Abstract

This essay outlines essential elements of a WID course, including possible texts, supplements, and projects. It also discusses the integration of WID into other courses, focusing on development and development administration courses. Appendices contain numerous references for instructor preparation and/or for assignment, as well as sample syllabi.

About the Author

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WOMEN IN DEVELOPMENT: COURSES AND CURRICULUM INTEGRATION

Developing a Women in Development (WID) course is a difficult task, but the task is now being eased, although lengthened, by the increasing availability of rich materials. The development of any new course must confront the issues of disciplinary or program location; level of sophistication; theoretical, economic and regional focus; and project or paper requirements. The first part of this paper outlines essential elements of a WID course, including possible texts, supplements, and projects. The second part discusses the integration of WID issues into other courses, focusing on development and development administration courses. The published works referred to in these sections are listed with full citations in the Bibliography of Text References. Additional published resources are found in Appendix A.

This curriculum guide is based on my experiences in developing WID courses and courses that integrate WID concerns for both academic and practitioner participants, as well as on my collection of syllabi sparked by the curriculum panel at the first Association for Women in Development conference in October, 1983.

WID COURSES

What is a WID Course?

WID is an interdisciplinary field with its base in social science. Most WID literature is drawn from anthropology, sociology (including rural sociology), and the interdisciplinary subfields of development and women's studies. WID secondarily draws on economics (including home economics) and political science/public administration. WID also has strong elements of applied, but not atheoretical, study. In WID courses, it is essential to make connections between theory and practice, through both reading/discussion and project/writing assignments. Participants should receive strong grounding in theories of women's subordination and of development--orthodox, Marxist, dependency, and populist--and should also gain the ability to critique these theoretical approaches. Participants should then be able to apply those theories to solutions or to critique solutions in program, project, or organizational form to trace assumptions and theoretical origins. This requires the development of analytic abilities in policy analysis and evaluation methodology. It must always be kept in mind that, although WID obviously has a woman-centered approach, it cannot neglect differences among women or between women and men.

Core Elements in a WID Course

Certain features are vital to any WID course. They include: women's diverse realities; female subordination; development theories; politics and bureaucracy; and course directions.
Women's Diverse Realities

Early in the course instructors will want to expose participants to the realities of different women's lives. North American students tend to be parochial in their world views. Even advocates of feminism, a term conveniently undefined in much United States writing, must exercise extreme caution about applying seemingly universal feminist standards to their interpretation of realities elsewhere. The differences in meaning and valuation placed on reproduction, mothering, and families are particularly complex. Germaine Greer's *Sex and Destiny* (1984) has valuable anthropological sections on these issues; "feminists" have given this book very mixed reviews.

One way to expose participants to the reality of women's experiences is to use women's voices and interpretations to the greatest extent possible; anthropological or ethnographic evidence is very appropriate here. For example, I have asked participants to contrast selections from Jan Myrdal's *Report from a Chinese Village* (1965) (translations of villagers recalling their lives before and after the revolution), Iris Andreski's *Old Wives' Tales* (1970) (tapes of aged Nigerian women), Oscar Lewis's *Five Families* (1959) (dated but useful in its cross-class comparisons of a Mexican peasant woman and an urbanized and rich but dependent woman, as long as one avoids his general "culture of poverty" explanations), and Del Martin's *Battered Wives* (1976) (United States victims on family violence).


If the course is being taught at a university, international students on campus can be invited to speak to the class and discuss their experiences. The course participants should, however, be cautioned against generalizing from the experiences of one or several women who may come from privileged classes.

Finally, films can be used not only to convey information but also as stimuliants to reflection and discussion. Some possibilities include the American University Field Staff Series, *Women in a Changing World* (overview) plus the shorts, *Andean Women, Afghan Women, Boran* (pastoral Kenyan) *Women, and A Chinese Farmer's Wife* (Taiwan); *Blow for Blow* (French garment workers' strike; reflects structurally similar industrial conditions to plants in the third world); *Double Day* (Latin America, cross-class, work, and politics); *Crossroads/South Africa*; *Emaiti* (Senegalese women
collectively prevent French soldiers from requisitioning village grain); N'ai, the Story of a !Kung Woman (Namibian hunting and gathering woman whose village was resettled by South African authorities); Fear Women (West Africa); Marago1i (Western Kenya, emphasizes family size/family planning); Lucia (Cuban women, in three political eras); Portrait of Teresa (Cuban male-female conflicts over the double day); Rosie the Riveter (United States government social engineering to supply World War II labor needs); and Some Women of Marrakech (Morocco; illustrates thoroughgoing social segregation and female culture).

