Women and Development

Dr. Karen Kessel

Tues. & Thurs. 2:10-3:30pm, Industrial Ed. 2 room 224
Office: Curtiss 318A; Phone: 294-5599; E-mail: kkessel@iastate.edu
Office Hours: Wed. 9:00-11:00am, Fri. 9:00-10:00am, or by appointment

Course Description:

The vast majority of the world’s people live in poverty and lack access to many basic resources, services, and rights. Governments and international agencies are trying to address the problem. However, the development process affects women and men differently. Most development projects and policies have actually had a negative impact on women’s lives. Modernization and the restructuring of local economies often increases women’s burdens and the disadvantages they suffer. In this course, we will explore the nature of women’s roles in developing countries. Particular emphasis will be placed on how economic development and culture change have affected the lives of women. We will also examine the theories behind economic development and the history of the ways women and their needs have been excluded/included in development approaches, policies, and projects.

Required Texts:

--Tsitsi Dangarembga, Nervous Conditions
--Course pack available from the University Bookstore
   This is your primary text for this course.
--Some additional readings are on e-reserve

--Emma Crewe & Elizabeth Harrison, Whose Development? An Ethnography of Aid
   is additionally required for the graduate students and is recommended for advanced undergraduates with an interest in development

Course Format, Requirements, and Grading:

As much as possible, I would like to treat this as a seminar course. The majority of the course will consist of discussion of the readings, with students taking turns presenting the readings and leading class discussions. I will occasionally lecture (esp. in the beginning), however, to help you through the basic theories re: development. I therefore expect everyone to do the readings and to come to class prepared to participate in class discussions, to the best of their ability.

Because so much of the class will be dependent upon student participation and discussion, attendance is essential. I will only allow 2 unexcused absences. For every absence beyond the 2nd one, I will lower your participation score by one grade (eg: 3 unexcused absences = A-; 4 unexcused absences = B+; etc.) Class assignments turned in to my mailbox or office will NOT be accepted from students with recent excessive absences, unless I have granted them permission to do so.

How interesting and fun this class will be is up to you. The more you slack off on the readings and the less you participate in class, the more you will have to listen to me lecture. (And, I can guarantee you, the more boring the class will be!)
Grades will be based on the following:

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<th>Undergrad.</th>
<th>Grad. Students</th>
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<tr>
<td>Class Participation and Attendance</td>
<td>10%</td>
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<tr>
<td>Presentation of the Readings</td>
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<td>Reaction Papers (Three 1-2 page reaction papers for undergrads., Two 3-5 page reaction papers for grad. students) on class readings (undergrads. must do 1 on <em>Nervous Conditions</em>; graded on a check minus, check, check plus basis)</td>
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<td>One (1) short quiz</td>
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<td>A Short Essay Exam (comparing and contrasting the basic development approaches, esp. WID and GAD)</td>
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<td>Research Paper (7-10pp for undergrads.; 15-20pp for grads.)</td>
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<td>Development Project Review</td>
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**Web CT:**

We will be using Web CT in this course. This syllabus and the paper assignments will be posted on Web CT, as will any reading guides or other notes and materials intended to help you process the readings and lectures. The syllabus and paper assignments will be posted on our home page in Web CT. The reading guides, notes, and other materials will be posted under the discussion tab, under the appropriate date headings. Any adjustments to our reading schedule, etc., will also be posted on Web CT. We will also be using the e-mail function in Web CT, and I would encourage you to utilize it to communicate with each other to organize study groups and to prepare to lead discussion. **Note:** e-mails sent in Web CT stay in Web CT and will not go to your regular e-mail box, so you will need to check your e-mail in Web CT on a regular basis.

It is very important that you log onto Web CT on a regular basis to check for these postings.

You will need an iastate e-mail address to use Web CT. If you don’t have one, you can get one for free from Durham Center. If you experience trouble using Web CT, please see me immediately.

