

Carleton University

Gender and Society

SOCI 2045

Winter 2025

Instructor: Ishara Mahat

Class: In person

Wednesday 8.35-11.25 AM

Office Hour: (Wednesday: 2- 3 PM on Zoom)

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In this course, you are expected to learn from your texts, your teacher and from one another. This requires striving towards understanding each other but it does not imply striving towards finding agreement. Our class will be racially, religiously, politically, culturally, generationally, and economically diverse. We will be of different gender identifications and sexual orientations and our lived experiences and reactions to the course material will reflect this diversity. Sharing our perspectives and interpretations on the course material will enhance everyone's learning experience and you are encouraged to openly express any disagreements with the authors you will read, with your fellow classmates, or with the Professor in the different participation fora that are available for this course. However, you are expected to conduct yourself in such a way that shows the utmost respect to others who may – or may not – share your views. Derogatory comments and hateful behavior towards others (and their views) will not be tolerated.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

Course Description and Objectives:

This course aims to examine how gender constructs our social world, our identities and the values of institutions that leads to understanding the relationship between gender and social structure. We will discuss some theoretical perspectives to understand gender in different political locations, as well as different social realities based on gendered dynamic of institutions. We will utilize different case studies to analyze the gendered structure of the world we live in.

Learning Outcomes:

- **At the end of this course, students should be able to explain** the gender concept, and the relationship between gender and social structure,
- **At the end of this course, students should be able to analyze** the critical process of social construction that has led to discriminatory practices in all spheres of lives.
- **At the end of this course, students should be able to integrate** their knowledge on gendered culture of different society to their overall experience of learning.

COURSE STRUCTURE AND NAVIGATION

This course will consist of six modules, and each module includes two weekly sessions of three hours. Each module contains a series of lectures and seminars along with other activities.

The first half of the class will be focused on lectures from the different texts, and the second half of the class will be in a seminar form to discuss the different aspects of gender and society, in which students will be actively engaged in the discussions by interacting with their fellow classmates as well as the instructor. Along with these modules, the student will be asked to complete different activities and assignments as listed below.

It is the responsibility of the students to keep up with the readings throughout the semester and to engage scholarly. **The ideas, opinions and thoughts of all students are to be respected and are all valid.**

ASSESSMENT METHODS

Evaluation format	Weight	Date
Group Presentations	15 %	Full Term
Attendance and participation	10%	Full term
Research Outlines	15 %	Feb. 12
Research Paper	25%	March 19
Final Exam (Take Home)	35 %	26 th April

Group Presentations: We will have group seminars to facilitate interactive discussions on the assigned readings and films from different weeks throughout the semester. The students will be divided into different groups, and each group is assigned with a reading that needs to be presented in the class as well as submit three pages of summary in Brightspace. In preparing the group work, each member of the group should respect each other's ideas and opinions and work in cooperation with each other. At the same time the rest of the students must also respect the values, ideas and opinions of each other in engaging in interactive discussion.

Attendance and participation: Attendance will also be taken every week excluding the first two weeks. Students are required to participate actively during the seminar (question/ answer session) class based upon the assigned readings for the week.

Research Topic/Outlines: The students will select a research topic of their interest on issues related to development theory and practice explaining the research questions, rationale, key arguments, and a brief research plan that must be submitted by Feb. 12. A detailed guideline for the research outlines is included in Annex 1.

Research Paper: A research paper including the research questions, context, issues and problems, rationale, key arguments, and opinions supported by at least five peer-reviewed journal articles, and recommendations and strategies is due on Feb. 26. A detailed description of the research paper is attached (See Annex I) at the end of this course outline. This will also be posted in Brightspace.

Final Exam: Final exam will be take-home exam to be completed by April 26th.

*Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that the grade submitted by the instructor may be subject to revision. No grades are final until they have been approved by Dean.

Course Requirements and Expectations:

1. Students must read all the assigned readings to be able to participate in class.
2. It is important to keep updated with weekly materials and deadlines.
3. Students must complete all the assignments as instructed.
4. Please make sure that you have a good access to internet, and computer.
5. You are not allowed to share the education materials (lecture video and power point slides) that are exclusively restricted for learning purpose for this course.
6. Since this is a multicultural class (as we come from different background but belonging to the same learning community), we must respect each other's ideas and opinions to be able to learn freely in the safe environment.

7. Our course learning is based on active learning process in which, we learn not only from the text, but also from each other including your classmates. It is essential that we urge for best possible ways to integrate each other's experiences, and voices to make the learning more productive for all.

Note on the Preparation of Assignments: All written work should be prepared in accord with the conventions of scholarly writing. Assignments should:

- be properly formatted (1" margins, readable 12pt. font double line spacing).
- be rigorously checked for spelling and grammar.
- include a title page with the title, your name(s), student #, course # and the name of the professor.
- include page numbers.
- provide citations for all sources and quotations – see (https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html)
- include a bibliography at the end.
- Please do not make use of AI tools to write your paper. Any use of generative AI tools to produce assessed content is a violation of academic integrity standards.

