

Women, Culture, and Development ~ BIS 310A

Professor Julie Shayne

UW Bothell ~ Spring 2014

Meeting time: Mon and Wed 3:30-5:30

Room: UW1-110

Contact info:

Office: UW1-142

Office hours: Mon & Wed 9:45-10:45 am

and by appointment

Email: jshayne@uw.edu

Phone: 425.352.3182

Course description:

The purpose of this course is to facilitate a critical understanding of the multiple social, cultural, political, and economic positions of women in the Third World. We will look at a variety of topics including: colonialism, post-colonialism, feminist theories of development, paid and unpaid labor, globalization, feminism, and women's bodies as economy, politics, and culture.

Learning goals ~ By the end of the course you should:

- 1) Understand the meaning of gender and the gendered division of labor.
- 2) Be able to think critically about terms like "Third World" and "development."
- 3) Understand the connections between politics, economy, and culture as manifest in and on women's lives and bodies.
- 4) Understand some of the ways women challenge political, social, cultural, and economic obstacles with which they are confronted.
- 5) Understand the relationships between First and Third World economies and policies, particularly as experienced by women.
- 6) Be a stronger and more capable writer and communicator, with solid analytical skills.

Interdisciplinary Arts and Sciences learning objectives:

- 1) Critical and Creative Thinking
- 2) Interdisciplinary Research and Inquiry
- 3) Writing and Communication
- 4) Collaboration and Shared Leadership

See our Canvas page for details re the IAS specific learning objectives and senior portfolio

Required texts:

Dangarembga, Tsitsi. 1988. *Nervous Conditions*. Seattle: Seal Press.

Seager, Joni. 2009. *The Penguin Atlas of Women in the World (Fourth Edition)*. London: Penguin Books.

Sen, Gita and Caren Grown. 1987. *Development, Crises, and Alternative Visions: Third World Women's Perspectives*. New York: Monthly Review Press.

Course readings available on <http://eres.bothell.washington.edu/eres/coursepage.aspx?cid=1261> & thru Canvas

Please note: You must print out all online readings and bring them to class.

Recommended text:

Bhavnani, Kum-Kum, John Foran, and Priya Kurian, eds. 2003. *Feminist Futures: Reimagining Women, Culture and Development*. London: Zed Books.

Ehrenreich, Barbara and Arlie Russell Hochschild, eds. 2002. *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. New York: Henry Holt and Company.

Molloy, Aimee. 2013. *However Long the Night: Molly Melching's Journey to Help Millions of African Women and Girls Triumph*. HarperOne.

Tobar, Héctor. 2011. *The Barbarian Nurseries: A Novel*. NY: Farrar, Straus and Giroux.

All required and recommended texts are on reserve in the library

Student Support Services:

IT Helpdesk: IT@uwb.edu , 425-352-3456

Library: <http://library.uwb.edu/> 425-352-5340

Writing and Communication Center: <http://www.uwb.edu/wacc> 425-352-5253

Disability Resources for Students: <http://www.uwb.edu/studentservices/drs>

Student Success and Career Services: www.uwb.edu/studentservices/success-services

Student Counseling Services: www.uwb.edu/studentservices/counseling, 425-352-3183

Class schedule:

Read this carefully, and consult it regularly. You are responsible for all materials, updates, and announcements covered during class sessions. The Canvas course calendar may change due to unforeseen circumstances; please be sure you check your UW-email and Canvas announcement page daily. You are expected to complete the readings by the date they immediately follow.

Section one ~ Overview and Representation

Mon Mar 31 Introductions and overview of the class

Please read the syllabus in its entirety

Please browse our class's Canvas page

Wed April 2 Gender and politics in the Third World

Peterson, V. Spike and Anne Sisson Runyan, eds. 2010. "Introduction: Gender and Global Issues." Pp. 1-35 in *Global Gender Issues in the New Millennium*. Boulder: Westview Press. (Ebook linked through Ereserves)

The Atlas of Women in the World (pp. 13-19)

Please browse "The Global Gender Gap Report 2013" (Canvas/webpages)

Mon April 7 Women and representation in the Third World

Mohanty, Chandra Talpade. 1991. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." Pp. 51-80 in *Third World Women and the Politics of Feminism*. Eds., Mohanty, Russo, and Torres. Bloomington: Indiana University Press. (Ereserve)

Please browse the Looking Your Best webpage (Canvas/webpages)

The Atlas of Women in the World (pp. 52-53)

~ **Section one write-up due** ~

Section two ~ Colonialism

Wed April 9 Introduction to colonialism

Rodney, Walter. 1981. "The supposed benefits of colonialism to Africa." Pp. 205-223 in *How Europe Underdeveloped Africa*. Wash DC: Howard University Press. (Ereserve)

