

**Gender and Women's Studies 503**  
**Sociology/Anthropology 510, Section 1**  
**Histories and Theories of Gender and Development**

Dr. Helen Rizzo

Fall 2013  
2021 Research Centers Building  
Tuesdays 5:00 – 7:25 p.m.  
Office Hours: MR 1-3 p.m. and by appointment

Office: 2096 Prince Alwaleed HUSS Building  
Phone: 2615-1869  
e-mail: hrizzo@aucegypt.edu  
Mailbox: 2101 Prince Alwaleed HUSS Building

Required Texts

Most of the required readings will be available on Blackboard. The readings include articles from social science journals, book chapters, and selections from social science collections to provide a well-rounded perspective on course topics. It is essential that students complete all readings to expand understanding of the course and to participate in class discussions. Full citations are included in this syllabus for those who prefer to obtain the articles from original sources. In addition, some articles may be obtained from the archives of publications on the World Wide Web if one is so inclined.

Please get a copy of :

Enloe, Cynthia. 2004. *The Curious Feminist: Searching for Women in a New Age of Empire*. Berkley, CA: University of California Press. (It is available at the book store and on reserve at the main library.)

Course Description

The aim of this core seminar is to introduce students to the theoretical and empirical perspectives and experiences that inform current programs and policies in the field of gender and development. The course will examine the transformations in the lives of women and men in the developing world through development and incorporation into global national and local social, economic and political systems from a multidisciplinary social science perspective. The course concentrates on the structure and process of gender relations (i.e. between and among women and men). In examining "gender politics", the course will explore the politicization of gender relations at various levels of society, from domestic settings to national contexts to the international sphere. Therefore, the course will review the key theoretical and methodological debates in the study of gendered social relations and institutions and investigate how these relations and institutions are being transformed at the different levels of social life.

Course Objectives

Having taken this course, the student should be able:

1. Understand the origins and evolution of theory and research in gender and development.
2. Understand how theory and research influence development policy and practice and vice versa.
3. Have a basic grasp of a range of gender and development problems and issues at both the macro and micro levels and of the dilemmas faced by development planners and "beneficiaries".
4. Be able to recognize and critique the ideological position and vested interests implicit in particular theories, policies and empirical research.
5. Understand the opportunities and obstacles facing social scientists concerned with gender and development theory and practice.

Finally, this course has a somewhat heavy reading load. Many of the readings are also difficult. Recognize this from the start and budget your time wisely. Do not give up because you do not understand. Try to figure out exactly where and why the author is confusing and bring this to class. Class participation is essential in a graduate seminar. Students are expected not only to be present but also to be prepared to discuss the readings. Always come to class with questions and comments. Every student is expected to come prepared with at least one question or comment.

Keep in mind with respect to class discussion and the critical memos: Contributing to a discussion means constructively engaging in a collective exchange—i.e. not dominating the discussion or merely stating your position without defending it. It will be very helpful to the class as a group if you speak as clearly and as fully as you can about what you are finding difficult to understand so that we can all understand the issues better; you will lose neither points nor “status” for this.

### Course Requirements

1. *Attendance and Class Participation.* I will base **20%** of your final grade on attendance and class participation. You are expected to come to class prepared to discuss the readings for each week. The more you keep up with the readings, the more you will learn in class. Also each session two students (in a rotating schedule) will be responsible for directing class and preparing the readings to be covered for that day. The discussion leaders will facilitate the class discussion by presenting to the class 3-4 questions that require us to synthesize or critique the material in the readings in order to initiate conversation. The discussion leaders should **WORK TOGETHER** to make their questions/responses as interesting as possible in order to engage us into conversation about the material. In other words, I **DO NOT WANT** the discussion leaders to merely divide the readings and only give summaries of them to the class. You will receive a lower grade if you do this. The discussion leaders **together must e-mail** their questions to the class (use Blackboard) **by 11:00 a.m. on the day they lead the discussion.** For this system to work, questions must be in on time; everyone should make all efforts to review the questions prior to our meeting.

Attendance records will be kept at the beginning of each class to note attendances and absences. Please come to class on time. There will be one 10 minute break during the class session. Please do not leave during the class session except for the break or an emergency situation. It is distracting. If on the rare occasion you need to arrive late or leave early, please inform me first so I do not mark you as absent.

2. *Critical Memos.* For **20%** of your final grade and to further facilitate our in-class discussion, students are expected to bring with them to class a hard copy written comment or critique about that day’s readings EVERY WEEK, which will be handed in during class (and a soft copy to Blackboard by 11:59 p.m.). It should be an approximately 1-2 page critical appraisal of some aspect of that day’s readings that grabs your attention. If you miss a week’s memo, you may hand it in at the next session IF YOU ALERT ME IN ADVANCE (SEE LATE POLICY). I WILL NOT ACCEPT THE MEMO IN QUESTION AFTER THAT. YOU MUST DO THEM THROUGHOUT THE SEMESTER.