All assignments are to be submitted in Brightspace.

Late assignments are subject to a deduction of 10 % of the total grade per week once crossing the deadlines.

Required Textbook:

There is no textbook for this course. All reading materials are available through ARES and the online library of Carleton. Important weblinks are also posted in Brightspace.

Class Schedule:

Jan. 8	Introduction of course theme and key concept Hooks B. "Come Closer to Feminism" – Chapters 1-2. <i>In Feminism is for Everybody</i> . South End Press, 2000. We should all be feminists Chimamanda Ngozi Adichie TEDxEuston https://www.youtube.com/watch?v=hg3umXU_qWc&t=921s
Module I: Gender and Political Locations	
Jan15 Lecture	Mohanty, T. C. "Under Western Eyes Feminist Scholarship and Colonial Discourses" in <i>Feminism without Borders, Decolonizing Theory Practicing Solidarity</i> , Duke University, 2003.
Seminar	Shields, S. "Gender: An Intersectionality perspective." <i>Sex Roles</i> 59, (2008): 301-311.

Jan. 22 Lecture	Mohanty, T. C. "Under Western Eyes: Revisited, Feminists solidarity through Anti-capitalist struggles", in <i>Feminism without Borders, Decolonizing Theory Practicing Solidarity</i> , Duke University, 2003.
Seminar	<p>Fernandez, F. R., Miras, S. M., & Requena, T. A. "Intersections between the global economy and gender structures in the workforce in relocated industries", <i>Third World Quarterly</i> 44, no. 7 (2023): 1455–1471.</p> <p>Laura P. and Thornton, L. "Connecting the Local with Global: Transnational Feminism and Civic Engagement", <i>Feminist Teacher</i> 22, no.3 (2012): 214-232.</p>
Module II: Gender and Global Economy	
Jan. 29 Lecture	<p>Henderson, L.S. & Jeydel, S.A. "Women in the Global Economy", in <i>Women and Politics in Global World</i>, Oxford University Press, 2014.</p> <p>Breaking the Wall of Gender Inequality: How Gender Balance Can Transform the Global Economy (Video)</p>
Seminar	<p>Maria S. "An Ethical Problem in the Current Global Economy: Gender Pay Gap", "<i>Ovidius University Annals, Economic Sciences Series</i> Volume XXIV, Issue 1 (2024): 318-327.</p> <p>Stier, H. & Druker, H. E. "Running Ahead or Running in Place? Educational Expansion and Gender Inequality in the Labor Market", <i>Social Indicator research</i>, Vol.130 no.3 (2017):1187–1206.</p>
Feb. 5 Lecture	<p>Pearson, R "Feminist Responses to Economic Globalization: Some Examples of Past and Future Practice", in <i>Women Reinventing Globalization</i> edited by Kerr J. and Sweetman C., OXFAM, UK. 2003.</p> <p>Waring, M. "Counting for Something: Recognizing women's Contribution to the Global Economy through Alternative Accounting Systems", In <i>Women Reinventing Globalization</i>, edited by Kerr J. and Sweetman C. OXFAM, UK, 2003.</p>
Seminar	<p>Permillá, N. "Citizenship Rights, Domestic Work and the Fair Labor Standard Act," <i>Journal of Policy History</i> 24, no.1 (2012): 74-94</p> <p>Daminger, A. "The cognitive dimension of household labor." <i>American Sociological Review</i> 84 no. 4 (2019): 609-633</p>
Module III: Gender Culture and Power	
Feb. 12 Lecture	McDowell, L. "Introduction, Place and Gender" in <i>Gender, identity, and place: Understanding feminist geographies</i> . John Wiley & Sons, 2018.