Mon April 14 Gender and neo/colonialism

Oyěwùmí, Oyèrónké. 2005. "Colonizing Bodies and Minds: Gender and Colonialism." Pp. 339-361 in *Postcolonialisms: An Anthology of Cultural Theory and Criticism*. Eds., Desai and Nair. New Brunswick, NJ: Rutgers University Press. (Ereserve)

Wed April 16 Women and colonial violence

Mama, Amina. 1997. "Sheroes and Villains: Conceptualizing Colonial and Contemporary Violence Against Women in Africa." Pp. 46-62; 366-369 in *Feminist Genealogies, Colonial Legacies, Democratic Futures*. Eds, Alexander & Mohanty. NY: Routledge. (Ereserve)

The Atlas of Women in the World (pp. 28-31)

Mon April 21 Colonialism, gender, and education

Nervous Conditions by Tsitsi Dangarembga

The Atlas of Women in the World (pp. 78-83)

~ Section two write-up due ~

Section three ~ Development Theories and Practices**Wed April 23 Women and development: An overview**

Pala, Achola O. 2005. "Ch 16: Definitions of Women and Development: An African Perspective." Pp. 299-311 in *African Gender Studies: A Reader*. Ed., Oyèrónké Oyěwùmí. NY: Palgrave Macmillan. (Ereserve)

Shayne, Julie. 2009. "Women and Transnational Development." Pp. 853-859 in *Encyclopedia of Gender and Society, Volume 2*. Ed, Jodi O'Brien. Thousand Oaks, CA: Sage Publications. (Canvas/readings)

Tinker, Irene. 2004. "Introduction: Ideas into Action." Pp. xiii-xxx; 336-337 in *Developing Power: How Women Transformed International Development*. Eds, Fraser & Tinker. New York: Feminist Press. (Ereserve)

The Atlas of Women in the World (pp. 76-77, 86-91)

Film: *Rich world, poor women*, part two (2003) [20 minutes]

Mon April 28 Alternatives to development

Sen, Gita, and Caren Grown. 1987. *Development, Crises, and Alternative Visions: Third World Women's Perspectives*.

The Atlas of Women in the World (pp. 68-71)

Film: *Made in India* (1999) [55 min]

~ Midterm exam will be handed out ~

Wed April 30 Women, culture, and development

Bhavnani, Kum-Kum, John Foran, and Priya Kurian. 2003. "An Introduction to Women, Culture, and Development." Pp. 1-21 in *Feminist Futures: Reimagining Women, Culture and Development*. Eds., Bhavnani, Foran, and Kurian. London: Zed Books. (Ereserve)

The Atlas of Women in the World (pp. 92-99)

Film: *The Shape of Water* (2006) [70 minutes]

Mon May 5 Queering development

Lind, Amy and Jessica Share. 2003. "Queering Development: Institutionalized Heterosexuality in Development Theory, Practice and Politics in Latin America." Pp. 55-73 in *Feminist Futures: Reimagining Women, Culture and Development*. Eds., Bhavnani, Foran, and Kurian. London: Zed Books. (Ereserve)

The Atlas of Women in the World (pp. 21-27)

~ **Midterm exam due** ~

Section four ~ Globalization**Wed May 7 Women and globalization: An overview**

Hawkesworth, Mary E. 2006. "Engendering Globalization." Pp. 1-28; 173 [Optional: 183-202] in *Globalization & Feminist Activism*. Lanham, Md.: Rowman & Littlefield Publishers. (Ereserve)

Espinoza, Roberta. 2002. "Migration Trends." Pp. 275-280 in *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. Eds., Ehrenreich and Hochschild. New York: Henry Holt and Company. (Ereserve)

The Atlas of Women in the World (pp. 61-67, 72-73)

Film: *Rich world, poor women*, part one (2003) [20 minutes]

Mon May 12 Export processing zones

Tuttle, Carolyn. 2012. "Are the Maquilas Sweatshops?" Pp. 90-122; 206 [Optional: 211-223] in *Mexican Women in American Factories: Free Trade and Exploitation on the Border*. Austin: University of Texas Press. (Ereserve)

Please browse the Maquila Solidarity Network's webpage <http://en.maquilasolidarity.org/> (Canvas/webpages)

Film: *Maquilapolis* (2006) [68 minutes]

Wed May 14 Domestic work

Selections from *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. 2002. Eds., Barbara Ehrenreich and Arlie Hochschild. New York: Henry Holt and Company. (Ereserve)

"The Nanny Dilemma" by Susan Cheever (pp. 31-38)

"Blowups and Other Unhappy Endings" by Pierrette Hondagneu-Sotelo (pp. 55-69; 290)

"America's Dirty Work: Migrant Maids and Modern-Day Slavery" by Joy Zarembka (pp. 142-153)

Recommended: "Bibliography" (pp. 317-324)

Film: *Maid in America* (2004) [58 minutes]