Each memo will be graded on a 10-point scale and must be a critical analysis of the reading. A mere summary of the material will not earn you a full grade. You must also synthesize and critique the theoretical arguments and/or empirical research. In writing your memos, please keep in mind the following questions:

- What main point (s) will you focus your memo around?
- What are the theoretical issues that come up in this reading?
- What questions do this week’s readings raise?
- Do you agree or disagree with particular arguments?
- What are the author’s major contributions, major weaknesses?
- Can the argument be usefully applied in another context?
- How does this piece challenge other readings?

3. *Take-home Midterm Exam.* I will base **30%** of your final grade on a take-home essay midterm exam. The exam will cover the first part of the course. You are responsible for all readings, as well as material covered in lectures and class discussion. Optimal performance on exams will only occur by both attending class and doing the assigned readings. It will consist of essay questions and the answers should be typed and double-spaced. The midterm will be due on **October 8th**. Please bring a hard copy to class and submit a soft copy to Blackboard by 11:59 p.m. on that day.
4. *Term Paper.* I will base **30%** of your final grade on a 15-20-page paper (typed and doubled spaced) discussing a specific topic in the sociology/anthropology of gender. You will need to make an appointment to discuss your paper topic with me by **Sept. 17<sup>th</sup>**. A two-page abstract, outline and references for your paper are due **Oct. 29<sup>th</sup>**. Failure to turn in the abstract/outline will result in a deduction on your final paper. The final paper is due **Tuesday Dec. 17th to Blackboard by 11:59 p.m.** More details will be given in a handout as the semester progresses.
5. *Policy on late assignments.* Late assignments will not be accepted without penalty unless there is an emergency situation and you contact me **WITHIN 48 HOURS OF THE DUE DATE** or in a non-emergency situations, you contact me **AT LEAST 24 HOURS PRIOR TO THE DUE DATE** to ask for an extension. For memos, that means it will be due the following week and after that I will not accept late memos. Otherwise, late assignments will be penalized **ONE LETTER GRADE** for each day that it is late.
6. *Appearance of written work.* All written work must be typed, double-spaced, with 1 inch margin and a font between 10-12 pt. Please keep a copy of all written work when turning in assignments to insure that you get credit for your work.
7. *Students with disabilities.* Students with documented disabilities that require modified instructional procedures should notify me within the first week of classes. Please bring a note from Student Disability Services, Office of Student Support specifying any special needs you may have.
8. *Cheating and plagiarism.* Any information, arguments, or data used by students in their work (critical memos, take home midterm exam, final paper) should be properly cited and credited with **IN-TEXT CITATIONS AND A BIBLIOGRAPHY**. This includes paraphrased information and direct quotations used in your papers. Should you fail to give proper credits wherever appropriate (this includes directly pasting material from the World Wide Web into your paper without giving proper credit), copying papers from friends, **I will give you an F (0%) on the paper in question**. I also reserve the right to fail you for the course and to turn your name over to the university's Academic Integrity Committee for further disciplinary measures. For more information see <http://www.aucegypt.edu/academics/integrity/Pages/default.aspx>.
9. *Food and drink in the classroom.* Soft drinks and snacks are permitted as long as they do not cause class disruption or result in littering. In other words, no chips or other noise-making food are allowed; clean-up afterwards is expected. Needless to say, classrooms are held in smoke-free environment.
10. *Mobile phones and other disruptive equipment.* Please turn off all mobile phones or any other potentially disruptive equipment. Please do not make or receive phone calls unless there is an emergency situation and please leave the classroom to do so.

11. *Academic freedom and intellectual interaction.* In this course we will deal with a number of topics that are often controversial. You are free to offer the class any disagreement you may have with the readings or lecture. You will NOT be penalized for disagreeing with other students or the instructor, but your perspective must be based on evidence from course or other readings. Freedom of speech and ideas is a basic principle of academic life (and of universal human rights). Please listen carefully to your classmates and respect other viewpoints. Every student will have a chance to express her/his opinion as long as it is voiced in a respectful manner. Intellectual interaction and a healthy academic environment necessitate that we address and refer to each other with utmost politeness, cordiality, and an appropriate tone of speech. In addition, varied points of view must be expressed in a manner that is sensitive to differences in ability, class, ethnicity, lifestyle, race, religion, or sex, and should not be expressed so as to be perceived as a personal attack. Thus, engaging in derogatory statements, hate speech, interruptions, heckling, or in belittling ideas with which one disagrees will not be tolerated. In short, respect for others' differences is the one of the most important prerequisites for enrollment in this course.

