

**Sociology 3012: Women and Development**  
**University of Colorado Boulder - Spring 2020**

**Instructor: Tracy Fehr**

**Office:** Ketchum 481

**Email:** [tracy.fehrsardone@colorado.edu](mailto:tracy.fehrsardone@colorado.edu)

**Office hours:** Mon, Wed 11:00am-12:00pm, and by appointment

**Class Location: HUMN 135**

**Class Meetings:** MWF 10:00-10:50am

**Instructor Bio**

I am a Sociology PhD student at CU Boulder, and I have a Master's in International Studies. I love teaching and have previously taught this course SOCY 3012 at CU, as well as SOCY 1001 and SOCY 3002 online. In the classroom, I encourage engagement and participation through respectful debates and discussion, while maintaining an inclusive learning environment open to all perspectives. My academic research interests focus on international human rights, gender, post-conflict transition, and development, with a geographic focus in Nepal. I have previously worked for human rights and development NGO's in Washington, D.C. and Kathmandu, Nepal.

**Communication Policy**

Email is the best way to communicate with me quickly. I am available to meet with students during my office hours each week and if those times do not work we can set up an appointment.

**COURSE OVERVIEW**

**Course Description**

This course provides a Sociological perspective on Gender and Development primarily in the Global South. It is based on a broad conceptualization of development including economic, social, cultural, and political, and an understanding that development encapsulates a variety of practices, ideologies, and projects rooted within a discourse and power system. Throughout the semester, we will examine a variety of topics, including feminist theories of development; gender and global inequalities; development strategies of gender equality and equity; critiques of development; and transnational women's activism and feminism(s). Our readings will engage with key questions such as how contemporary developmental processes impact gender relations, how existing global and local gender norms and inequalities shape developmental trajectories, and how people act individually and collectively to challenge these possibilities.

**Course Objectives**

With the completion of this course, students should be able to:

1. Define and deconstruct the concept of development and how it relates to gender;
2. Understand the different development approaches to gender equality and equity;
3. Apply various theoretical perspectives to critically examine development practices in relation to gender and power;
4. Engage with the central theoretical debate on universalism versus cultural relativism;
5. Evaluate how social forces, institutions, and power dynamics are at play in constructing the concept and discourse of "development" and what it means to be "developed";
6. Critically analyze how development trajectories and shifting transnational gender norms impact global and local gender relations.

## Course Structure

The first half of the semester will provide students with a foundation in theories, concepts, and the historical evolution of Gender and Development. It also provides students with analytical tools to examine Gender and Development via discourse and power relations. The second half of the course focuses on case studies of Gender and Development, which allow us to apply the theoretical and analytical tools to understand and critique real-world examples. This course will focus primarily on international development and power relations within the world system.

The course itself is held on MWF and will be structured with lecture on Monday and Wednesdays that will incorporate class discussion, debate, and critical thinking. Fridays will be more activity-based, consisting of a group activity, discussion, guest speaker, or exams.

The main focus of the course will draw from weekly readings in the required textbooks or from supplemental readings posted to Canvas. Each week, students are responsible for posting discussion questions on Canvas from the readings, which will be incorporated into class discussion. Course announcements throughout the semester will be made in class as well as posted to Canvas. Canvas also provides students with a course calendar and up-to-date grades.

## REQUIRED TEXTS\*

*\*These will also be available on reserve at Norlin Library*

Jaquette, Jane and Gale Summerfield. (2006). *Women and Gender Equity in Development Theory and Practice: Institutions, Resources, and Mobilization*. Durham; London: Duke University Press.

Karim, L. (2011). *Microfinance and Its Discontents: Women in Debt in Bangladesh*. Minneapolis; London: University of Minnesota Press.

Saunders, Kriemild. (2002). *Feminist Post-Development Thought: Rethinking Modernity, Post-Colonialism and Representation*. New York: Zed Books.