Recommended reading: Tobar, Héctor. 2011. *The Barbarian Nurseries: A Novel*

Mon May 19 Sex work

Lerum, Kari, Kiesha McCurtis, Penelope Saunders, and Stéphanie Wahab. 2012. "Using Human Rights to hold the US Accountable for its Anti-Sex-Trafficking Agenda." In *Anti-Trafficking Review*. 1, June: 81-103. (Canvas/readings)

Bandyopadhyay, Nandinee, et al. 2007. "'Streetwalkers show the way': reframing the debate on trafficking from sex workers' perspective." Pp. 86-98 in *Feminisms in*

Development: Contradictions, Contestations & Challenges. Eds, Cornwall, Harrison, & Whitehead. New York: Zed Books. (Ereserve)

The Atlas of Women in the World (pp. 48-49, 56-57)

Guest Lecture: Dr. Kari Lerum, Associate Professor, Interdisciplinary Arts and Sciences

~ **Section four write-up due** ~

Section five ~ Economy, Politics, and Culture Embodied

Wed May 21 Embodying neoliberalism

Sutton, Barbara. 2010. "Bodily Scars of Neoliberal Globalization." Pp. 35-63; 213 [Optional: 221-245] in *Bodies in Crisis: Culture, Violence, and Women's Resistance in Neoliberal Argentina*. New Brunswick, NJ: Rutgers University Press. (Ereserve)

Mon May 26 Memorial Day holiday ~ No class

Wed May 28 Voluntary motherhood

Grimes, David A, et al. 2006. "Unsafe abortion: The preventable pandemic." In *Lancet*. 368: 1908–1919. (Canvas/readings)

Navarro, Marysa and María Consuelo Mejía. 2010. "The Latin American Network of Católicas por el Derecho a Decidir." Pp. 307-318 in *Women's Activism in Latin America and the Caribbean: Engendering Social Justice, Democratizing Citizenship*. Eds, Maier & Lebon. New Brunswick, NJ: Rutgers University Press. (Canvas/readings)

The Atlas of Women in the World (pp. 32-43)

Mon June 2 Female genital cutting

Gillespie, Diane and Molly Melching. 2010. "The Transformative Power of Nonformal Human Rights Education: The case of Tostan." In *Adult Education Quarterly*. XX(X): 1–22. (Canvas/readings)

Navarro, Mireya. 2004. "The Most Private of Makeovers," in *The New York Times*. Sunday November 28. Pp. ST 1-2. (Canvas/readings)

The Atlas of Women in the World (pp. 54-55)

Please browse: <http://www.tostan.org/> (Canvas/webpages)

Guest lecture: Dr. Diane Gillespie, IAS Professor Emeritus

Recommended reading: Bayles, Martha. 2014. "American's Misguided Gender Missionaries." In *The American Interest*. (Canvas/readings)

Molloy, Aimee. 2013. *However Long the Night: Molly Melching's Journey to Help Millions of African Women and Girls Triumph*. HarperOne.

~ **Final exam will be handed out** ~

~ **Section five write-up is due** ~

Conclusion ~ Feminist Futures

Wed June 4 Women and transnational resistance

Tripp, Aili Mari. 2006. "The Evolution of Transnational Feminisms: Consensus, Conflict, and New Dynamics." Pp. 51-75 in *Global Feminism: Transnational Women's Activism, Organizing, and Human Rights*. Eds., Marx Ferree & Tripp. NYU Press. (Ereserve)

Ehrenreich, Barbara and Arlie Hochschild. 2002. "Appendix: Activist Organizations." Pp. 281-284 in *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. Eds., Ehrenreich and Hoschschild. New York: Henry Holt and Company. (Ereserve)

The Atlas of Women in the World (pp. 104-105)

~ **Final exam due Mon June 9 at 10:30 am in my office UW1-142** ~

Evaluation and grading:

Reading and active contribution: **10%**

Section write-ups: **30%**

Take home midterm: **30%**

Take home final: **30%**

Total: 100%

Reading and active contribution (10%): Careful reading of the assigned materials and active contribution are fundamental to the success of this class. You will be expected to come to class, on time, with reading done, prepared to thoughtfully, and respectfully discuss the material. We will have in-class small group exercises and, if necessary, pop quizzes; your performance on these will be factored into your contribution grade. Suffice it to say, regular attendance is necessary to contribute in a meaningful manner. Your contribution grade will be based on: **1)** thoughtful discussion of the readings, **2)** in class activities, **3)** pop quizzes, and **4)** self-assessment.