Female Subordination. A second core section consists of theories of women's subordination. In addition to the feminist theories that might be drawn from any women's studies course, particularly appropriate selections can be found in anthropology. Patricia Draper's work (1975) on !Kung women in foraging and sedentary contexts permits discussion of hierarchy, mobility, and production mode. Gayle Rubin (1975) provides a discussion of the exchange of women. Etienne and Leacock's (1980) introduction to their edited collection considers the link between socioeconomic and sexual hierarchy. Michelle Rosaldo (1974) discusses the domestic-public distinction in her article in the Rosaldo and Lamphere collection. Karen Sacks (1974 and 1975) has articles on women's public labor in both the Reiter and the Rosaldo and Lamphere volumes. Her political explanation is shared in part with Susan Borque and Kay Warren in "Campesinas and Comuneras: Subordination in the Sierra" (1976).

Equally relevant is the discussion of whether and to what degree women are subordinate and in which contexts. Distinctions between "mythical" and real male dominance, adapted from Susan Carol Rogers' work, are taken up in Peggy Sanday in Female Power and Male Dominance: On The Origins of Sexual Inequality (1981); this work is based on analyses of a large sample of ethnographies. Carolyn Matthiasson's (1974) diverse collection contains descriptive selections that raise questions about universal subordination, as do several Middle East analyses (for example, Daisy Dwyer 1978 and Cynthia Nelson 1974). Evelyn Stevens' (1973) article on "Marianismo" and Jane Jaquette's (1976) on North American judgments of sex role differentiation raise the universal subordinaton questions in the Latin American context. Are we using male standards and informants to interpret and judge the whole of reality? As for comparative indicators of female subordination/equality, class discussants could pursue whether cross-country or within-country comparisons (the latter, male-female, women across historical bench-marks, with the complexities of class added to both) are optimal.

Development Theory. A treatment of development theories and strategies (e.g., growth, growth with equity, Marxist, dependency, populist, and basic human needs) is essential to a WID course. Useful WID reviews include: Jane Jaquette (1982) on feminist, socialist-feminist, and "female-sphere" critiques of the liberal and Marxist models; Lourdes Beneria and Gita Sen (1982) on class and woman's politics; Carolyn Elliott (1977) on cultural dualism, social evolution, developmentalism, and dependency; Adrienne
Germain (1976-77) on the economic rationale for WID, after myths are debunked about policy action/inaction; and Linda Lim's (1978), monograph (now unfortunately out of print) on useful contrasts between Marxist and dependency theories. It is particularly useful for students to read selections from classic, mainstream theorists who often ignore gender altogether or deal superficially with women in a stereotyped fashion. If this material is presented after students have gained greater knowledge of women's centrality to the economy and development, whether in paid or unpaid sectors, they will be able to critique such material themselves.

Politics and Bureaucracy. Care must be taken to avoid overly economic determinist approaches in understanding both women's subordination and the development process. Critical here are approaches that integrate gender into state formation and transformation (for example, Rapp 1977 and Staudt 1984), women's powerlessness in political structures where decisions are made about the allocation of values and resources (for example, Bourque and Warren 1976; Van Allen 1976), and the policymaking and bureaucratic process. This last is especially important for understanding the "practice" implications of theories and policies outlined. Here, useful material is available in Rogers (1979) and in Staudt's (forthcoming in 1985) work on USAID and more general bureaucratic resistance to gender redistribution. Hanna Papanek's (1983) work on Indonesian policymaking, Rae Blumberg (1983) on USAID evaluations, and Cornelia Butler Flora (1983) on the Ford Foundation are also useful resources. Jean Lipman-Bluman (1979), writing on the United States, provides a very valuable analysis of the difficulties of communication between academics and practitioners. Students would also be attuned to thinking about women's politics in the contexts of community, national (revolutionary or conventional), and international politics. Can women's liberation be achieved without national liberation (and vice versa)? For pointed pieces on women in revolution, see Hilda Bernstein (1975) on South Africa and a collection of articles on "Women in Struggle" (Palestine, South Africa, El Salvador, Nicaragua, Eritrea) in the October 1983 issue of Third World Quarterly.