Seminar Research outlines due	<p>Sabbah, S. & Metzuyanin, H. E. "Integration of Arab Female Students at a Technological University—Narratives of Identity in Figured Worlds" <i>International Journal of Science and Mathematics Education</i> 19, no.5 (2021): 977–996.</p> <p>Morrel, R., Jewkes, R. & Lindegger, G. "Hegemonic Masculinity/ Masculinities in South Africa: Culture, Power and Gender Politics", <i>Men and Masculinities</i> 15, no. 1 (2012): 11-30</p>
Feb. 17-21	Reading week (No class)
Feb. 26 lecture	Hodgson, D. "Power Agency and Structure" in <i>The Gender, Culture and Power Reader</i> , "Oxford University Press, 2016.
Seminar Research Paper due	<p>Hu, Y., & Scott, J. "Family and gender values in China: Generational, geographic, and gender differences". <i>Journal of Family Issues</i>, 37 no. 9 (2016):1267-1293.</p> <p>Hall, L. J. and Ngaire D. "'Nice girls don't carry knives': Constructions of ambition in media coverage of Australia's first female Prime Minister" <i>British Journal of Social Psychology</i> 52 no. 4 (2013): 631–647.</p>
Module IV: Gender and Reproductive Rights	
March 5 lecture	Sudha S. and Rajan, I. "Female Demographic Disadvantage in India 1981-1991: Sex Selective Abortion and Female Infanticide" in <i>Gender Poverty and Well Being</i> edited by Razavi, S. Blackwell Publishers Ltd, 2000.
Seminar	<p>Amuchastegui, A. Cruz, G, Aldaz, E. & Mejía, M.C. "Politics, Religion and Gender Equality in Contemporary Mexico: Women's Sexuality and Reproductive Rights in a Contested Secular State", <i>Third World Quarterly</i> 31, no. 6 (2010): 989-1005</p> <p>Amroussia, N.,Goicolea, I., & Hernandez, A. Reproductive Health Policy in Tunisia: Women's Right to Reproductive Health and <i>Gender Empowerment Health and human rights</i> 18, no. 2 (2016): 83-194</p>
Module V: Gender Conflict and Violence	
March 12 lecture	Saikia, Y., "Post Script: Lessons of Violence" in <i>Women, War and the Making of Bangladesh: Remembering 1971</i> , Duke University Press, 2011.
Seminar	<p>Alivelu, R. & Muthoni, M. "When does the end begin?' Addressing gender-based violence in post-conflict societies: case studies from Zimbabwe and El Salvador" <i>Gender & Development</i> 21 no.3 (2013): 489-503.</p> <p>Chowdhury, E. & Atallah, G. D. "Debunking 'truths,' claiming justice: reflections on Yasmin Saikia's, Women, War, and the Making of</p>

	Bangladesh: Remembering 1971", <i>Human Rights Quarterly</i> 34, no. 4 (2012) 1201-1211.
March 19 Lecture Final Research Paper due	Carbin, M. "Towards a politics of uncertainty: difficulties of naming the relationship between gender and violence", <i>Journal of Gender-Based Violence</i> 5, no.1 (2021): 95-109. Audio: "Some Like it Not (on the Neck)". <i>This America Life</i> radio episode about campus sexual consent workshops. Originally aired May 15, 2015. https://www.thisamericanlife.org/557/birds-bees#play (click on "Act One", 13 min.)
Seminar	Meeto, V. and Mirza, S.H. "There is nothing honorable about honor killings, Gender, Violence and Limits of Multiculturalism", <i>Women's Studies International Forum</i> 30, no. 3 (2007): 187-200. Hlavka, H. "Normalizing Sexual Violence: Young Women Account for Harassment and Abuse", <i>Gender and Society</i> 28, no. 3 (2014): 337-358.
	Module VI: Gender and Social Justice
March 26	Limon, C. "From Surrogacy to Ectogenesis: Reproductive Justice and Equal Opportunity in Neoliberal Times", <i>Australian Feminist Studies</i> 31, no. 88 (2016): 203-219.
Seminar	Suparna, J. & Bhardawj, G. Striving for social justice: understanding gender issues at the workplace in India, <i>Health psychology report</i> 4, no. 3 (2016): 246-260
April 2	The True Cost (Film)
	Exam Review for take home exam

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course	DEF = Deferred	

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Academic Accommodations:

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

Academic Accommodations for Students with Disabilities:

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at **613-520-6608** or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your ***Letter of Accommodation*** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*).

*The deadline for contacting the Paul Menton Centre regarding accommodation for February/March examinations is **February 1, 2025** and **March 15, 2025** for April examinations.

For Religious Obligations:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Pregnancy:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Survivors of Sexual Violence:

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: www.carleton.ca/sexual-violence-support

Accommodation for Student Activities:

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Plagiarism:

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Assistance for Students:

Mental Health: As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Academic and Career Development Services: <https://carleton.ca/career/>

Writing Services: <http://www.carleton.ca/csas/writing-services/>

Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

Important Information:

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>.

• WINTER TERM 2025 – Important Dates and Deadlines

Date	Activity
December 30, 2024	Deadline for course outlines to be made available to students registered in full winter and early winter term courses.
January 3, 2025	University reopens.
January 6, 2025	Winter term begins. Full winter and early winter classes begin.
January 10, 2025	Last day for registration and course changes (including auditing) in early winter courses.

