
WS 403: Women and Change in Developing Countries

Spring 2019

Tuesdays 3:00 to 5:50

112B Berkey Hall

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Office: 206 International Center

Office Hours: Thursday 2:00-4:00, and by appointment

Course Description

This course is a seminar for advanced students interested in investigating the social, political, and environmental changes in developing countries. We will examine the commonalities and diversity of women's experiences in the developing world (sometimes called the "Third World") and analyze recent efforts to improve their lives. These include transnational feminist movements, humanitarian aid, economic policies, grassroots organizing, and the global connections that are produced by and through these dynamics. By exploring and applying a variety of theories and arguments about gender to these contexts, we will interrogate how power works. Emphasizing gender as an analytical category will help us understand the interconnections between men and women's agency and wellbeing, along with intersecting differences such as race, class, and ethnicity.

Course Objectives

- Explore, rethink, and debate the meaning and purpose of international development
- Assess the factors that contribute to the changing context of women's lives in "developing" countries, and identify women's agency within these contexts
- Learn and apply concepts from women's and gender studies to development contexts
- Compare and evaluate feminist theories and development approaches through an analysis of international development examples
- Build critical thinking, analysis, and communication skills, both written and oral

Required Readings

This is primarily a seminar class and we will be regularly discussing the assigned texts and working together to understand and learn from them. Expect to read 50-75 pages each week from various kinds of texts including research articles, theoretical essays, and descriptive ethnographic texts. Some of the texts will challenge you more than others. We only meet once per week, so plan to read a little bit each day to ensure you complete the readings. As you read, look for connections to other readings and course content, and for ways individual peoples' experiences reflect broader arguments or complicate them.

Weekly readings will be available in PDF on the D2L Course Website. In addition to your reading notes, you must **bring the texts with you** for the days they are assigned, in the form of books, printed copies of articles, or electronically on a device. We will be referring to the texts directly during discussions.

Additionally, you will read *one* of two books listed below. These are both available free of charge as ebooks through MSU libraries, as well as in bookstores (listed as “optional” course materials). They may also be purchased online from your preferred bookseller. The book you choose will be the basis for your final paper:

Abu-Ludgod (2013). *Do Muslim Women Need Saving?* Harvard University Press.

Brondo, Keri (2013). *Land Grab: Green Neoliberalism, Gender, and Garifuna Resistance in Honduras*. University of Arizona Press.

Course Assignments and Evaluation

Your Grade will be based on the following:

1. Attendance, Participation, and Discussion Questions: 25%
2. Discussion Leading: 20%
3. Reflection Papers: 30%
4. Book Analysis: 25%

Grading scale, based on your percentage of points earned:

4.0 = 93-100%	3.5 = 86-92%	3.0 = 80-85%	2.5 = 75-79%
2.0 = 70-74%	1.5 = 65-69%	1.0 = 60-64%	0.0 <60%

1. Attendance, Participation, and Discussion Questions (25%)

This is primarily a seminar class in which student engagement and participation form the basis for learning. You must meet the following expectations to receive full credit for participation:

- Post quality discussion questions by the deadline
- Attend all classes by arriving on time and do not leave early
- Arrive prepared, demonstrated by your thoughtful participation in discussion
- Complete and turn in any in-class assignments/activities

An Important Note about Absences: As this class meets only once per week, missing one day amounts to missing a full week. Your attendance is very important. If you miss more than 2 classes, your participation grade will be automatically lowered by .5 and so on with each additional absence.

Discussion Questions: Part of participation in this class is posting discussion questions by 5 pm the day before class (Monday). Every student must post 3 discussion questions to the class blog. Your questions should show that you’ve read the material and thought about it, including the connections to other readings and themes. These questions will prep us for our discussion the following day and can be used by that week’s discussion leaders in their plan. Address the readings directly in your questions, rather than pose vague or rhetorical questions. Good discussion questions help people consider different explanations, draw connections across cases, compare and contrast, or consider the implications of the week’s topics.