**Academic Dishonesty:**

Very simply, don’t. Definitions for and any cases of cheating and/or plagiarism will be handled according to the rules stated in the University Bulletin/Code of Ethics. Unless specifically stated, students should not work together and all work must be your own. In cases where students are allowed to work in pairs or groups, I expect each partner to contribute original ideas—in other words, to pull their weight. If this is not the case, I will treat the incident as academic dishonesty.

All written work must be your own, and should not be copied or paraphrased from other sources without proper acknowledgment in the form of endnotes or parenthetical citations. Please note that you must treat information you got off the web just as you would information from any other source, and provide a citation. In the case of web materials, the web address can serve as your bibliographic reference when no author, title, etc. is given on the site. **You also must include citations (page numbers will suffice) when you paraphrase or quote from the class readings.**

**Class Accessability:**

Please address any special needs or special accommodations with me at the beginning of the semester or as soon as you become aware of your needs. I will work with you to ensure that your needs are met, while simultaneously ensuring your rights to privacy. Those seeking accommodations based on disabilities should obtain a Student Academic Accommodation Request (SAAR) form from the Disability Resources (DR) office (515-294-6624). DR is located on the main floor of the Student Services Building, Room 1076.
SCHEDULE OF CLASSES AND READINGS
(subject to change and amendment)

HAVE READINGS COMPLETED BY THE DAY OR WEEK FOR WHICH THEY ARE LISTED,
AND IN THE ORDER IN WHICH THEY ARE LISTED
{R=readings in the course pack; E=readings on e-reserve}

Week 1
T Jan. 11- Introductions/ What is Development?
R Jan. 13 Major Events and Agents of Development
Possible Film: Life and Debt in Jamaica
Readings:
   E–“Who Decides Where the Money Goes?,” WEDO Primer #6
   E–Whose Development? chapter 1

Week 2
R Jan. 20 General Development Theory
Readings:
   cont. with readings from week 1 and add:
   E–Whose Development? chapter 2
   Bring a print-out of Whose Development? ch. 1 (pp. 2-4 in particular)
   w/you to class

Week 3
T Jan. 25- General Development Theory, cont.
R Jan. 27 The Impact of Colonialism and the Post-Colonial Condition
Readings:
   cont. with the readings from week 2
   Start Nervous Conditions (try to get at least half-way through)

Week 4
T Feb. 1- The Impact of Colonialism and the Post-Colonial Condition, cont.
R Feb. 3
Readings:
   Nervous Conditions
   R–Mohanty, “Under Western Eyes”

Grad. Students:
   E–Mohanty, “Cartographies of Struggle”
   (Can be found in both Feminism Without Borders and Third World
   Women and the Politics of Feminism–both books are on reserve)
   E–Mohanty, “‘Under Western Eyes’ Revisited” in Feminism Without
   Borders–book is on reserve)
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<th>Week 5</th>
<th>Women in Development (WID)</th>
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<tr>
<td>T Feb. 8-10</td>
<td><strong>Readings:</strong></td>
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<td>R Feb. 10</td>
<td>R–Boserup, “Economic Change and the Roles of Women”</td>
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<td>R–Beneria and Sen, “Accumulation, Reproduction, and Women’s Role in Economic Development: Boserup Revisited”</td>
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<td>R–Moser, “Introduction”</td>
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<td>R–Moser, ch. 4 “Third World Policy Approaches to Women in Development”</td>
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<th>Week 6</th>
<th>Women in Development (WID), cont.</th>
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<td>T Feb. 15-17</td>
<td><strong>Readings:</strong></td>
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<td>R Feb. 17</td>
<td>continue working with readings from previous week</td>
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<th>Week 7</th>
<th>Gender and Development (GAD)</th>
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<td>T Feb. 22-24</td>
<td><strong>Readings:</strong></td>
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<td>R Feb. 24</td>
<td>cont. w/Moser ch. 4 for comparison of WID and GAD</td>
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<td>E–Theoretical Perspectives on Gender and Development pp. 140-148 (bring with you to class)</td>
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<th>Week 8</th>
<th>Gender and Development (GAD)</th>
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<td>T March 1</td>
<td><strong>Readings:</strong></td>
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<td>R–Tinker, “The Making of a Field: Advocates, Practitioners, and Scholars”</td>
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<td>R–Fourth World Conference on Women: Platform for Action</td>
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| Grad. Students: |
| Whose Development? chapter 3 |