## COURSE REQUIREMENTS

Attendance and Participation: Students are expected to attend class as well as participate. Coming to class is a critical part of this course as lectures will incorporate classroom discussion, debate, and critical thinking. In addition to showing up, students are responsible for participating in the course through engaging with fellow students, listening and responding to lecture material, and creating an inclusive and critical dialogue. Each student can miss up to 3 classes before their attendance grade is affected. Beginning with missed class #4, 4 points will be taken away from the final attendance grade, which is based both on attendance as well as participation in class.

Online Weekly Discussion Question Posts: Reading is an essential part of this course. To ensure that students are doing the readings, students are responsible to post a weekly discussion question beginning week two on Canvas. Discussion question posts should be approximately two paragraphs and include one to two discussion questions about the assigned readings for that

week. The post must demonstrate that the student has read the readings and understood and/or thought critically about them. Each of these posts is worth 5 points and must be posted on the Canvas discussion board by **Monday at midnight** each week. *Late posts are not accepted.*

Exams: This course will have two exams throughout the semester. The first exam is designed to assess your knowledge and understanding of information from the first half of the class, which will include the foundational background, arguments, and concepts of Gender and Development. The second exam will test your knowledge of the case studies covered during the second half of the semester. Both exams will be a combination of multiple choice and short answer questions. *Make-up exams will only be given in emergency circumstances with written documentation.*

Final Research Paper: This course will have one final research paper designed so students can apply their knowledge and understanding from the first half of the course to examine a particular topic or case study. Students will select one of the topics from the second half of the course (Week 8-16) and expand on the course readings and discussion. This is an opportunity for students to go more in-depth on a certain issue they are interested in researching, and it will help students to further develop skills in critical thinking, academic writing, and forming an argument.

Details about the final research paper will be handed out in class after Exam #1. Students are required to hand in a two paragraph outline on their research topic in class on Friday, **March 13**, and the final research papers are due hard copy the last day of class, Wednesday, **April 30**. *Late papers will not be accepted.*

## **COURSE ASSESSMENT**

Final Grade: Your final grade is based on course requirements above, with point distributions:

	<b>Number of points (out of 500 total)</b>	<b>Percent of Final Grade</b>
<b>Attendance and Participation</b>	75	15%
<b>Weekly Discussion Questions</b>	70 (5 points each)	15%
<b>Week One - Syllabus Quiz</b>	5	
<b>Exam #1</b>	100	20%
<b>Exam #2</b>	100	20%
<b>Final Research Paper</b>	150	30%

Grading Scale: Your final grade will be assigned as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60

## **COURSE POLICIES**

Grading: There will be no extra-credit at the end of the semester and no negotiation of final grades. What you get is what you earn in the course. Overall, Staying up-to-date with the coursework and readings is the best way to succeed in this course.

Extenuating Circumstances: If something happening in your life is preventing you from being successful in this course, please come and speak with me as soon as possible. We are all humans and life happens, so I am happy to work with students when there are extenuating circumstances affecting their academic work. However, students are responsible for taking the initiative to speak with me about their situation and we can work together to figure out a plan.

Late Work: **Work that is missed cannot be made up.** The only times I will accept late papers, posts, or give make-up exams is when you provide written documentation of a death or a medical emergency. All documentation must be provided within one week of the situation.

No Screens in the Classroom: Students are not permitted to use laptops or cellphones in the classroom. Students using either of these can be asked to leave the classroom.

Punctuality in the Classroom: Students are expected to arrive to class on time. This is for the student's own benefit, as well as for the courtesy of the instructor and fellow students. The class period is only 50 minutes, so students arriving more than 10 minutes late will not be counted as present in the attendance.

## **UNIVERSITY POLICIES**

### **Accommodation for Disabilities**

This course is intended for all CU-Boulder students, including those with mental, physical, or cognitive disabilities, illness, injuries, impairments, or any other condition that may negatively affect one's equal access to education. If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to me in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website ([www.colorado.edu/disabilityservices/students](http://www.colorado.edu/disabilityservices/students)). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition or injury, see Temporary Medical Conditions under the Students tab on the Disability Services website and discuss your needs with me.

