement on Academic Offences
- Support Services



Mandatory Use of Masks in Classrooms

Students will be expected to wear triple layer non-medical masks at all times in the classroom as per Huron policy and public health directives. Students are now permitted to drink water in class by lifting and replacing the mask each time a drink is taken. Students will be able to eat and drink outside of the classroom during scheduled breaks.

Students unwilling to wear a mask as stipulated by Huron policy and public health directives will be referred to the Dean's Office, and such actions will be considered a violation of the Huron Student Code of Conduct.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the

permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The

appeals process is also outlined in this policy as well as more generally at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>
Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>
Academic Support & Engagement: <http://academicssupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca
Community Safety Office: safety@huron.uwo.ca
Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.