Core Directions. The core body of the course can take one of two directions. The first examines gender in the stages of socio-economic development. To use the kinds of categories anthropologists use, one would begin with hunting and gathering societies (Draper 1975, for example) and proceed on to horticultural societies (various African case studies), agricultural (Middle East and South Asia societies), and industrial societies, both dependent and advanced industrial development. Useful works are Fernandez-Kelly (1983) on Mexico, Lim (1978) on Asia, world-wide examples in edited collection by Nash and Fernandez-Kelly (1983) containing articles on the United States Silicon Valley, and articles in the Signs 1981 special issue on women in the international division of labor. A very useful syllabus taking this approach in part has been developed by Linda Ammons and Barbara Thomas, Clark University. It has been reprinted here with permission, and can be found in Appendix B. A second approach would be to adopt a regional focus (see Appendix A lists) for regional and/or country emphases.
Either within a developmental or regional focus or in a special section, an explicit policy and organizational focus is essential for WID’s attempt to bridge theory and practice. A curriculum I prepared with Misrak Elias and Judith Bruce with an Africa focus for the Eastern and Southern Africa Management Institute in Arusha, Tanzania, reprinted but updated and integrated with selections for a development administration course I taught, is found in Appendix C. It contains a variety of projects and writing assignments to encourage participants to think about solutions, who makes those solutions, and the ever-present political dynamics therein.

Whether within a developmental, regional, or policy focus, readings and discussion might address the following themes.

- Is change consciously sought by government and/or women, or does it occur automatically (such as through economic changes and technology), and with what effects? For what purpose and toward what aims? Gregory Massell's (1974) book on Soviet strategies in Central Asia is particularly insightful on government social engineering. Who defines aims, and what are these possibilities (female autonomy; male-female equality; complementary differentiation, with women's contributions more positively evaluated, etc.)?

- What type of economic system, capitalist or socialist, is theoretically most amenable to female emancipation? Zillah Eisenstein's (1983) collection is useful here. What are women's actual achievements in socialist systems? For critically examining the socialist alternative, several books and articles are appropriate: Hilda Scott's (1974) comparison of economic, child care, and reproduction policies in Eastern European Countries; Norma Diamond's (1975) work on China; various works on China by Elizabeth Croll (1977, 1980, 1983); Elena Mamonova's (1984) collection of feminist dissident writers in Women And Russia; and Gail Lapidus's (1978) work on Soviet women. Besides having an explicit policy focus, Lapidus offers insights on historical and contemporary Soviet debates about women's unpaid/paid labor and the value of reproduction/home management—debates that took place long before WID theorists ever considered them.

- What type of political system is most amenable to women's emancipation, and what sort of bureaucratic strategy (women's bureau, women's party wings, for example) offers the most favorable context for realizing strategies?

- What is the role of women's politics in addressing emancipation? Why are so many women unorganized to defend their interests? The Double Day movie offers excellent insight about this for students. How do class and ethnicity complicate women's politics? My 1982 article addresses that issue for western Kenya and my article in Berger and Robertson's collection (1984, forthcoming) for Africa in general. Are separatist or integrationist strategies, in which contexts, best suited to realize goals? Barbara Lewis's (1982) article on women-only versus women's components of development projects is useful on that question in the foreign assistance context, while Adams and Winston (1979) examines the question in the Chinese, Swedish, and United States national contexts.
Given the distinctions that women draw at the various conferences associated with the International Women's Decade, what are the prospects for the New International Economic Order addressing women's concerns?

Possible Texts & Supplements

There are now numerous possible texts to use for a WID course, both on world-wide and regional bases. Sue Ellen Charlton's recent book, *Women in Third World Development* (1984) was prepared explicitly for this purpose. A list and partial annotation is found in Appendix A.

Besides core texts and academic supplements in book or article form, a practice-oriented course would do well to draw from specific policy-oriented books, monographs, and articles from both academic and development institutions. Among institutions offering reasonably priced possibilities are the following from whom titles and prices are available.