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<th>Week 9</th>
<th>Empowerment, NGOs, and Alternative Approaches</th>
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<td>T March 8</td>
<td><strong>Readings:</strong></td>
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<td>R–Mitter, “The Collective Venture” (excerpt from Dharma’s Daughters)</td>
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<td>E–Rose, ch. 1 “SEWA: Women in Movement” in Where Women are Leaders</td>
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<td>E–Rose figure 3.1 The SEWA Tree, p.82 in Where Women are Leaders</td>
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| Film: Made in India vide 003 537 |
R March 10  Women and the Environment/ Chipko  
Readings:  
R–Shiva, “Introduction” in *Staying Alive*  
R–Shiva, excerpts from ch. 3 “Women in Nature,” pp. 38-49 in *Staying Alive*

Week 10  
T March 15  Spring Break!!!  
R March 17

Week 11  
T March 22  Women and the Environment/ Chipko, cont.  
R March 24  
Readings:  
R–Shiva, excerpts from ch. 4 “Women in the Forest,” pp. 61-87 in *Staying Alive*  
R–Molnar, “Forest Conservation in Nepal”  
E–Ireson-Doolittle and Ireson, “Cultivating the Forest: Gendered Land Use Among the Tay in Northern Vietnam”  

Optional:  
E–Shiva, ch. 5 “The Impoverishment of the Environment: Women and Children Last” in *Ecofeminism*

Week 12  
T March 29  The Informal Economy  
Readings:  
R–Rothstein, “Women’s Work, Women’s Worth”  
R–Bolles, “Common Ground of Creativity”

Grad. Students:  
E–Young, ch. 6 “Women and the Urban Informal Sector” in *Planning Development With Women*

R March 31  ROSCAs/Savings & Loan Projects  
Possible Film: *In Danku the Soup is Sweeter* vide 004 311  
Readings:  
R–Bruce, “Market Women’s Cooperatives: Giving Women Credit in Nicaragua”  
R–Sinha, “Saving Money, Gaining Freedom: Women’s Microcredit Banking in India”

Week 13  
T April 5  The Grameen Bank  
Possible Film: *The Women’s Bank of Bangladesh* vide 004 312  
Readings:  
R–Bornstein, “Introduction” in *The Price of a Dream*  
R–Bornstein, “It’s All On Trust” in *The Price of a Dream*  
R April 7  
**Household Economics**

Readings:

**Week 14**

T April 12  
**Household Economics**

Readings:
R–Wolf, “Daughters, Decisions, and Dominations”
R–Gallin, “The Intersections of Class and Age: Mother-in-law/Daughter-in-law Relations in Rural Taiwan”

Grad. Students:
E–Whose Development? chapter 6

R April 14  
**Housing Schemes and Site & Services Projects**

Readings:
R–Moser, “Women, Human Settlements, and Housing”
R–Nimpuno-Parente, “The Struggle for Shelter: Women in a Site and Service Project in Nairobi, Kenya”

**Week 15**

T April 19  
**Housing Schemes and Site & Services Projects, cont.**

Readings:
R–Tinker, “Women’s Empowerment Through Rights to House and Land”
R–Lich, “Women’s Access to Housing in Hanoi”

R April 21  
**Current Debates and Critiques/ Technology, Tradition, & Modernity**

Readings:
E–*Theoretical Perspectives on Gender and Development* pp. 76-99

Grad. Students:
*Whose Development?* chapter 5 and chapter 7

**Week 16**

T April 26-  
**ICTs**

R April 28

Readings:
E–Appleton et al., “Claiming and Using Indigenous Knowledge”

M May 2nd

noon-2pm
our scheduled final exam day
WE WILL HOLD CLASS (it’s a University requirement)
Class party (you deserve it!), wrap-up, and discussion of research papers