2. Discussion Leading (20%)

Every student will lead discussion once, in coordination with one or more peers. This assignment includes: 1) briefly providing background on the topic, 2) engaging the class in a critical analysis

of the readings(s), 3) creating and asking discussion questions as well as any relationship to past readings, 4) using any other creative ways to enhance participation. You may, if you wish, plan a simulation or activity to facilitate participation and help convey key points. The use of outside media (visual/audio) is permitted, but should be kept to a minimum so that the discussion focuses primarily on the readings. Be creative, but remember that your job is to facilitate discussion among your peers—you should talk less and engage your classmates more.

3. Reflection Papers (30%)

Reflection papers synthesize the readings for each unit and provide critical commentaries on the debates and frameworks. These are not to exceed five double-spaced pages (12-inch font and 1-inch margins). Students will have FOUR opportunities to write reflection papers, and must write THREE of them total, skipping one by choice. Alternatively, students may write all four, and have the lowest grade dropped. Detailed instructions for each will be provided on D2L.

4. Book Analysis (25%)

Each student will choose one of the “optional” books for the course (either Brondo or Abu-Ludghod) and will write an analytic review paper on it as the final paper for the course. Additional information will be provided in class to help you choose the book and critically interpret the arguments and evidence. Detailed instructions will be provided on D2L. The final book analysis should not be more than 10 pages double-spaced 12 point font, 1-inch margins (excluding tables, pictures, and bibliography). A bibliography is required and will need to show at least five references from class.

Class Policies

Classroom Philosophy

In the spirit of feminism and feminist pedagogy, this course uses a learner centered approach that emphasizes community, empowerment, and student leadership. This means that we will have a highly participatory class in which your knowledge, perspective, thinking, and ideas take focus. My goal is to facilitate and evaluate learning; this is not a lecture-based class.

This means that we all must participate to make this learning space work. Please commit to:

- Taking individual and collective responsibility for the class going well each time we meet
- Bringing content to the class from your own experience and course of study
- Speaking from your own experience and perspective, listening with an open mind, and respectfully responding to your peers
- Cultivating your own personal growth via the course materials, even when the material is challenging
- Acknowledging that the goal is not consensus on difficult issues; the goal is to open them up. Not everyone will reach the same conclusions.
- Seeking assistance and support when you need it: from peers, the instructor, or elsewhere

As in any college-level course, I expect no disruptive or distracting behaviors such as side conversations or wandering in and out of class. Use of computer devices (laptops, e-readers, smartphones, etc.) may be used in class for note-taking or to access digital readings *only*, while other websites and notifications should be turned off. No visual or audio recording devices may be used except in approved cases via RCPD.

Preparedness and Note-taking: Always bring your copy of the readings, blank notebook paper, and a writing utensil to class so that you can complete in-class assignments. I highly recommend that you take notes during class. Course material is presented in a variety of formats (film, lecture, discussions, in-class problem solving, etc) and you should treat all of these as resources. Careful note-taking means writing down key points, examples, and questions. Although your notes are not graded, having good notes will help you prepare for papers and exams. (Additionally, save your discussion memos as they will help you write the final exam!)

E-mail/D2L: This course has a webpage (D2L) where materials will be announced and posted, including required course readings and descriptions of assignments. You can access the course at <http://d2l.msu.edu>. I will attempt to respond to emails at least once every 24-48 hours (but not over the weekend).

Make-up policy: Late work will receive a zero. If you miss a class or assignment deadline to illness or emergency, you must provide documentation. Make-up work will be considered on a case-by-case basis and only for legitimate excuses such as medical emergencies or other extenuating circumstances beyond the student's control. If you have prior knowledge of the conflict (such as school-related travel or scheduled medical procedures), you **MUST** verify your case with me prior to missing class. Likewise, if you had an unforeseen emergency, you must contact me within 48 hours of the missed work to avoid receiving an automatic zero.

Office Hours: You may always contact me or come see me with your questions. I am happy to provide assistance and additional personalized feedback if it will help you succeed. I am also available by appointment outside of my regular office hours.