- Cornell University, Center for International Studies, Rural Development Committee (Ithaca, NY 14853).
- The Michigan State University, Office of WID, Working Papers Series (East Lansing, MI 48824) [contains more than 75 selections].
- International Center for Research on Women (1717 Massachusetts Avenue, N.W., Suite 501, Washington, D.C. 20036) [occasional paper series on credit, women's survival strategies, housing, construction, and training].
- Research and Documentation Centre for Women and Development, University of Leiden, (Stationsplein 10, 2312 AK, Leiden, Netherlands) [nine illustrated monographs on women in development in Egypt and Sri Lanka].
- Population Council (1 Dag Hammarskjold Plaza, New York 10017) [illustrated Seeds pamphlets and a case study series for planners with detailed monographs].
- ISIS (P.O. Box 301, CH 1227, Carouge/Geneva, Switzerland) [guides with short articles and bibliographies].
- African Training and Research Centre for Women (P.O. Box 3001, Addis Ababa, Ethiopia) [wide-ranging monographs from country studies to those of occupational groups].

Some development agencies have extensive articles and monographs on development which contain nothing on women. A useful exercise for students is to peruse such material for its limitations. The World Bank is a good example of such an agency, with hundreds of such monographs and articles. Still, Peter Knight's (1980) *Implementing Programs of Human Development* contains a monograph-length piece on the family by Constantina Safilios-Rothschild which is very useful. Although the Women in Development Office of the Agency for International Development (Washington, D.C. 20523) makes
available useful, free materials, other offices in USAID produce materials with gaps like those cited for the World Bank. However, occasional gems can be found, an example of which is Ruth Dixon's (1980) evaluation monograph, "Assessing the Impact of Development Projects on Women," available from AID's Evaluation Office.

Course Activities/Projects

Classrooms are enlivened by activities that promote participation, experiential learning, and group reports. Students are thereby given the opportunity to develop analytic skills and apply knowledge to realistic problems that practitioners and activists face, especially the political dimensions of problems. Instructors can divide the class into task groups, with reports to be given to class after a specific time period. One such example is Janice Monk's exercise on women's work detailed from a time budget survey and fixed census categories into which work must be fit. This exercise is reprinted in Appendix D.

Lengthier readings can be assigned ahead of time. Ingrid Palmer's Nemow case (1979) lends itself to group problem solving on project redesign. Various projects like this can be assigned individually, with students writing reports for a more thoughtful, better researched, and careful analysis. One advantage of groups, however quick and perhaps superficial their analysis, is that discussion can also focus around internal group processes and decision making techniques.

INTEGRATING WID INTO EXISTING COURSES

The integration of WID into existing, almost limitless courses related to applied anthropology, agriculture, development, administration and home economics involves full familiarity with much of the literature and many issues discussed under the previous section on WID courses. It is not enough to read Ester Boserup (1970) and a few articles, and/or visit a WID resource center to pick up a handful of documents.

For integration, the tone should be set from the beginning of the course, with material then woven in continually or periodically to make connections. Rather than outline elements, as I did in the previous WID course section, instructors should select from those areas most appropriate for their integrated course. A key decision is whether to fold in themes/sections or to address WID issues in all course sections. I taught a seminar on the politics of developing countries (course title not my choice) that was organized around the theme of "development with equity" at the international, national, class and gender levels. After acquiring country expertise, students had to develop a policy proposal, as if they were officials from that country, using or critiquing the theme at all levels. In a course like this, Gail Lapidus's (1978) book on Soviet women was a core reading.
Students in integrated courses are likely to be of a different sort than the usually interested and motivated who sign up for a woman-centered course. Some may be not only unreceptive, but also likely to mix the issue with their own personal, North American experiences.

Invariably, those with WID interests may face the question: Who does the integrating? And after that, how is quality control established? Ideally, those with interest and expertise will integrate the issue. Reality may also include, or be reduced to, opportunities to lecture in the class of a colleague who has finally recognized the relevance of WID to his field, however much he undermines an understanding of WID in the choice reading selections and in lectures outside the WID presentation. Similarly, a colleague may simply add a suggested book or article, thereby segregating and potentially trivializing WID issues. More positively, these initial steps, in what is likely to be a long-term evolution of integrating WID, represent opportunities to spark and expand interest. Appendix C contains the aforementioned curriculum, integrating material on African women into a development administration course.

The above materials represent usable ideas for WID courses and for integrating WID into other curricula. Such ideas are constantly evolving, and rise to new heights only with continued sharing. I eagerly look forward to communicating with readers about their experiences.
BIBLIOGRAPHY OF TEXT REFERENCES*


*Some of these items are also mentioned in the resources listed in Appendix A.


