

GENDER AND DEVELOPMENT
SOC 230.324
Fall 2009

Professor Rina Agarwala

Department of Sociology
Johns Hopkins University

Class: Tuesday 1:30-4 pm (311 Hodson)

Office Hours:

Agarwala Monday 2-4 pm (527 Mergenthaler Hall)
Caitlin Pearce Tuesday 11 am-noon (565 Mergenthaler Hall)

Course Web Page: <http://webct.jhu.edu/> (log in using your JHED identity and password)

COURSE DESCRIPTION

This course employs a comparative perspective to examine how gender affects and is affected by the theories, experiences and policies of international development. Underlying the discussions is a normative debate on the “rules” of inequality. We will begin by discussing the historical evolution of how the concept of gender has been constructed, conceptualized, and integrated into international development theory and practice. Do men and women experience development efforts differently? What is gender? How does the concept of gender change our understanding of socio-economic development?

We will then examine how greater attention to gender issues has challenged the assumptions behind the theoretical frameworks and the policy prescriptions guiding international development. Here, we will focus on the contributions that feminist scholars have made in re-theorizing women’s role in the economy by looking at issues of intra-household dynamics of power, distribution, and control; reproductive and unpaid work; and productive work, especially in the informal sectors and in the contemporary context of shifting structures of global production. We will discuss how greater attention to gender has defined notions of work, class, and production by highlighting the interconnections between the public and private sphere, between reproductive and productive labor, and between formal and informal economic activities. How does the concept of gender change our understanding of a household? What role do women play in socio-economic production? How can gender awareness alter our development programs?

Finally, we will examine how feminist activists and scholars have organized to improve women’s power and position in the economies of the South. Here we will examine feminist theories of the welfare state, revolution, and political power, as well as feminist efforts to organize women workers. We will conclude with a debate on the future prospects of the growing field of transnational feminist movements.

Although there are no specific course prerequisites for this course, students are expected to have some background in international development and in a social science discipline.

REQUIREMENTS

Readings, class attendance and participation: This is a seminar and its success depends on your involvement. You are expected to come to class, having read and thought about the materials for the week, ready to engage in a discussion with the rest of the class. The readings are a crucial part of the course, and you will be expected to engage the competing views they present. Class discussions will presume that you have carefully done the readings assigned for that day, so we can focus on addressing questions, critiquing

the arguments, and relating them to one another. Class attendance and informed participation will count for 20% of your final grade.

**All readings are available on the Library Electronic Reserves. Videos are also available on reserve. Clips from some films will be shown in class.

Discussion Presentation: Each student will be asked to make one 10-15-minute in-class presentation based on the readings for that week. A sign-up sheet will be provided on the first day of class (Sept. 12). These presentations are intended to lead the class discussion. Therefore, they should not be summaries, but rather commentaries on the readings that develop and/or critique arguments, draw comparisons between different authors or point to larger implications. By **11am on Tuesday** before class, you must email me: (1) your presentation (either in power point or as an outline in a word document), and (2) a 1-page list of questions to pose to the class. Late submissions will be reflected in your presentation grade. Please note that you cannot submit a thought paper (see below) on the day you make a presentation. The discussion presentation will count for 10% of your final grade.

Thought papers: Six 2-3-pages (double spaced) papers. These are required, and they will be graded with a three-tiered number system between 1 and 3 (1 being the lowest, 3 being the highest). They are due before class begins every week, beginning with the week of September 19th. You are welcome to write seven thought papers and have the top six count toward your grade. You may choose which weeks you would like to write a thought paper, so long as the total is six. Please note that you cannot submit a thought paper on the day you make a discussion presentation. Thought papers must be based on that week's readings and are intended to help you reflect more deeply on the readings and prepare for class discussions. Like the discussion presentation, these papers should not be summaries, but rather commentaries on the readings that develop and/or critique arguments, draw comparisons between different authors or point to larger implications. Each thought paper must engage 2 or more of the assigned readings for that week. You will receive feedback on the thought papers, especially during the first weeks of the course. All thought papers must be turned in to the instructor as a hard copy at the start of class. Late thought papers will not be accepted. Thought papers will count for 20% of your final grade.