Plagiarism and Academic Honesty: All students are expected to do *their own original work* in this course. No plagiarism, cheating, or academic dishonesty will be tolerated. Plagiarism is “the appropriation of another person's ideas, processes, results or words without giving appropriate credit” (The White House Office of Science and Technology Policy on Misconduct in Research). Recycling coursework you produced in another class also constitutes academic dishonesty. Please see MSU's Policy on Plagiarism for more information:

<https://www.msu.edu/unit/ombud/academic-integrity/plagiarism-policy.html>

Accommodations for Students with Disabilities: MSU is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at RCPD.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation form. Please present this form to me at the start of the term.

Sensitive Material: Due to the nature of this course, there may be instances where material, topics, assignments, films, and guest lectures present information which may be interpreted to be offensive, upsetting, or in opposition to one's belief system. Sensitivity to such issues is my utmost concern. However, students must be aware that the presentation of such information is an integral part of the course and a component of the educational experience. If you are concerned, please reconsider taking this course.

Mandatory reporting: As a university instructor, I am a mandated reporter. This means that I am required to report all cases of sexual assault disclosed to me (verbally or in writing) that have occurred on MSU's campus or at an MSU sanctioned event. If you choose to share these experiences via any format during the course of the semester, I will be required to share your name and the details of the disclosure to the Office of Inclusion. The Office of Inclusion will then reach out to you to see if you would like to pursue legal action and to provide you with additional university resources. It is up to your discretion if you would like to utilize any of these services or even respond to the university's email.

Name and Pronoun Policy: Everyone has the right to be addressed by the name and pronoun that they use for themselves. Students can indicate their preferred/chosen first name and pronouns to be used throughout the semester. A student's chosen name and pronouns are to be respected at all times in the classroom.

Week by Week Schedule

WEEK 1— Jan. 8

Introduction to the course

- Film: Who's Counting? Marilyn Waring on Sex, Lies, and Global Economics

Unit 1: Key Theories and Frameworks

WEEK 2— Jan. 15

Historical Background and Concepts

- Everett and Charlton (2013) "Feminism and Development in a Global World" [Ch1 from Women Navigating Globalization]—*STOP at page 15*
- Everett and Charlton (2013) "Development, Globalization, and Power" [Ch3 from Women Navigating Globalization]
- Beneria et al (2015) "Gender and Development: A Historical Overview" [Ch1 from Gender, Development, and Globalization: Economics as if all people mattered]
- Boserup (1970) "Women's Role in Economic Development" [Excerpt]

WEEK 3—Jan. 22

Postcolonial thought, race, and women in 'Developing countries'

- Mohanty (1984) "Under Western Eyes"
- Johnson-Odim (1991) "Common Themes, Different Contexts"
- Everjoice Win (2007) "Not Very Poor, Powerless or Pregnant"
- White, S (2011) "The 'gender lens': A racial blinder?"
- Larihi-Dutt (2017) "Thinking differently"

WEEK 4— Jan 29

Men, Masculinities, and Global Change

- Parpart (2015) Men, Masculinities, and Development
- Amuyunzu-Nyamongo and Francis (2006) Collapsing Livelihoods and The Crisis of Masculinity

- High (2010) “Warriors, Hunters, and Bruce Lee: Amazonian Masculinity”
- Hoang and Yeoh (2011) “Men and Masculinities in the Vietnamese Transnational Family,”

Unit 2: Aid, Interventions, and Intuitions

WEEK 5— Feb. 5

****Reflection Paper 1 Due (on weeks 1, 2, 3, 4)**

Development Institutions and Strategies

- Eyben (2015) “Promoting gender equality in global landscape of development cooperation”
- Molyneux (2007) “The chimera of success: gender ennui and the changed international policy environment”
- Sweetman (2015) “Gender Mainstreaming: changing the course of Development”
- Narayanaswamy (2014) “Interrogating the ‘southern women’s NGO’”
- Chant (2008) “The ‘Feminisation of Poverty’ and the ‘Feminisation’ of Anti-Poverty Programmes: Room for Revision?”
- [Additional Reading TBD]

WEEK 6— Feb 12

Empowerment through Aid?