APPENDIX A

Contents

I. OVERVIEWS/EDITED COLLECTIONS
   A. Cross-Regional
   B. Regional
      1. Africa
      2. Asia
      3. Latin America and the Caribbean
      4. Middle East

II. COUNTRY CASE STUDIES
I. OVERVIEWS/EDITED COLLECTIONS

CROSS-REGIONAL


Comparative Education Review. Special issue on women and education in the third world, 24, 2, 2, 1980.


Etienne, Mona and Eleanor Leacock (eds.). Women and Colonization. New York: Praeger, 1980. [Historical and contemporary; anthropological.]


Lindsay, Gloria (ed.). Comparative Perspectives on Third World Women: The Impact of Race, Sex and Class. New York: Praeger, 1980.


contains seminar proceedings on WID from IWY Mexico City conference.]


REGIONAL COLLECTIONS - AFRICA


REGIONAL COLLECTION - ASIA


REGIONAL COLLECTIONS - LATIN AMERICA-CARIBBEAN


Steady, Filomena Chioma [see Africa section].

REGIONAL COLLECTIONS - MIDDLE EAST


REGIONAL COLLECTIONS - COUNTRY CASE STUDIES


CLARK UNIVERSITY

PROGRAM FOR INTERNATIONAL DEVELOPMENT AND SOCIAL CHANGE

Women and Social Change (ID 212) Linda Ammons, Barbara Thomas
(cross listed with Women's Studies)
Fall Term, 1983 ID Mezzanine - Geography Building
Room 102, Geography Building Office Hours:
Tuesday and Thursday 10:30-11:45 Ammons: Tues. 3-4:00, Wed. 10-12:00
Linda Ammons, Barbara Thomas
ID Mezzanine - Geography Building
Office Hours:
Ammons: Tues. 3-4:00, Wed. 10-12:00
Thomas: Mon. 2-4:00; Fri. 10-12:00

Class Schedule and Assignments

Week 1 (September 1, 6 and 8)

Topic: Introduction and Overview of Women in the Third World

September 1 General Introduction
Film: "Fear Woman"

Readings: Emecheta, Joys of Motherhood (begin now, to be
completed by September 13)

September 6 Women in the Middle East and South America


or:

Felicitas Goodman, "Women in Yucatan," in Erika Bourguignon, A
World of Women, pp. 213-232 (xerox)

September 8 Women in Africa and South Asia

Readings: Margaret Saunders, "Women's Role in a Muslim Hausa
Town," in Erika Bourguignon. A World of Women, pp. 57-81 (xerox)

or:

113-125 (xerox)

Week 2 (September 13 and 15)

Topic: Historical Background and the Colonial Experience

September 13 Discussion of Emecheta, Joys of Motherhood
September 15


Newman, "Land Tenure in Africa" in Black and Cottrell, Women and World Change, pp. 120-137 (xerox)

M. Etienne. "Women and Men, Cloth and Colonization in the Ivory Coast" in Etienne and Leacock, Women and Colonization, pp. 214-36

June Nash, "Aztec Women: The Transition from Status to Class in Empire and Colony" in Etienne and Leacock, Women and Colonization, pp. 134-146 (xerox)

Week 3 (September 20 and 22)

Topic: Theoretical Underpinnings

September 20  Theoretical approaches to the study of women

September 22  Class, Gender and Ethnicity


Gloria Joseph, "Caribbean Women: The Impact of Race, Sex and Class," in Lindsay, Comparative Perspectives on Third World Women. Chap. 7, pp. 143-159 (xerox)


Week 4 (September 27 and 29)

September 27  Sexual Division of Labor


September 29  Women at Work


and choose one of:

K. Okonjo, "Rural Women's Credit Systems," in Zeidenstein, Learning About Rural Women, pp. 326-331 (xerox)

or:

Gulati, "Profile of a Female Agricultural Laborer" (xerox) and Elmendorf, "Anita: A Mayan Peasant Woman Copes" (xerox)

FIRST ESSAY DUE SEPTEMBER 29

Week 5 (October 4 and 6)

Topic: Rural Women

October 4


October 6 Guest Speaker: Jane Hayes, "Rural Kenyan Women and Energy"

Readings: Irene Tinker, "Women and Energy: Program Implications" (xerox)

Erik Eckholm, "The Other Energy Crisis: Firewood" (xerox)

Week 6 (October 11 and 13)