<b><u>Grading scale:</u></b>	93-100	A	83-86	B	70-76	C
	90-92	A-	80-82	B-	Below 70	F
	87-89	B+	77-79	C+		

## Tentative Course Outline

\*\*Note--this is only a guide. There may be points over the semester where we may move slightly faster or slower than indicated below. The instructor will inform students of any large deviations from this outline.

<u>Week</u>	<u>Date</u>	<u>Topic/Readings</u>
1	Sept. 3	<b>Course Introduction</b>
2	Sept. 10	<b>Overview of the Development Studies/Gender and Development Fields</b>  Fernandez Kelly, M. Patricia. 1994. "Broadening the Scope: Gender and the Study of International Development." Pp. 143-168 in <i>Comparative National Development</i> , edited by A. Douglas Kincaid and Alejandro Portes. Chapel Hill: The University of North Carolina Press. Schoorman, Frans. J. 2000. "Paradigms lost, paradigms regained? Development studies in the twenty-first century." <i>Third World Quarterly</i> 21 (1): 7-20. Saunders, Kriemild. 2002. "Introduction: Towards a Deconstructive Post-Development Criticism." Pp. 1-38 in <i>Feminist Post-Development Thought</i> , edited by Kriemild Saunders. London: Zed Books. Enloe, Introduction: Being Curious about Our Lack of Feminist Curiosity, pp. 1-10.
3	Sept. 17	<b>Theoretical Perspectives in Context</b>  Rai, Shirin. 2002. Chapters 1-3 in <i>Gender and the Political Economy of Development: From Nationalism to Globalization</i> . Cambridge: Polity Press.  <i>Term Paper Topic Due</i>
4	Sept. 24	<b>"Classical" WID/GAD Theoretical Approaches</b>  Tinker, Irene. 1975. "Adverse Impact of Development on Women." Pp. 22-34 in <i>Women and World Development</i> , edited by I. Tinker and M.B. Bramsen. New York: Praeger Publishers. Beneria, Lourdes and Gita Sen. 1981. "Accumulation, Reproduction, and Women's Role in Economic Development: Boserup Revisited." <i>Signs: Journal of Women and Culture in Society</i> 7: 279-298. Waring, Marilyn. 2004. "Prologue and Chapter 1." Pp. 1-36 in <i>Counting for Nothing: What Men Value and What Women are Worth, Second Edition</i> . Toronto, Canada: University of Toronto Press. Ward, Kathryn B. 1993. "Reconceptualizing World System Theory to Include Women." Pp. 43-68 in <i>Theory on Gender: Feminism on Theory</i> , edited by Paula England. New York: Aldine.

- 5            Oct. 1            **“Contemporary” WID/GAD Theoretical Approaches**
- Nussbaum, Martha. 1999. “Women and equality: The capabilities approach.” *International Labour Review* 138 (3): 227-245.
- Moghadam, Valentine M. 2013. “Globalization and Women’s Economic Citizenship.” Chapter 3 in *Modernizing Women: Gender and Social Change in the Middle East, 3<sup>rd</sup> ed.* Boulder, CO: Lynne Rienner Publishers.
- Lazreg, Marnia. 2002. “Development: Feminist Theory’s Cul-de-sac.” Pp. 123-145 in *Feminist Post-Development Thought*, edited by Kriemild Saunders. London: Zed Books.
- Nanda, Meera. 2002. “Do the Marginalized Valorize the Margins? Exploring the Dangers of Difference.” Pp. 212-223 in *Feminist Post-Development Thought*, edited by Kriemild Saunders. London: Zed Books.
- 6            Oct. 8            **Midterm Exam Due**  
Films and/or guest speakers TBA
- 7            Oct. 15          **No class: Eid Al Adha**
- 8            Oct. 22          **Gender and Development in Policy and Planning**
- Moser, Caroline O.N. 1993. Chapter 4 in *Gender Planning and Development: Theory, Practice and Training*. New York: Routledge.
- Rai, Shirin. 2002. Chapter 4 in *Gender and the Political Economy of Development: From Nationalism to Globalization*. Cambridge: Polity Press.
- Cornwall, Andrea and Karen Brock. 2005. “Beyond buzzwords “poverty reduction”, “participation” and “empowerment” in development policy.” UNSRID.
- Parpart, Jane. 2002. “Lessons from the Field: Rethinking Empowerment, Gender and Development from a Post-(Post-) Development Perspective” Pp. 41-56 in *Feminist Post-Development Thought*, edited by Kriemild Saunders. London: Zed Books.
- 9            Oct. 29          **Gender and Development in Policy and Planning**
- Kabeer, Naila. 2005. “Gender equality and women's empowerment: A critical analysis of the third millennium development goal.” *Gender and Development*, 13(1), 13-24.
- Rakowski, Cathy A. 1999. “Microenterprise as a Worldwide Movement: Cautionary Notes.” *Social Development Issues* 21: 56-65.
- Barsoum, Ghada. 2006. “Who Gets Credit?: The Gendered Division of Microfinance Programs in Egypt.” *Canadian Journal of Development Studies* 27: 51-64.
- Small, Cathy. 1997. “Planning Social Change: A Misdirected Vision.” Pp. 287-310 in *Women, International Development and Politics: The Bureaucratic Mire*, edited by Kathleen Staudt. Philadelphia: Temple University Press.