- Beath et al (2013) “Empowering Women through Development Aid: Evidence from a Field Experiment in Afghanistan”
- Karim (2008) “Demystifying Micro-Credit: The Grameen Bank, NGOs, and Neoliberalism in Bangladesh,”
- Huq-Hussain (2015) Gender empowerment and Microcredit in Bangladesh
- Schuler, Mark (2016) “The Gender of Aid” (Ch4 in Humanitarian Aftershocks in Haiti)
- [Additional Reading TBD]

WEEK 7— Feb. 19

Women and Labor

- Beneria (2011) “Accounting for women’s work: The progress of two decades”
- Enloe (2014) “Women’s labor is never Cheap”
- Huang and Cheng (2015) “Transnational Domestic Work”
- Verbrugge and Wolputte (2015) “Just picking up stones”

WEEK 8— Feb. 26

Gendered Bodies

****Reflection Paper 2 Due (wks 5, 6, 7, 8)**

- Sen (2011) “Subordination and Sexual Control”
- Herzfeld (2011) “Slavery and Gender: Women’s double exploitation”
- Everett and Charlton (2013) “Debates and Dilemmas: Health” [Ch7 from Women Navigating Globalization]
- [Additional Reading TBD]

WEEK 9— SPRING BREAK—NO CLASS

Unit 3: Gender and the Environment

WEEK 10—March 12

Frameworks for Gender and Environment

- Shiva, V. (1989) “Staying Alive”
- Leach (2007) “How a strategic notion rose and fell”
- Elmhirst (2015) “Feminist Political Ecology”
- Mollett (2017) “Gender’s Critical Edge”
- Sze, Julie. “Gender and Environmental Justice”
- [Additional reading TBD]

WEEK 11—March 19

Gender and Climate Change

- World Bank (2011) “Gender and Climate Change: three things you should know”
- Ravera et al (2016) “The diversity of gendered adaptations strategies to climate change”
- WEDO (2011) “Gender, climate change and human security: Lessons from Senegal”
- Gaard (2015) “Ecofeminism and Climate Change”
- Sasser, Jade (2017) “Sexual Stewardship”

WEEK 12— March 26

Gender and Agriculture

- Jacobs (2015) “Gender, Agrarian Reforms, and Land rights”
- Kunze and Momsen (2015) “Gendered rural spaces of Agrobiodiversity management”
- Horovoka (2015) “Gender and Livestock in Developing nations”
- Shroeder (2006) “Shady Practice”
- Cruz-Torres and McElwee (2017) “Gender, Livelihoods and Sustainability”
- Babugura, A. (2017) “Gender equality, sustainable agricultural development, and food security”

Unit 4: Agency and Human Rights

WEEK 13—April 2

Human Rights and Social Movements

****Reflection Paper 3 Due (wks 10, 11, 12)**

- Antrobus (2011) “The global women’s movement: an introduction”
- Bunch, C. (2012). How women’s rights became recognized as human rights
- Nussbaum (2005) In Defense of Human Values
- Tripp (2011) Challenges in transnational feminist mobilization
- Fluri (2011) Feminist nation-building in Afghanistan
- Shankaran (2011) The right to have rights: resisting fundamentalist order

WEEK 14—April 9

Power, Agency, and Choice

- Abu-Lughod (1990) “The Romance of Resistance”
- Mahmood (2001) “Feminist Theory and the Docile Agent”

- Brennan (2001) Sex tourism, globalization, transnational imagining
- Deomampo (2013) “Transnational surrogacy in India”

WEEK 15—April 16

Harmful Practices and the Concept of “Culture”

- Chowdhury (2005) “Feminist negotiations: acid violence in Bangladesh”
- Abramowitz and Moran (2012) “A problem of culture?”
- Gruenbaum (2017) “Female Genital Cutting: Moving Forward”
- Hodgson (2011) “These are not our priorities”
- Archambault (2011) “Ethnographic Empathy and the social context of rights”

WEEK 16—April 23

Strategies, revisited

****Reflection 4 Due (weeks 13, 14, 15, 16)**

- Mohanty (2003) ‘Under Western eyes’ revisited: Feminist solidarity through anticapitalist struggles.
- Cornwall (2014). Taking off International Development’s Straight Jacket of Gender.
- Arora-Jonsson (2017) Gender and Environmental Policy

Book Analysis Due on Friday, April 26th by 5:00 via D2L

NO FINAL EXAM