Topic: The Urban Labor Markets: Formal and Informal

October 11

Readings: Boserup, Woman's Role in Economic Development, pp. 85-154


October 13 Film: South Africa Belongs To Us

Week 7 (October 18 and 20)

Topic: Women and Migration

October 18


October 20


SECOND ESSAY DUE OCTOBER 20

Week 8 (October 25 and 27)

Topic: Women and Urbanization

October 25 Film: "Some Women of Marrakech"

October 27 Discussion of urbanization

Readings: Ilsa Schuster, New Women of Lusaka, Ch. 2-8, pp. 12-139

Risa Ellowich, "Diola Women in Town," in Bourguignon, A World of Women, pp. 87-100 (xerox)
Week 9 (November 1 and 3)

Topic: Internationalization of Capital and Women's Work

November 1

Readings: K. Sacks, "Engels Revisited: Women, the Organization of Production and Private Property" in Reiter, pp. 211-234


November 3 Guest speaker: Bob Snow

POLITICS AND PUBLIC POLICY

Week 10 (November 8 and 10)

Monday, November 7: SPECIAL EVENT: LUCIA (a film about "three" Lucias, set in pre- and post-revolutionary Cuba) 6:00 p.m. wine and cheese, Geography Lounge Marilyn Jimenez, Introduction to the film and Cuban history 7:00 p.m. LUCIA

Topic: Women in Formal and Informal Power Structures

November 8 (discussion of Lucia)

Readings: Newland, The Sisterhood of Man, Chapter 6, pp. 97-128.

November 10


Ximena Bunster, "The Emergence of a Mapuche Leader: Chile," pp. 302-319. (xerox)
Week 11 (November 15 and 17)

Topic: Socialism, Capitalism and Public Policy

November 15

Readings: Bee-Lan Wang, "Chinese Women: The Relative Influence...," in Lindsay, Comparative Perspectives on Third World Women, pp. 96-118. (xerox)


and choose one:

Johnetta Cole, "Women in Cuba: The Revolution within the Revolution, Ch. 8 in Lindsay, Comparative Perspectives on Third World Women, pp. 162-176. (xerox)

or

Stephanie Urdang, "The Role of Women in the Revolution in Guinea-Bissau," in Filomena Steady, Black Woman Cross-Culturally, pp. 119-139. (xerox)

November 17 Guest speaker: Dr. Karen Gottschang: Women in Contemporary China


K. Gottschang, "Xiao Li," Clark Now, Summer 1982. (xerox)

Week 12 (November 22)


Film: 3900 Million and One

Readings: K. Newland, The Sisterhood of Man, Ch. 4, "Women's Health," pp. 45-68. (xerox)

B. Thomas, "Women and Development" - Fertility Patterns, pp. 40-60

THIRD ESSAY DUE NOVEMBER 22
Week 13 (November 29 and December 1)

November 29

Topic: Social Policies

Readings: Valerie Hull, "Women, Doctors, and Family Health Care..." in Zeidenstein, Learning About Rural Women, pp. 315-325. (xerox)


And choose one of:


or


December 1

Topic: Women and Development Policy: Theories and Definitions


Week 14 (December 6 and 8)

Topic: Women and Development Policy: Case Studies

Readings: Ingrid Palmer, The Nemow Case, excerpts. (xerox)


And choose one:


or

December 8. Discussion and "Wrap-up"


Course Requirements

1. During the semester there will be three 3-5 page written assignments in which students will be asked to address a particular question, argue a viewpoint or critique a reading. These papers will be used as the basis for class discussion.

2. There will be a final exam.

3. Class participation reflecting attention to the readings and a willingness to think about issues and share ideas and information and observations is important. Students will occasionally be asked to comment on a reading or lead a discussion.

Grade

50% written assignments; 25% class participation; 25% final exam

Format

The course will consist of both lectures and discussion, although the emphasis will be on discussion. During the semester there will be two or three outside speakers and two or three films. Students will occasionally be asked to attend a lecture or colloquium outside the regularly scheduled class.

Texts

**Required:** Ester Boserup, *Woman's Role in Economic Development*

Buchi Emecheta, *The Joys of Motherhood*

Nici Nelson, *African Women in the Development Process*

Ilse Schuster, *New Women of Lusaka*


**Recommended:** Kathleen Newland, *The Sisterhood of Man*


Rayna Reiter, *Toward an Anthropology of Women*
APPENDIX C
Typically, courses on women and on management/development administration have been separate, leaving participants to make connections between the materials. This course, originally developed for mid- and top-level women and men administrators from African countries and subsequently expanded and updated for university use, will impart useful analytic and practical skills to participants through reading, class discussion, and student project development. Participants will prepare a staggered series of assignments surrounding policy analysis, project design, country and socio-economic background analysis, administrative strategies, and a monitoring and evaluation plan.