*Term Paper Outline and References Due*

10            Nov. 5            **Gender and Democratization**

- Hawkesworth, Mary E. 2001. "Democratization: Reflections on Gendered Dislocations in the Public Sphere." Pp. 223-236 in *Gender, Globalization, and Democratization*, edited by Rita Mae Kelly, Jane H. Bayes, Mary E. Hawkesworth and Brigitte Young. Boulder, CO: Rowman and Littlefield Publishers, Inc.
- Moghadam, Valentine M. 2004. "The Gender of Democracy: The Link Between Women's Rights and Democratization in the Middle East." *Arab Reform Bulletin* 2: 2-3.
- Seidman, Gay W. 1999. "Gendered Citizenship: South Africa's Democratic Transition and the Construction of a Gendered State." *Gender & Society* 13: 287-307.
- Okeke-Ihejirika, Philomina E. and Susan Franceschet. 2002. "Democratization and State Feminism: Gender Politics in Africa and Latin America." *Development and Change* 33(3): 439-466.
- Enloe, Chapter 5, pp. 69-82.

11            Nov. 12            **Gendered Citizenship**

- Flores, Ann Marie, Helen Rizzo and Stephen J. Scanlan. 2002. "Citizenship, Security and Women's Rights: An Update of T.H. Marshall." *Women's Policy Journal of Harvard John F. Kennedy School of Government* 2: 65-81.
- Joseph, Suad. 1996. "Gender and Citizenship in Middle Eastern States." *Middle East Report* 26: 4-10.
- Kandiyoti, Deniz. 1991. "Women, Islam and the State." *Middle East Report* 21: 9-14.
- Jenson, Jane. 2009. "Lost in translation: The social investment perspective and gender equality." *Social Politics: International Studies in Gender, State & Society* 16 (4): 1-38.

12            Nov. 19            **Gender in Conflict and Post-Conflict Societies**

- Al-Ali Nadjé and Nicola Pratt. 2006. "Women in Iraq: Beyond the Rhetoric." *Middle East Report* 36: 18-23.
- Ahmed, Huda. 2006. "Women in the Shadows of Democracy." *Middle East Report* 36: 24-27.
- African Rights. 1995. *Rwanda: Not So Innocent: When Women Become Killers*. Kigali, Rwanda: African Rights.

- 13            Nov. 26    **Gender in Conflict and Post-Conflict Societies**
- African Rights. 2004. "Women Taking a Lead: Progress Towards Empowerment and Gender Equity in Rwanda." *Discussion Paper No. 12*. Kigali, Rwanda: African Rights.
- Enloe, Chapters 15-17, pp. 193-236.
- Enloe, Chapter 19, pp. 268-305.
- 14            Dec. 3        **Gender and Religion**
- Tohidi, Nayereh and Jane H. Bayes. 2001. "Women Redefining Modernity and Religion in a Globalized Context. Pp. 17-60 in *Globalization, Gender and Religion* edited by Jane H. Bayes and Nayereh Tohidi. New York, NY: Palgrave.
- Moghadam, Valentine M. 2002. "Islamic Feminism and Its Discontents: Toward a Resolution of the Debate." *Signs: Journal of Women and Culture in Society* 27: 1135-1171.
- Singerman, Diane. 2005. "Rewriting Divorce in Egypt: Reclaiming Islam, Legal Activism and Coalition Politics." Pp. 161-188 in *Remaking Muslim Politics: Pluralism, Contestation, Democratization*, edited by Robert W. Hefner. Princeton, NJ: Princeton University Press.
- 15            Dec. 10      **Gender and Social Movements**
- Kuumba, M. Bahati. 2001. Chapters 1 and 3 in *Gender and Social Movements*. Walnut Creek, CA: Altamira Press.
- Rai, Shirin. 2002. Chapter 5 in *Gender and the Political Economy of Development: From Nationalism to Globalization*. Cambridge: Polity Press.
- Ray, Raka and A.C. Korteweg. 1999. "Women's Movements in the Third World: Identity, Mobilization and Autonomy." *Annual Review of Sociology* 25: 47-71.
- Moghadam, Valentine, and Elham Gheytnchi. 2010. "Political Opportunities and Strategic Choices: Comparing Feminist Campaigns in Morocco and Iran." *Mobilization* 15(3): 267-88.

**Final Paper Due:** Tuesday December 17 to Blackboard by 11:59 p.m. **Good luck!!!**