

**Sociology 3012: Women and Development**  
**University of Colorado Boulder**  
**Fall 2019**

**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:** BESC 185

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

**Instructor Bio**

I am a Sociology PhD student at CU Boulder. I have served as a Teaching Assistant for SOCY 1001, 1004, 2031, and 4000, and taught SOCY 1004 and 2031 online. I encourage engagement and participation in the classroom 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. I have a Master's in International Studies and I am entering my fourth year as a PhD student at CU.

**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 critical 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.

## REQUIRED TEXTS

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 because lectures will not be posted online and the course is based heavily on discussion. I will take attendance on Wednesdays and Fridays throughout the semester. Mondays are lecture days, so I will not take attendance on Mondays, but if you miss class you are responsible for getting lecture notes from another student.

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 one to 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.*

Group Presentation: I will assign students into 13 groups of five. The group list will be posted in class and on Canvas and students will have an opportunity to exchange contact information with their group members. Beginning week three, each Wednesday a different group will be responsible for leading 30 minutes of class discussion. These discussions should be based on that week's readings and lecture, as well as incorporate some discussion questions posted by other students. These group presentations can include other relevant information, readings, videos, etc. This is an opportunity for students to work as a group and to be creative in engaging with their fellow students and sparking meaningful and interesting class discussions. You will be graded on your group's overall presentation, but students will also fill out a group work evaluation survey assessing the contributions of their group members that can influence your presentation grade.

Reading Reflection Paper: The week that your group is assigned to lead the discussion, each group member must turn in a reading reflection paper on their own. Students must reflect on *all* of the assigned readings for that week and provide a critical analysis connecting the different concepts and ideas across the readings as well as from other parts of the class. This should not be a summary of the readings, but more an argument that shows you are thinking deeply about the topic. The primary purpose of this exercise is to demonstrate that you did all of the readings for that week and you can critically examine the arguments and concepts discussed. Reading

reflection papers must be submitted hard copy in class the Wednesday your group presents. These papers must be three full pages, double spaced, 12 point, times new roman font.

Midterm Exam: This course will have one midterm exam 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 women and development. The exam 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. Students are required to hand in a two paragraph outline on their research topic in class on **November 1**, and the final research papers are due hard copy the last day of class, **December 11**.

## COURSE ASSESSMENT

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

	Number of points (out of 400 total)	Percent of Final Grade
Attendance and Participation	50	12.5%
Weekly Discussion Questions	70 (5 points each)	17.5%
Reading Reflection Paper	40	10%
Group Presentation	40	10%
Midterm Exam	100	25%
Final Research Paper	100	25%

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.

## **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 (August 26-30): 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.

### **Week Two (September 2-6): The Creation of Development and the Underdeveloped**

**NO CLASS MONDAY SEP. 2, LABOR DAY**

***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 (September 9-13): Merging Gender and Development in Theory and Praxis**

**Group One Wednesday Discussion Lead, Discussion Questions due Monday at Midnight**

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

Destremau, Blandine and Bruno Lautier. (2014). “The Sociologist and the ‘Poor Third World Woman’, or How an Approach Focusing on Gender Relations Has Helped the Sociology of Development.” In *Under Development: Gender*, Eds. C. Verschuur, I. Guerin, and H. Guetat-Bernard. Pp. 84-102.

Saunders, K. (2002). “Introduction: Towards a Deconstructive Post-Development Criticism.” In *Feminist Post-Development Thought*, Ed. Kriemld Saunders. Pp. 41-56.

### **Week Four (September 16-20): Gender and Development: Indicators and Institutions**

**Group Two Wednesday Discussion Lead, 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. 41-56.

### **Week Five (September 23-27): Gender "Empowerment:" A Post-Development Perspective**

#### **Group Three Wednesday Discussion Lead, 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 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.

### **Week Six (September 30 – Oct 4): Decolonizing Essentialist Categories**

#### **Group Four Wednesday Discussion Lead, 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.

### **Week Seven (October 7-11): Complicating Notions of Gender and Development**

#### **Group Five Wednesday Discussion Lead, 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.

Jolly, S. (2000). "'Queering' Development: Exploring the Links Between Same-Sex Sexualities, Gender, and Development." *Gender and Development*, 8/1. Pp. 78-88.

**\*\* MIDTERM EXAM – Friday October 11**

**Week Eight (October 14-18): Global-Local: Reproductive Rights, Lost in Translation?**

**Group Six Wednesday Discussion Lead, 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 (October 21-25): Gender, Development, and Critiques of Microfinance**

**Group Seven Wednesday Discussion Lead, Discussion Questions due Monday at Midnight**

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

**Week Ten (October 28 – Nov 1): Gender, Food, and Land Rights**

**Group Eight Wednesday Discussion Lead, Discussion Questions due Monday at Midnight**

**\*\* Two Paragraph Research Paper Topic Outline due in class, November 1**

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.

**Week Eleven (November 4-8): Gender and Barriers to Girls' Education**

**Group Nine Wednesday Discussion Lead, 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.



Oster, E., & Thornton, R. (2009). "Menstruation and Education in Nepal." (No. w14853). *National Bureau of Economic Research*.

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

## **Week Twelve (November 11-15): Gender, Migration, and Human Trafficking**

### **Group Ten Wednesday Discussion Lead, Discussion Questions due Monday at Midnight**

Silvey, Rachel. (2014). "Transnational Rights and Wrongs: Moral Geographies of Gender and Migration." In *Gender and Global Justice*, Ed. Alison Jaggar. Cambridge: Polity Press. Pp. 85-99.

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

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

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

## **Week Thirteen (November 18-22): Noxious Markets: Empowering or Disempowering?**

### **Group Eleven Wednesday Discussion Lead, 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.

## **Week Fourteen (November 25-29): NO CLASS FALL BREAK**

## **Week Fifteen (December 2-6): Transnational Responses: Activism and Global Gender Justice**

### **Group Twelve Wednesday Discussion Lead, Discussion Questions due Mon at Midnight**

Pongsapich, A. (2006). "Women's Movements in the Globalizing World: The Case of Thailand." In *Women and Gender Equity in Development Theory and Practice: Institutions, Resources, and Mobilization*. Pp. 219-239.

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.

**Week Sixteen (December 9-13): A Ceiling or a Floor?: Women's Political Representation**

**Group Thirteen Wednesday Discussion Lead, 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.

Tripp, Aili Mari. "The Politics of Women's Rights and Cultural Diversity in Uganda." In *Gender Justice, Development, and Rights*. Eds. Maxine Molyneux and Shahra Razavi. Oxford: Oxford University Press.

**\*\* FINAL RESEARCH PAPERS DUE LAST DAY OF CLASS, WED. DEC 11**

**NO CLASS FRIDAY DEC. 13, CU READING DAY**