The curriculum first sets forth literature describing the differential effects of policies on women and men, but then guides participants to ask WHY. Answers are organized into three sections: data inadequacies, implementation problems, and political powerlessness for women both as bureaucratic clientele and as professionals within male-dominated bureaucracies.

**TEXTS:**
- Managing Development: The Political Dimension, Marc Lindenberg & Benjamin Crosby (L&C), 1981.

**PART I: POLICY ANALYSIS AND WOMEN**

**Development Approaches:** B&W, Ch 1-2

**Political/Organizational Environments:**
- L&C, Introduction, Ch 1-2
- B&W, Ch 3-5
- Ickis on structural appropriateness in David Korten & Felipe Alfonso, Bureaucracy and the Poor: Closing the Gap, 1983

**PROJECT:**
- Group: Instructor hands out copies of newspaper article on development problem, divides class into groups based on roles, and requests problem definition (L&C) and solution.
- Individual: Students scan newspaper/semi-popular media for article, to which problem specification inventory applied.

*Thanks to Judith Bruce, Misrak Elias, Achola Pala, and Sondra Zeidenstein for discussion and feedback on the initial version prepared for the Eastern & Southern African Management Institute with technical assistance from the Population Council.*
Policy & Women: Overviews of History, Colonialism and Development Strategies


Women in Development Sectors
Agriculture:
Lele, Ch 2-6


*Abbreviated citations in the syllabus, based on previous fuller citation.


**Marketing:**


**Fuelwood/Energy:**


**Education:**


**Health & Family Planning:**


**Land Reform:**


**Legal Issues:**

People (London), 7. 3 (1980) special issue on the law for the Mid-Decade Conference.

*Columbia Human Rights Law Review* 8, 1, Spring-summer, 1976, Special Issue on women and law with country case studies, including Ghana, Togo, Kenya.

**Employment/Income-Earning Activities:**


Technology:

Readings Emphasizing the Interrelatedness of Sectors:


PROJECT: Participants should select a journal of interest, scan tables of contents, and read a sector-based article that should have included women to be comprehensive. Report in class.

Special Issues
Household Types:


Resettlement:


Class Differences Among Women:


Migration:


Women and Money:


Kamene Okonjo, "Rural Women's Credit Systems: A Nigerian Example," in Zeidenstein.

Lele, Ch 6

PART II: EXPLAINING POLICY NEGLECT

A. Planning & Information: B&W, Ch 11, 7
   Casley & Lury, entire
   Vina Mazumdar, "From Research to Policy: Rural Women in India," in Zeidenstein.

PROJECT: Peruse and compare two national development plans to assess strengths and weaknesses regarding women. In an optimal world, what else would be included and where?


in Zeidenstein: Zeidenstein & Bruce introductions.
Brenda McSweeney, "Collection and Analysis of Data on Rural Women's Time Use."
Audrey Smock, "Measuring Rural Women's Economic Roles and Contributions in Kenya."
Nadia Youssef and Coralie Turbitt, "Learning About Women through Household Surveys."

PROJECTS, Individual or Group:

*Draw up research design to measure women's activities in single country/location; attach sample questionnaire.
*Monk & Momsen (Appendix D of curriculum guide).
*Examine country census to determine what is not covered.


Project: Draw up a community needs assessment.
Reality-Based Data Collection in Agencies:


PROJECTS: Critique existing evaluation systems and propose women-sensitive evaluation procedures.

Examine guidelines and checklists for integrating women (Peace Corps, British Ministry of Overseas Development, World Bank, etc.). Propose others that would penetrate project design and evaluation.

B. Project Design & Implementation:
B&W, Ch 6


Lele, Ch 8 & 9

Politics & Participation:
L&C, Ch 3 & 4
B&W, Ch 10


Joyce Stanley, "A Participatory Women's Project," (Tanzania) AID Women in Development Office, 1979
PROJECTS: Invent a hypothetical project with a specific design and implementation plan. Discuss the politics anticipated, among agencies and in the larger society.