January 17, 2025	Last day for registration and course changes (including auditing) in full winter and late winter courses.
	Last day to withdraw from early winter courses with a full fee adjustment.
	Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in winter 2025 and must register for the winter 2025 term.
January 24-26, January 31-February 2, 2025	Full fall and late fall term deferred final examinations will be held.
January 31, 2025	Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment.
February 1, 2025	Last day for academic withdrawal from early winter courses.
	Last day to request Formal Examination Accommodations for Feb/Mar final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
February 7, 2025	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early winter term undergraduate courses, before the official Feb/Mar final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
February 14, 2025	Last day of early winter classes.
	Last day for final take-home examinations to be assigned in early winter courses, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day that can be specified by an instructor as a due date for term work for early winter courses.

	April examination schedule available online.
February 17, 2025	Statutory holiday. University closed.
	Deadline for course outlines to be made available to students registered in late winter courses.
February 17-21, 2025	Winter break, no classes.
February 22-23, March 1-2, 2025	Final examinations in early winter undergraduate courses will be held.
February 24, 2025	Late winter classes begin.
March 1, 2025	Last day for receipt of applications to Bachelor of Architecture, Bachelor of Industrial Design, Bachelor of Information Technology (Interactive Multimedia and Design), Bachelor of Music and Bachelor of Social Work degree programs for the fall/winter session.
	Last day for receipt of applications for admission to an undergraduate program for the summer term.
	Last day for receipt of applications for admission from candidates who wish to be guaranteed consideration for financial assistance (including Carleton fellowships, scholarships and teaching assistantships) administered by Carleton University. Candidates whose applications are received after the March 1 deadline may be considered for the award of a fellowship, scholarship or teaching assistantship (Graduate students only).
March 7, 2025	Last day to withdraw from late winter term courses with a full fee adjustment.
March 14-16, 2025	Early winter undergraduate deferred final examinations will be held.
March 15, 2025	Last day for academic withdrawal from full winter, late winter, and fall/winter courses.
	Last day to request Formal Examination Accommodations for April full winter, late winter, and fall/winter final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may

	not be possible to fulfil accommodation requests received after the specified deadlines.
March 25, 2025	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full winter term or fall/winter undergraduate courses, before the official April final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
April 1, 2025	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
	Last day for receipt of applications for admission to an undergraduate degree program for the fall/winter session from applicants whose documents originate from outside Canada or the United States, except for applications due March 1.
	Last day for receipt of applications from potential spring (June) graduates.
	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late winter term undergraduate courses, before the official final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
April 8, 2025	Winter term ends.
	Last day of full winter, late winter, and fall/winter classes.
	Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day that can be specified by an instructor as a due date for term work for full winter and late winter courses.
April 9-10, 2025	No classes or examinations take place.
April 11-26, 2025	Final examinations in full winter, late winter, and fall/winter courses will be held. Examinations are normally held all seven days of the week.

ANNEX I: Descriptions of Research Project

Step 1: Choose a research Topic: Decide on what do you want to research on? At this point you must have clear questions in your mind that need to be elaborated for your outlines. This can emerge either from your readings or observations in the broader perspectives of gender and social structure, the challenge, and practices. Choose one that interests you most and develop a paper within a specific area.

Step 2: Research Outlines (Due on Feb. 12): The next step is to elaborate your research questions identifying the major issues and challenges and explaining the rationale of doing your research. Please develop your outlines with the following questions in general.

1. Topic statement: Why is it of interest and how it fits within the broader perspectives of gender and society.
2. Thesis statement: What is your preliminary thesis that suggests a direction to pursue your paper?
3. Rationale of your paper: Why your thesis and topic is significant?
4. Statement of key arguments: What are the key issues that you have learned from the scholarly debate in literatures?
5. Methods: How do you plan to carry out the rest of your research?

Step 3: Final Research Paper (Due on March 19): At this point, you will develop a comprehensive scholarly paper explaining your research questions analyzing the information and the case histories, and present/discuss your arguments with evidence from literatures. (Please **make sure** that you have referred to at least five peer-reviewed journals articles). Overall, your paper includes the following.

- 1) **Title of research** (You must have a title page including your research title, your name and ID)
- 2) **Introduction** (Elaborate the title providing the context and your preliminary thesis),
- 3) **Body:** Analyze the key arguments with critical observation of facts and figures and develop your arguments and opinions referring to the literatures in relation to contemporary context of development. You may use the subheadings for highlighting the key discussions,
- 4) **Conclusion:** Your conclusion should summarize the preliminary thesis, key arguments and your personal stake in the discussion. You must also provide one or two points suggesting alternative approaches and strategies dealing with the key challenges,
- 5) **Bibliography:** Your paper must include the complete set of bibliography with

proper citations. You must use Chicago style of citations. Please see:
https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html

Notes:

- Paper length should not exceed 10 pages (double line spacing) including bibliography. This would mean the text page can range from 8- 8 pages, and one page for bibliography.
- **Criteria for Assessment:** clarity of thesis, logical presentation, originality of arguments, effective use of relevant readings and proper citations, and balance sentence with proper use of grammar and spellings.