Final paper: At the end of the semester, you are required to submit a 15-page research paper on a subject of your choice. Questions designed to frame the paper, as well as suggested topics, will be distributed in the seventh week of classes. Papers will be graded on clarity, thoughtfulness, insight, accurate use of materials, and ability to engage your topic of interest with the readings and discussions of the class. Frequent grammar and spelling errors may lower your grade. You are required to submit a 1-paragraph description of your topic in class on **October 27th**. During the last two classes, you will be asked to present your topic and an outline of your paper to the class. Final papers are due by **5pm, Thursday, December 10. Late papers will not be accepted.** The presentation of your paper will count for 10% of your final grade and the final paper itself will count for 40% of your final grade.

Grading:

Class attendance and participation:	20%
6 Thought Papers	20%
Discussion presentation	10%
Final paper presentation	10%
Final paper	40%

ACADEMIC ETHICS

The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, re-use of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition.

Please report any violations you witness to the instructor. You may contact the Associate Dean of Students and/or the Chairman of the Ethics Board beforehand. See the guide on “Academic Ethics for Undergraduates” and the Ethics Board web site (<http://ethics.jhu.edu>) for more information.

DISABILITY ACCOMODATION

If you are a student with a disability who needs accommodations in this class, please obtain an accommodation letter from the Student Disability Services Office (385 Garland, 410-516-4720, studentdisabilityservices@jhu.edu, web.jhu.edu/disability) and meet with us as early in the term as possible to make arrangements for your approved accommodations specified in the letter.

I. The Making of a Field: How Gender Entered Development

Sept 8: The Significance of “Gender” in Social Science

Lorber, Judith. *Gender Inequality: Feminist Theories and Politics* (3rd edition). Roxbury Publishing. 2005. (Part I: “Variety of Feminisms” pp. 1-17)

OPTIONAL:

Rosenfeld, Rachel. 2002. “What do we learn about difference from the scholarship on gender?” *Social Forces*, 81 (1). 1-24.

Acker, Joan. 1989. “The problem with patriarchy.” *Sociology* 23 (2). 235-40.

Sept 15: Introducing Gender into Development

Tinker, Irene “The Making of a Field: Advocates, Practitioners, and Scholars.” in Tinker, Irene (ed.) *Persistent Inequalities: Women and World Development*. Oxford: Oxford University Press, 1990, pp. 27-53.

Fernandez Kelly, Patricia M. 1994. “Broadening the Scope: Gender and the Study of International Development.” In Kincaid, Douglas, and Alejandro Portes (eds) *Comparative National Development: Society and Economy in the New Global Order*. Chapel Hill, NC: University of North Carolina Press. Pp. 143-168

SKIM:

World Bank. *Engendering Development: Through Gender Equality in Rights, Resources, and Voice*. World Bank and Oxford University Press, Washington DC and London, 2001, pp. 1-28.

<http://www.mdgender.net/> (Gender equality and the Millennium Development Goals (MDG) website)

Sept 22: From Women in Development (WID) to Gender and Development (GAD)

Boserup, Ester. “Economic Change and the Roles of Women.” in Tinker, Irene (ed.) *Persistent Inequalities: Women and World Development*. Oxford: Oxford University Press, 1990, pp. 14-24.

Beneria, Lourdes and Gita Sen. 1997. Accumulation, Reproduction and Women’s Roles in Economic Development: Boserup Revisited. In Visvanathan, N, L. Duggan, L. Nisonoff & N. Wieggersma, eds. (1997). *The Women, Gender, and Development Reader*. London and New Jersey: Zed Books, pp. 42-50.

Razavi, Shahra and Carol Miller. From WID to GAD: Conceptual Shifts in the Women and Development Discourse. UNRISD. 1995.

Mohanty, Chandra Talpade. 1991 “Under Western Eyes: Feminist Scholarship and Colonial Discourses.” In Mohanty, Chandra, Ann Russo, Lourdes Torres. *Third World Women and The Politics of Feminism*, Bloomington: Indiana University Press, 1991.