Compare examples of "successful" and "unsuccessful" projects. What explains "success?" Success in responding to and reaching women?

Motivating Staff to Reach Women:
B&W, Ch 8, 9
Lele, Ch 10

PROJECT: Suppose you are a personnel manager in an agency where staff morale and services, particularly for women, have been low. You have been given the authority to experiment with wage and personnel policy to improve individual and agency performance. What is your plan?

The Nemow Case:
Palmer, entire (except for executive summary)

PROJECT, Individual or Group: Re-design Project

C. Women's Political Powerlessness:
...as Bureaucratic Actors: adaptable to Africa?
Elsa Chaney, Supermadre, Ch 1, 2, 5-7.

...in Women's Bureaus/Women's Programs


...as Bureaucratic Clientele

Bolanle Awe, "The Iyalode in the Traditional Yoruba Political System," (Nigeria), Sexual Stratification, Alice Schlegal, ed.


PROJECTS: Invent a hypothetical women's political mobilization strategy, assessing strategies, alliances, and constraints encountered in specific contexts.

Diagnose an institution and its problem of token women and/or women stuck at marginal corners of the male-dominated bureaucracy. Outline individual, solidarity/network, and structural solutions.

The Larger Political-Economic System, National and International:


Capitalism/Socialism:
Review readings on policy toward women in "socialist" Africa (Mbilinyi, Tadesse, Isaakman & Stephens, Brain, Stoorgard) to contrast with policy toward women in "capitalist" Africa.

International Assistance:
L&C, Ch 5-6
Reconsider Rogers, 1979, and Staudt, forthcoming 1984, on the issue.
Public-Private Distinctions in State Structures:

Social Engineering Futures:
Ursula LeGuin, "The Lathe of Heaven"

COURSE PROJECT DEVELOPMENT ASSIGNMENT (instructor to determine due dates within syllabus and to provide prompt feedback to course participants at each stage).

Staggered Sections

Country background (political system, development strategies, ideology/values)  
Policy/program area analysis, with alternative solutions
Project design, including local participation strategy, socio-economic profile of area (i.e. social structure, household survival strategies, division of labor by age and sex, control over resources and assets, participation)
Administrative strategy, including policy network map (from L&C), hypothetical budget, implementation plan
Monitoring and Evaluation plan

Source
at least 3 books/journals
at least 3 books/journals
creative imagination, plus at least two anthropological/sociological sources
Cumulative research plus imagination
C&L

For Discussion: Evaluate preplanned, "blueprint" versus "learning" approaches (Kortens) to project design.

Critique each project. What is likely to go wrong? Why? How can this be mended? What lessons can be learned for future projects?
APPENDIX D
Table I

Work Performed by Female Householders

Data from Sample of 105 rural households,
Margarita Island, Venezuela, 1982

-41-

housework
cleaner (in government offices)
weaves hammocks/seamstress (repairs clothing)
sells shoes
housework/sells rabbits
shoemaker in home
housework/makes and sells arena (corn bread)
chamber maid
housework/crochets portions of hammocks
housework/sells soft drinks from home
housework/weaves hammocks
housework/seamstress (makes clothing)
laundress (operates from home)
teacher
street drinker stand operator
housework/sells corn
school cook
housework/operates bodega in home (a bodega is a small general store)
housework/rents space in house for bodega
raises chickens and sells them directly to consumers
housework/small fruit and vegetable store
sells clothing on street in nearby town
housework/works in family bodega/makes parts of shoes
sells clothing in store
clothing store operator
maid
revendedore (retails clothing and housewares (purchased duty free) in
streets and to private customers on island or makes sales trips to
mainland.)
local government official
housework/rents room to male boarder
housework/baby sitting
Table II

Occupational Classification—Census of Venezuela 1971

| Professional/technical workers |
| Agents, administrators, directors |
| Office employees or kindred workers |
| Salespersons and kindred workers |
| Agricultural, livestock, fisheries, hunting, forestry, etc. workers |
| Miners and mineral workers |
| Transport and communication workers |
| Artisans and factory workers |
| Service workers |
| Others, not identifiable |
| Unemployed (identified according to categories above) |

1. Try to allocate all the women's work described in Table I to the categories provided in the census (Table II). Each person may only be allocated to one category.

2. What kinds of work are easy to allocate?

3. What kinds present you with problems?

4. How useful do you consider the census classification for the data on women?

5. How would you modify the census classification to give a better description of women's work.

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