Section write-ups (30% of your grade): At the end of four of the six sections you will be expected to turn in a 2-page paper addressing a specific question handed out at the beginning of that section. Papers should: **1)** Answer the question clearly and directly, **2)** demonstrate you did and understood the readings, and **3)** be well written: this means grammatically correct and clearly organized. Papers are due at the beginning of class on: **Mon April 7, Mon April 21, Mon May 19, and Mon June 2.**

Take home midterm (30% of your grade): This exam will consist of two, 2-3 page essays. Questions will come from the course material covered in sections one, two, and three. You will be expected to write clear, analytical, well-organized essays, which rely on the course content. Midterm questions are due at the beginning of class on **Mon May 5.**

Take home final (30% of your grade): This exam will be structured like the midterm but questions will come from the course material covered in the remaining sections of the course. Final exams are due in my office (Uw1-142) by **10:30 am on Mon June 9.**

Grade scale:

A+	100-98 (4.0)	C	79-75 (2.6-2.2)
A	97-94 (3.9-3.8)	C-	74-72 (2.1-1.9)
A-	93-91 (3.7-3.6)	D+	71-68 (1.8-1.5)
B+	90-87 (3.5-3.4)	D	67-65 (1.4-1.2)
B	86-83 (3.3-3.0)	D-	64-60 (1.1-0.7)
B-	82-81 (2.9-2.8)	E	59 and below
C+	80 (2.7)	(0.0)	

Policies:

- **Classroom conduct and respect for diversity:** Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of university education. In IAS and at UW Bothell, students are expected to: 1) Respect individual differences which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status. 2) Engage respectfully in discussion of diverse worldviews and ideologies embedded in course readings, presentations, and artifacts, including those course materials that are at odds with personal beliefs and values.
 - Students seeking support around these issues can find more information and resources at <http://www.uwb.edu/diversity>.
 - See the UW conduct code at: <http://apps.leg.wa.gov/WAC/default.aspx?cite=478-120>.
- **Disability accommodation:** UW Bothell provides individuals with disabilities reasonable accommodations to participate in education programs, activities, and services. Students with disabilities requiring accommodation to participate in class activities or to meet course requirements should contact the Disability Resources for Students (DRS) at (425) 352-5307. For further information on UW Bothell policy on accommodation, please consult: <http://www.uwb.edu/student-services/drs>. If you have a letter from DRS indicating that you require accommodations, please provide me with a copy as soon as possible so I can make necessary arrangements.
- **Professional email exchange:** Nasty, disrespectful emails are considered a violation of student conduct. You should never send a professor an email which contains wording you would not say in person. Additionally, by law, professors cannot discuss grades via email so you must visit me during office hours to discuss grade related concerns.
- **Classroom distractions:** Laptops and all other electronic devices must be **turned off and put away** during class unless otherwise indicated by me. Exceptions will be made for people with disabilities or family responsibilities.
- **Attendance policy:** Since participation is vital for a successful experience, please arrive on time for class. Late arrivals and early departures interrupt our in-progress discussions. If you must miss a class session, it is your responsibility to get the notes from someone and check Canvas for relevant handouts and announcements. In-class exercises cannot be made up.
- **Check your email and Canvas announcement page daily:** If your UW email address is not your main one please go into MyUW and Canvas and set your account to forward your UW email to your primary email account.
- **Assignment format:** All assignments must be **double-spaced**, 1-inch size margins, pages numbered, **stapled**, and no smaller than 11-point font size.
- **Late assignments:** Unless otherwise noted, all assignments are due at the BEGINNING of class. Section write-ups and midterm exam will be graded down by ONE-HALF of a letter grade for every day they are late. "Late" begins at 3:31 pm on the due date. I will waive the penalty in the case of legitimate, documented emergency. I will not accept your assignment more than one class past its' due date and final exams will not be accepted late.
- **Absence the day an assignment is due:** If you are not in class the day an assignment is due it is your responsibility to submit it to the Canvas discussion board forum called "missing class assignments" by 3:30 pm the day it is due so I can see you did it on time. You must also bring me a hard copy when you return to class. If I do not receive the hard copy by **one class after the due date** it will become an automatic zero. If you are not able to hand deliver your final exam it is your responsibility to make sure someone delivers it for you.

- **Grade discrepancies:** Except in cases of miscalculation or other error, your course grade is final and non-negotiable. You MUST keep all graded material until you have received your final grades. If there are any grade discrepancies at the end of the quarter, and you are missing any of your graded originals I will not recalculate your grade. You should feel free to come discuss your grades with me throughout the quarter to gather feedback for future assignments.
- **Incompletes:** University rules state that “an incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks at the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student’s control.”
- **Academic integrity:** Please be aware that any act of plagiarism or academic dishonesty will result in a grade of ZERO for the assignment in question, and may result in a FAILING GRADE FOR THE ENTIRE COURSE. Per University policy, all allegations of plagiarism and academic dishonesty are subject to formal investigation and possible sanction by the Vice Chancellor for Academic Affairs.

For additional information: <http://library.uwb.edu/guides/research/plagiarism.html>