

SOC 234: Gender and International Development

Spring 2009

M/Th 4:10-5:20

PNW 117

Instructor: Smitha Radhakrishnan

330 Pendleton East

Office hours: M 12:30-1:30, Th 10am-11am or by appt.

sradhakr@wellesley.edu

I. Course Description:

As theoretical approaches to studying gender have shifted in the academic world, practical approaches to international development have changed to reflect them. In this course, we will focus on the relationship between theories of gender and their relationship to policies and programs designed to ameliorate the lives of the world's poorest. We will focus on understanding and applying a "gender lens" to concrete issues of development, developing a unique set of analytic tools for grappling with the complexities of development questions. To this end, the readings will emphasize theory at the beginning of the course and focus on concrete and area-specific issues later in the course, but we will always tie these two aspects together during our time in class.

We will discuss the major trends in feminist theorizing, particularly in the postcolonial world, as well as the shifting paradigms of local and global organizations in designing and implementing "local" development projects. The course is divided into three sections. In the first section, we will build our "toolkit." We will study how gender has been used to critique dominant economic models, and examine competing visions of gender-sensitive development as a way to orient our analyses later in the course. In the second section of the course, we will examine the gender politics of basic development topics such as economic integration, agrarian change, and health, focusing on how these issues have been addressed in various "local" contexts in the developing world. In the last part of the course, we will problematize the divide between "developing" and "developed" nations by examining the new global economy through a gendered lens, concluding the course with an examination of competing transnational strategies to imagine creative and equitable visions of development worldwide.

II. Grading and assignments:

Students will be graded on the following assignments:

- 1) **Weekly reading responses** (<300 words): In these assignments, you will reflect upon the readings for the week and connect them with material covered earlier in the class. These are *not* summaries, but it will be useful for you to state the key concept/contribution of the reading in your response. Mainly, the responses should focus on what stood out to you about the readings and what it made you think about. Each student must post one response to the course conference per week and I encourage you to read one another's responses.
- 2) **Participation/Attendance**: Discussion, exchange, and participation are critical components of this class and class time will be important in facilitating your understanding of the readings. Therefore, attendance is mandatory. More than two

absences during the course of the term will dramatically affect your participation grade. Tardiness is not acceptable; if you are more than 10 minutes late to class, it will count as an absence. If you are consistently late by a few minutes, this will affect your participation grade as well.

- 3) **Exams:** There will be two take-home exams covering material presented in the readings and discussion. These exams are to be completed individually. You may refer to any and all course materials in preparing the exam. The second exam will be cumulative in scope, but both exams will be the same length and weighed the same in the grading. **Exam format:** Exams will include several identifications (to be described in a 1-3 sentences), short essays (outlining the key aspects of a specific topic in a paragraph), and one essay (an analytical question that will ask you to draw upon the readings to analyze a specific issue).
- 4) **Research Paper:** Students will be required to develop a topic of interest over the course of the semester and turn in an 8-10 page research paper at the end. As part of the research paper grade, students will present their papers to the class on the last day of class, May 11th. Please note that your exams are also due that day, so please plan in advance and budget your time accordingly. More details on the requirements of the paper to follow.

Your final grade will be computed as follows:

Participation/Responses:	25%
Exams:	40%
Research Paper (including presentation):	35%

*A note about grading: I grade work according to quality, effort, and a demonstrated understanding of the key concepts of the course/assignment. A grade of “B” indicates *good* work. It means that you have made adequate effort, have shown that you understand the main ideas, and have met the expectations of the class. To get a grade in the “A” range, your work must surpass those expectations. In short, “A’s” are for work at an *excellent* level. Grades of “C” or below indicate that you have not fulfilled the expectations of the coursework, either by not completing the assignment or by not putting in the required time and effort.

III. Course Materials:

Most of the readings for this course are available either through e-reserve or electronically through the Wellesley library. In addition, you are required to purchase the following texts, available at the bookstore and also on reserve at the library:

Davis, Kathy. 2007. *The Making of ‘Our Bodies, Ourselves’: How Feminism Travels Across Borders*. Durham: Duke University Press.

Ehrenreich, Barbara. *Nickel and Dimed: On (not) getting by in America*. New York: Henry Holt and Company.

IV. Outline of Course:

February 2nd: Introduction and outline of the course

PART I: Defining Development, Understanding a Gender Lens

February 5th-12th: Defining Development with a Sociological Toolkit

- Escobar, Arturo. 1995. "The Problematization of Poverty: The Tale of Three Worlds and Development." In *Encountering Development: The Making and Unmaking of the Third World*. Princeton, NJ: Princeton University Press, 21-54 (e-book available online through Wellesley library, also on reserve in library)
- Adelman, Irma. 2001. "Fallacies in Development Theory and their Implications for Policy." In *Frontiers of Development Economics*. (102-134)
- Stiglitz, Joseph. 2000. "Democratic Development as the Fruits of Labor." Keynote Address, Industrial Relations Research Association, Boston. January.
- Sen, Amartya. 1999. "The Ends and Means of Development." In *Development as Freedom*. Anchor Books.

February 16th-19th: What is a gender lens?