### **Classroom Behavior**

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more info, see the policies on classroom behavior and the Student Code of Conduct.

**Honor Code**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at the Honor Code Office website.

**Religious Observances**

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, talk with me at least one week before any religious event if it might conflict with class activities. You need to talk with me during the first week of class if you have any potential conflict with the final. See the campus policy regarding religious observances for full details.

**Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation**

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct intimate partner abuse (including dating or domestic violence), stalking, protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, anonymous reporting, and the campus resources can be found on the OIEC website.

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

## **COURSE SCHEDULE\***

*\*This is a tentative calendar. Any significant changes will be announced in class and posted on Canvas. Students are responsible for keeping up with these announcements.*

### **Week One (January 13-17): Introduction and Defining “Development”**

Sen, Amartya. (1999). *Development as Freedom*. “Introduction” and Chapter 2: “The Ends and Means of Development.”

Storey, A. (2009). “Measuring Human Development.” In *From the Local to the Global: Key Issues in Development Studies*, Eds. G. McCann and S. McCloskey. New York: Pluto Press.

**\*\* Friday Activity: Syllabus Quiz (5 points)**

### **Week Two (January 20-24): The Creation of Development and the Underdeveloped**

**\*\* NO CLASS MONDAY JAN. 20, MARTIN LUTHER KING JR. HOLIDAY**

*Online Weekly Discussion Questions Begin, due on Canvas by Monday at Midnight*

Hall, Stuart (1992). “The West and the Rest: Discourse and Power” in Stuart Hall and Bram Gieben (eds). *Formations of Modernity*. Pp 275-332.

Escobar, A. (1999). “The Invention of Development.” *Current History*, 98/631. Pp. 382-38

Frank, Andre Gunder. (1966). “The Development of Underdevelopment.” *Monthly Review* 18: pp. 17-31.

### **Week Three (January 27-31): Merging Gender and Development in Theory and Praxis**

*Discussion Questions due Monday at Midnight*

Trauger, A. and J. Fluri. (2019). “Understanding Development and Inequality.” In *Engendering Development: Capitalism and Inequality in the Global Economy*. New York: Routledge. Pp. 3-15.

Jaquette, J. and K. Staudt. (2006). “Women, Gender, and Development.” In *Women and Gender Equity in Development Theory and Practice: Institutions, Resources, and Mobilization*. Pp. 40-52.

Taylor, Maeve. (2009). “Gender and Development.” In *From the Local to the Global: Key Issues in Development Studies*, Eds. G. McCann and S. McCloskey. New York: Pluto Press.

*Friday Activity: Gender and Development Timeline*

### **Week Four (February 3-7): Gender and Development: Indicators and Institutions**

*Discussion Questions due Monday at Midnight*

Crawford, Joanne. 2006. "Background Papers." Measuring Gender Equality: Indicators of Change. *Development Bulletin* 71: 7-19.

UN Human Development Report 2015. Gender Inequality and Gender Development Indexes: <http://hdr.undp.org/en/content/gender-inequality-index-gii> (read about what these indexes mean and look at how various countries score on them)

Prugl, E. and A. Lustgarten. (2006). "Mainstreaming Gender in International Organizations." In (2006). *Women and Gender Equity in Development Theory and Practice: Institutions, Resources, and Mobilization*. Pp. 51-70.

Staudt, K. (2002). "Dismantling the Master's House with the Master's Tools? Gender Work in and with Powerful Bureaucracies." In *Feminist Post-Development Thought*, Ed. Kriemld Saunders. Pp. 57-71.

*Friday Activity: Creating a new Gender and Development Index*

### **Week Five (February 10-14): Gender "Empowerment:" A Post-Development Perspective**

#### ***Discussion Questions due Monday at Midnight***

Zakaria, Rafia. (Oct. 5, 2017). "The Myth of Women's 'Empowerment.'" *New York Times*.

