



## COURSE OUTLINE

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### 1. Instructor Information

- (a) Instructors: Helen Lansdowne
- (b) Office hours: Tuesday and Thursday, 9:00 pm – 10:00 pm or by Appointment
- (c) Office Location: Paul 230
- (d) Phone 370-3369 \_\_\_\_\_
- (e) E-mail: [hansdow@camosun.bc.ca](mailto:hansdow@camosun.bc.ca) and [maidstone@camosun.bc.ca](mailto:maidstone@camosun.bc.ca)

### 2. Intended Learning Outcomes

This interdisciplinary course provides a comparative introduction to the study of gender relations in Asia. This course looks at how the lives of Asian women have been constructed by various domestic and international forces – gender, ethnicity, sexuality, colonialism/imperialism, neo-colonialism.

Students will be able:

- 1. analyze women's roles and opportunities in the process of development in Asia
- 2. identify Asian women's experiences within the context of gender relations
- 3. analyze the historical influence of gender on Asia
- 4. recognize the distinct changes that women's roles have undergone in colonial and post-colonial Asia
- 5. describe women's societal engagement in contemporary Asia
- 6. critically examine the impacts of globalization on women in Asia

### 3. Required Materials

Maggie Black, *No Nonsense Guide to Development*. Toronto: New Internationalist Press, 2010.

Supplementary Assigned Readings to be confirmed in class.

### 4. Course Content and Schedule

**May 2<sup>nd</sup> – Theorizing Development**

**Readings:** Chapters 1 and 2 from *No Nonsense Guide to Development*

**May 3<sup>rd</sup> – Theorizing Gender and Development**

**Readings:** "Under Western Eyes: Feminist Scholarship and Colonial Discours" by Chandra Talpade Mohanty, *Feminist Review*, No. 30, Autumn, 1988. Retrieve from JSTOR.

**May 4<sup>th</sup> – Gender in the Indian Context**

**Readings:** The Gender and Environment Debate: Lessons from India

Author(s): Bina Agarwal  
Source: Feminist Studies, Vol. 18, No. 1 (Spring, 1992), pp. 119-158  
Published by: [Feminist Studies, Inc.](#)  
Stable URL: <http://www.jstor.org/stable/3178217>

**May 5<sup>th</sup> - Contemporary Kerala: Social Class, Labour Issues and Rural/Urban Divide**  
**Reading: Chapter One from the Human Development Report 2005 Kerala. Retrieve from**  
**<http://data.undp.org.in/shdr/kerala/report.pdf>**

**Mid Term Exam (1 hour)**

**May 8<sup>th</sup> – May 29<sup>th</sup> : Field School (see attached itinerary)**

## **5. Basis of Student Assessment (Weighting)**

Mid-Term, May 5 <sup>th</sup>	(20%)
Presentations in India	(10%)
Field School Quizzes	(30%)
Field Notes, Ethnographic Journal and Summary	(40%)

**Mid-Term:** The mid-term will be held at the beginning of the class on May 5<sup>th</sup> and will consist of an essay style question. This exam will form 20% of your total grade.

**Presentation:** Each student will be responsible for presenting material that is based on reading a novel of choice. The novel must be by an Indian author, must be set in the 20<sup>th</sup> or 21<sup>st</sup> Century and must be set in India. The student will present her/his research and analysis for approximately 15 minutes. This assignment will be worth 10% of your total grade. Presentations will be conducted in India.

**Field School Quizzes:** While in India you will be examined after each week of studies. There will be three quizzes in total and will take the form of essay style questions. This assessment will be based on in-class lectures and guest lectures. Each quiz will be worth 10% of your grade.

**Ethnographic Journal, Field Notes and Summary:** While in India, you will be expected to produce three documents: Field Notes, an Ethnographic Journal and a Summary. The Field Notes will consist of your immediate observations of Field School activities. Each evening you will be required to summarize your Field Notes in an Ethnographic Journal that will provide an analysis of your observations and recordings. Towards the end of the Field School, you will prepare a three-page Summary that will offer a brief overview of your ethnographic experience and any conclusions that you have made. All three documents will be handed in to the instructors on May 28<sup>th</sup>. This assignment will be discussed more fully in class. It forms 40% of your total grade.

## 6. Grading System

The following percentage conversion to letter grade will be used:

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

### ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section. [www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html)