- Hartmann, Heidi. 1983. "Capitalism, Patriarchy and Job Segregation by Sex." Pp 193-225 in E. Abel and E.K. Abel (eds) *The Signs Reader: Women, Gender and Scholarship*. Chicago: University of Chicago Press.
- Scott, Joan. 1986. "Gender: A Useful Category of Historical Analysis." *The American Historical Review*, Vol. 91, No. 5. (Dec., 1986), pp. 1053-1075. (available online through the Wellesley library)

February 23rd-26th: Competing Visions of Gender and Development

- Nussbaum, Martha C. 1995. *Introduction*. In Nussbaum, M. C., & Jonathan Glover (eds). *Women, culture, and development : a study of human capabilities*. Oxford: Clarendon Press.
- Tsikata, Dzodzi. 2007. "Annoncing a new dawn prematurely? Human rights feminists and the rights-based approach to development." In Cornwall, Andrea, Elizabeth Harrison & Ann Whitehead (eds). *Feminisms in Development: Contradictions, Contestations and Challenges*. Zed Press. (214-226)
- Sen, G., & Grown, C. (1987). *Development, crises, and alternative visions : Third World women's perspectives*. New feminist library. New York: Monthly Review Press. (selection)
- Mohanty, Chandra Talpade. 1988. "Under Western Eyes: Feminist Scholarship and Colonial Discourses" *Feminist Review* 30: 61-88. (available online through Wellesley library)

March 2nd-5th: Economics and Households through a Gender Lens

- Kabeer, Naila. 1994. "Beyond the Poverty Line: Measuring Poverty and Impoverishing Measures" in *Reversed Realities: Gender Hierarchies in Development Thought*. New York: Verso (pp 136-162)
- Elson, Diane. 1999. "Labor Markets as Gendered Institutions: Equality, Efficiency and Empowerment Issues." *World Development*. Volume 27, Issue 3, March 1999, Pages 611-627. (available online through Wellesley library)

- Kabeer, Naila. 1997. "Women, Wages, and Intra-household Power Relations in Urban Bangladesh." *Development and Change*. Volume 28: 261-302.
- PAPER PROPOSALS DUE MARCH 5TH

PART II. The Gendered Politics of "Local" Development

March 9th-12th: New Strategies of Economic Empowerment for Women

- Goetz, Anne Marie & Rina Sen Gupta. 1996. "Who takes the credit? Gender, power, and control over loan use in rural credit programs in Bangladesh." *World Development*. Volume 24(1):45-63.
- Kabeer, Naila. 2001. Conflicts Over Credit: Re-Evaluating the Empowerment Potential of Loans to Women in Rural Bangladesh. *World Development*. Volume 29, Issue 1, Jan, 63-84.
- In-class film: *Small Change, Big Business: The Women's Bank of Bangladesh 10 Years Later*

March 16th-19th: Women's Health, Mothers' Health

- Scheper-Hughes, Nancy. 1992. *Death without weeping: the violence of everyday life in Brazil*. Berkeley: University of California Press. (selections)
- Van Hollen, Cecelia. 1998. "Moving Targets: routine IUD insertion in maternity wards in Tamil Nadu, India." *Reproductive Health Matters*. 6 (11), pp 98-106
- Smyth, Ines. 1998. "Gender analysis of family planning: beyond the 'feminist vs. population control' debate." In Jackson, Cecile and Ruth Pearson (eds.) *Feminist Visions of Development: Gender Analysis and Policy*. London and New York: Routledge. Pp 217-239.

SPRING BREAK: MARCH 23rd-27th

March 30th-April 2nd: Midterm Review & Exam I

- In-class workshop on "local" development on April 2nd
- EXAM I DUE IN CLASS

April 6th-9th: Agricultural Transformation and Land Distribution

- Agarwal, Bina. 1994. *A field of one's own: gender and land rights in South Asia*. Cambridge: Cambridge University Press (selections)
- Walker, Cheryl. 2003. "Piety in the Sky? Gender Policy and Land Reform in South Africa" *Journal of Agrarian Change* 3 (1-2), 113-148.

PART III. The Gendered Politics of the "Global" Political Economy

April 13th-16th: Gender and the New Economy I: Producing Gender in Global Factories

- Pyle, Jean L. & Kathryn B. Ward. 2003. "Recasting our Understanding of Gender and Work during Global Restructuring." *International Sociology*. Sept. Vol 18(3): 461-489.
- Salzinger, Leslie. 1997. "From high heels to swathed bodies: gendered meanings under production in Mexico's export-processing industry." *Feminist Studies*. 23(3) 549-574.
- Lee, Ching Kwan. 1995. "Engendering the worlds of labor: women workers, labor markets, and production politics in the South China miracle." *American Sociological Review*. 60 (June: 378-397)

April 20th-23rd: Producing Gender in the Global Service Sector

- Ehrenreich, Barbara. *Nickel and Dimed: On (not) getting by in America*. New York: Henry Holt and Company. (selections)
- Parrenas, Rhacel. 2001. *Servants of Globalization: women, migration, and domestic work*. Stanford University Press (selections)

April 27th-April 30th: Gendered Knowledge/Politics from Below

- Davis, Kathy. 2007. *The Making of 'Our Bodies, Ourselves': How Feminism Travels Across Borders*. Durham: Duke University Press.

May 4th: Transnational Possibilities

- Baden, Sally and Anne Marie Goetz. 1998. "Who needs [sex] when you can have [gender]? Conflicting Discourses on Gender At Beijing." In Jackson, Cecile and Ruth Pearson (eds.) *Feminist Visions of Development: Gender Analysis and Policy*. London and New York: Routledge. Pp217-239.
- Mohanty, Chandra Talpade. 2003. "'Under Western Eyes' Revisited: Feminist Solidarity with Anticapitalist Struggles." in *Feminists without Borders: Decolonizing Theory, Practicing Solidarity*. Durham & London: Duke University Press. Pp. 221-253

May 7th: Review for Final and Wrap-Up

May 11th: In-class presentations

- EXAM II DUE IN CLASS