Parpart, Jane. (2002). "Lessons from the Field: Rethinking Empowerment, Gender and Development from a Post-(Post-?) Development Perspective." In *Feminist Post-Development Thought*, Ed. Kriemld Saunders. Pp. 41-56.

Hogdson, D. (2011). "These Are Not Our Priorities: Maasai Women, Human Rights, and the Problem of Culture." In *Gender and Culture at the Limit of Rights*. University of Pennsylvania Press. Pp. 138-158.

*Friday Activity: Deconstructing Universal vs. Cultural Relativism*

### **Week Six (February 17-21): Decolonizing Essentialist Categories**

#### ***Discussion Questions due Monday at Midnight***

Mohanty, Chandra. (1988). "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *Feminist Review* 30: Pp. 61-88.

Lila Abu-Lughod. (2002). "Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others." *American Anthropologist* 104/3: Pp. 783-790.

Narayan, Uma. (2000). "Essence of Culture and a Sense of History: A Feminist Critique of Cultural Essentialism." In *Decentering the Center: Philosophy for a Multicultural, Postcolonial, and Feminist World*. Eds. Uma Narayan and Sandra Hasting. Bloomington: Indiana University Press.

**\*\* EXAM #1 – Friday, February 21**

## **Week Seven (February 24-28): Complicating Notions of Gender and Development**

### ***Discussion Questions due Monday at Midnight***

Cleaver, Frances. (2002). "Men and Masculinities: New Directions in Gender and Development." In *Masculinities Matter! Men, Gender, and Development*, Ed. Fr. Cleaver. Pp. 1-27.

Burja, J. (2002). "Targeting Men for a Change: AIDS Discourse and Activism in Africa." In *Masculinities Matter! Men, Gender, and Development*, Ed. Fr. Cleaver. Pp. 207-234.

USAID. (2018). "LGBT Vision for Action: Promoting and Supporting the Inclusion of Lesbian, Gay, Bisexual, and Transgender Individuals."  
[https://www.usaid.gov/sites/default/files/documents/1874/LGBT\\_Vision.pdf](https://www.usaid.gov/sites/default/files/documents/1874/LGBT_Vision.pdf).

### **\*\* Final Paper Prompt Handed Out in Class**

*Friday Activity: Current Events Discussion*

## **Week Eight (March 2-6): Global-Local: Reproductive Rights, Lost in Translation?**

### ***Discussion Questions due Monday at Midnight***

Wangari, Esther. (2002). "Reproductive Technologies: A Third World Feminist Perspective." In *Feminist Post-Development Thought*, Ed. Kriemld Saunders.

Pauline Oosterhoff, Badalam Dkhar & Sandra Albert. (2015). "Understanding Unmet Contraceptive Needs Among Rural Khasi Men and Women in Meghalaya. *Culture, Health & Sexuality*, 17/9. Pp. 1105-1118.

Bendavid, E., P. Avila and G. Miller. (2011). "United States Aid Policy and Induced Abortion in Sub-Saharan Africa." *Bulletin of the World Health Organization*.  
<https://www.who.int/bulletin/volumes/89/12/11-091660/en/>

*Friday Guest Speaker: Adenife Modile*

## **Week Nine (March 9-13): Gender, Development, and Critiques of Microfinance**

### ***Discussion Questions due Monday at Midnight***

Karim, L. (2011). *Microfinance and Its Discontents: Women in Debt in Bangladesh*. Minneapolis; London: University of Minnesota Press.

### **\*\* Two Paragraph Research Paper Topic Outline due in class, Friday March 13**

*Friday Activity: Creating a Microfinance Institution*

## **Week Ten (March 16-20): Gender, Food, and Land Rights**

### ***Discussion Questions due Monday at Midnight***



Shiva, Vandana. (2010). "Women in the Food Chain." In *Staying Alive: Women, Ecology and Survival in India*. New Delhi: Women Unlimited. Pp. 96-178.