VIDEO: *Man-made Famine* (selections shown in-class)

II. Challenging the Field: How Gendered Perspectives Re-Defined the Field

Sept 29: Gender and the Family/Household

Sen, Amartya. "Gender and Cooperative Conflicts," in Tinker, Irene (ed.) *Persistent Inequalities: Women and World Development*. Oxford: Oxford University Press, 1990, pp. 123-149

Bruce, Judith. "Homes Divided," *World Development* 17, 1989. pp. 979-991

Wolf, Diane. "Daughters, Decisions, and Domination: An Empirical and Conceptual Critique of Household Strategies," in Visvanathan, Nalini et al (eds.) *The Women, Gender and Development Reader*. London: Zed Books, 1997, pp. 118-132.

Yunus, Muhammad. "The Grameen Bank." *Scientific American*. November 1999

Batliwala, Srilatha and Deepa Dhanraj 2005. "Gender Myths that Instrumentalise Women: A View from the Indian Frontline," *IDS Bulletin*, 35.4, *Repositioning Feminisms In Development*

Oct 6: Gender and Reproductive and Unpaid Work

(add empirical besides Africa food. Also another critique piece)

Barker, Drucilla and Susan Feiner (eds.) *Liberating Economics: Feminist Perspectives on Families, Work, and Globalization*. University of Michigan Press, 2004 (Chapter 2: Family Matters)

Folbre, Nancy. "The Black Four of Hearts: Toward a new Paradigm of Household Economics," in Dwyer, Daisy and Judith Bruce (eds.) *A Home Divided: Women and Income in the Third World*. Stanford: Stanford University Press, 1988, pp. 248-264.

Koopman, Jeanne. "The Hidden Roots of the African Food Problem: Looking Within the Rural Household," in Visvanathan, Nalini et al (eds.) *The Women, Gender and Development Reader*. London: Zed Books, 1997, pp. 132-141.

Molyneux, Maxine. "Beyond the domestic labor debate," *New Left Review*. Vol. 115 (July-August 1979).

SKIM (Translation into Practice)

Dixon-Mueller, Ruth, and Anker. Richard. "Assessing Women's Economic Contribution to Development," *Training in Population, Human Resources and Development Planning: World Employment Programme Paper No. 6* (Geneva: ILO, 1988).

Lutzel, Heinrich. "Household production and national accounts," Paper submitted to the Second ECE/INSTRAW Joint Meeting (Geneva: November 13-16, 1989).

VIDEO: *The Double Day* (selections shown in-class)--not great film

Oct 13: Gender and Productive Work

Momsen, Janel Henshall. *Gender and Development*. Oxon: Routledge, 2004. (Chapter 7: "Gender and urbanization" pp. 171-189)

Beneria, Lourdes and Marta Roldan. 1987. *The Crossroads of Class and Gender: Homework, Subcontracting, and Household Dynamics in Mexico City*. Chicago: University of Chicago Press. (Chapter 3: "Subcontracting links and the dynamics of women's employment")

Fernandez-Kelly, Maria Patricia. "Maquiladoras: The View from the Inside," in Visvanathan, Nalini et al (eds.) *The Women, Gender and Development Reader*. London: Zed Books, 1997, pp. 203-215.

Gallin, Rita S. "Women and the Export Industry in Taiwan: The Muting of Class Consciousness" in K. Ward (ed.) *Women Workers and Global Restructuring*. Ithaca: Cornell University Press. 1990. Pp. 179-192

Lim, Linda. "Women's Work in Export Factories: the Politics of a Cause." in Tinker, Irene (ed.) *Persistent Inequalities: Women and World Development*. Oxford: Oxford University Press, 1990, pp. 101-119.

Oct 20: Gender and the Global Economy

***add piece on culture, sexuality, migration (nannies, sex work). Global Women (B. Ehrenreich?)**

Ward, Kathryn B. and Jean Larson Pyle. (2003). "Recasting our understanding of gender and work during global restructuring." *International Sociology* 8 (3): 461-489.