Lee-Smith, D. and C. Hinchey Trujillo. (2006). "Unequal Rights: Women and Property." In *Women and Gender Equity in Development Theory and Practice: Institutions, Resources, and Mobilization*. Pp. 159-172.

**\*\* NO CLASS FRIDAY, MARCH 20**

**Week Eleven (March 23-27) – SPRING BREAK NO CLASS**

**Week Twelve (March 30-April 3): Gender and Barriers to Girls' Education**

***Discussion Questions due Monday at Midnight***

Kirk, J., & Sommer, M. (2006). "Menstruation and Body Awareness: Linking Girls' Health with Girls' Education." *Royal Tropical Institute (KIT), Special on Gender and Health*, 1-22.

Khanal, S. (2018). "Gender Discrimination in Education Expenditure in Nepal: Evidence from Living Standards Surveys." *Asian Development Review*, 35/1. Pp. 155–174

*Virtual Guest Speaker: Carine Umuhumuza, Malala Fund Communications Manager*

**Week Thirteen (April 6-10): Gender, Migration, and Human Trafficking**

***Discussion Questions due Monday at Midnight***

Doezema, J. (2002). "Who Gets to Choose? Coercion, Consent, and the UN Trafficking Protocol." *Gender and Development*, 10/1. Pp. 20-27.

Uy, R. (2011). "Blinded by red lights: Why trafficking discourse should shift away from sex and the perfect victim paradigm." *Berkeley Journal of Gender, Law Justice*, 26(1), 204-220.

UNODC. (2018). "[Global Report on Trafficking in Persons](#)." Pp. 1-45.

*Friday Film: Amoli – The Search for India's Missing Children*

**Week Fourteen (April 13-17): Noxious Markets: Empowering or Disempowering?**

***Discussion Questions due Mon at Midnight***

Satz, D. (2010). "Noxious Markets." In *Why Some Things Should Not Be for Sale: The Moral Limits of Markets*. New York: Oxford. Pp. 91-114.

Pande, A. (2010). "Commercial Surrogacy in India: Manufacturing a Perfect Mother-Worker." *Signs*, 35/4. Pp. 969-992.

Ann Swidler and Susan Watkins. (2007). "Ties of Dependence: AIDS and Transactional Sex in Rural Malawi." *Studies in Family Planning* 38/3: 147-162.

**\*\* EXAM #2 – FRIDAY, APRIL 17**

### **Week Fifteen (April 20-24): Transnational Responses**

#### ***Discussion Questions due Mon at Midnight***

Mayer, D., B. Pillsbury and M. Mukenge. (2006). "T-Shirts to Web Links: Women Connect! Communications Capacity-Building with Women's NGOs." In *Women and Gender Equity in Development Theory and Practice: Institutions, Resources, and Mobilization*. Pp. 240-267.

Jaggar, Alison. (2014). "Transnational Cycles of Gendered Vulnerability: A Prologue to a Theory of Global Gender Justice." In *Gender and Global Justice*, Ed. Alison Jaggar. Cambridge: Polity Press. Pp. 18-39.

*Wednesday and Friday: In-class UN Women Funding Simulation*

### **Week Sixteen (April 27-30): A Ceiling or a Floor?: Women's Political Representation**

#### ***Discussion Questions due Mon at Midnight***

Bari, Farzana, Nazmunessa Mahtab and Bidyt Mohanty. (2008). "Quotas in Context." In *The Gender Politics of Development*, Ed. Shirin Rai. New Delhi: Zubaan. Pp. 90-112.

Squires, Judith. (2007). "Making a Difference? Evaluating Impact." In *The New Politics of Gender Equality*, Ed. J. Squires. New York: Palgrave. Pp. 52-75.

**\*\* FINAL RESEARCH PAPERS DUE LAST DAY OF CLASS, WED. APRIL 29**

**NO CLASS FRIDAY MAY 1, CU READING DAY**