Moghadam, Valentine M. "Gender and the Global Economy," in Ferree, Myra Marx, Judith Lorber, and Beth Hess (eds.) *Revisioning Gender (The Gender Lens)*. Sage, 1998.

Standing, Guy. 1999. "Global Feminization through Flexible Labour: a Theme Revisited," *World Development*, vol 27, no3 pp. 583-602.

Caraway, Teri L. *Assembling Women: The Feminization of Global Manufacturing*. Ithaca: Cornell University Press, 2007. (Chapter 1, pp. 15-35).

Lynch, Caitrin. *Juki Girls, Good Girls: Gender and Cultural Politics in Sri Lanka's Global Garment Industry*. Ithaca: Cornell University Press, 2007 (Chapter 1, pp. 21-49)

VIDEO: *The Global Assembly Line* (selections shown in class)

II. Resisting the Field: How Gender Movements Fought to Re-shape the Field

Oct 27: Gender and the State

Borchorst, Anette. "Feminist thinking about the welfare state," in (eds) Myra Marx Ferree, Judith Lorber, Beth B. Hess. *Revisioning Gender*. Sage Publications, Thousand Oaks, 1999

Chowdhury, Najma and Barbara Nelson et al. 1994. "Redefining Politics: Patterns of Women's Political Engagement from a Global Perspective." Nelson, Barbara and Najma Chowdhury (ed) *Women and Politics Worldwide*. Yale University Press, New Haven

Okonjo, Kamene. 1994. "Reversing the Marginalization of the Invisible and Silent Majority: Women in Politics in Nigeria." *Women and Politics Worldwide*. New Haven.

Shayne, Julie D. "The Revolution Question: Feminisms in El Salvador, Chile, and Cuba." *American Journal of Sociology*. V. 112, No. 5, pp. 1584-1586.

Nov 3: Where Feminists meet Labor Movements

Miriam Ching Yoon Louie, "Minjung feminism: Korean women's movement for gender and class liberation," in *Global Feminism Since 1945* ed, Bonnie Smith (London: Routledge, 2000), 119-138.

Agarwala, Rina. 2006. "From Work to Welfare: A New Class Movement in India." *Critical Asian Studies*. Vol. 38, No. 4, December. (pp. 419-445)

"Organizing Low-Wage Immigrants: The Workplace Project: An Interview with Jennifer Gordon," *Working USA* vol. 5, no.1 (Summer 2001): 87-102.

Andrew Ross, "The Rise of the Second Antisweatshop Movement," in *Sweatshop USA: The American Sweatshop in Historical and Global Perspective*, ed. Dan Bender and Richard Greenwald (Routledge, 2003).

VIDEO: *Made in India: Self-Employed Women's Association (SEWA)* (selections shown in-class)

Nov 10: Transnational Feminist Movements

Tripp, Aili Mari. "The Evolution of Transnational Feminisms: Consensus, Conflict, and New Dynamics," in Ferree, Myra Marx and Aili Mari Tripp. *Global Feminism: Transnational Women's Activism, Organizing, and Human Rights*. New York, New York University Press, 2006, pp. 51-75.

Swider, Sarah. "Working Women of the World Unite? Labor Organizing and Transnational Gender Solidarity among Domestic Workers in Hong Kong," in Ferree, Myra Marx and Aili Mari Tripp. *Global Feminism: Transnational Women's Activism, Organizing, and Human Rights*. New York, New York University Press, 2006, pp. 110-140.

Moghadam, Valentine M. *Globalizing Women: Transnational Feminist Networks*. Baltimore: Johns Hopkins University Press, 2005. (Chapter 3: Female Labor, Regional crises, and Feminist Responses, pp. 50-77.

SKIM:

United Nations, *Platform for Action and the Beijing Declaration* (UN, 1996).

(This is the official document issued from the Fourth World Conference on Women, which was held in Beijing, China, in September 1995. It can be accessed on the web at: www.umn.edu/humanrts/instree/beijingmnu.htm.)

Nov 17: Presentations on Final Paper

Nov 24: NO CLASS-THANKSGIVING BREAK

Dec 1: Presentations on Final Paper (cont.) & Conclusions