WOMEN AND SOCIAL CHANGE IN DEVELOPING COUNTRIES

COURSE DESCRIPTION: What has the traditional role of women been in the developing world? Do women benefit as much as men from industrialization? What effects does modernization have on women’s role within the family, the work force, and politics? Have women been a conservative political force, or have they been influential in promoting social change? Does female social, cultural, economic, and political participation vary by social class, and how does it differ in the developed and less developed world? Do women’s opportunities differ in socialist and capitalist countries? The course will address such questions. Each week different readings will be discussed that address these issues.

BOOKS (available at Barnes and Nobles, BU) (also, on reserve at Mugar Library)

I...Rigoberta Menchu: An Indian Woman in Guatemala
Bumiller, May You Be the Mother of a Hundred Sons
Paternostro, In the Land of God and Man [or material on-line]
Chang, Wild Swans
Kristof & WuDunn, Half the Sky
Mahdavi, Iran’s Sexual Revolution
Coulter, Bush Wives & Girl Soldiers

OPTIONAL (strongly recommended for S0820/IR825):

Mohanty, Chandra Talpade, Feminism without borders: Decolonizing Theory, Practicing Solidarity
Aulette, Wittner, Blakely, Gendered Worlds
Jaquette and Summerfield (eds.), Women and Gender Equity in Development Theory and Practice
Segura and Zavella (eds.), Women and Migration in the U.S.-Mexico Borderlands
Moghadam, *Modernizing Women*
Scott, *Gender and Development*
Waylen, *Gender in Third World Politics*
Kempadoo & Doezema (eds.), *Global Sex Workers*
Brettell and Sargent (eds.), *Gender in Cross-Cultural Perspective*
Abassi and Lutjens (eds.), *Rereading Women in Latin America and the Caribbean*
Cornwall (ed.), Andrea, *Gender in Africa*

**ARTICLES** are on reserve at Mugar Library and on the web, at Blackboard

I. **OVERVIEW OF CLASS** (Jan. 20)
II. **WOMEN AND DEVELOPMENT: HISTORY VIEWED THROUGH PERSONAL EXPERIENCE**

Diverse Gender/Class/Ethnic Perspectives : Latin America, Past and Present

1. . **I...Rigoberta Menchu** [Jan 27]

2. **A. Paternostro, In the Land of God and Man (Feb 3)** [out of print, read on-line or on reserve in library

   also read:


III. **GENDER AND DEVELOPMENT: VARIOUS THEORETICAL ISSUES AND DEBATES** (Feb. 10)

**1ST TAKE-HOME EXAM HANDED OUT—DUE ON FEB. 24**

Mohanty, Chandra Talpade, *Feminism without borders: Decolonizing Theory, Practicing Solidarity*, especially Chapters 1 and 2.
Aulette, Wittner, Blakely, *Gendered Worlds*, pp 7-9, 26-29, 163-66
Boserup, *Women’s Role in Economic Development* (excerpts on reserve for S0420)


Ryan, “Encountering the State: Cross-Cultural Perspectives on Women’s Political Experience,” in Brettell and Sargent (eds.), *Gender in Cross-Cultural Perspective*, 317-29

Vandana Shiva's work "monocultures of the mind,"

**So820:** READ entire Boserup, *Women’s Role in Economic Development* (entire book) and summarize for class.

### III. Economy and Society: Gender and Varieties of Labor Market Experiences (Feb 24)


Kara, Siddharth, *Sex Trafficking*, pp 1-44


*New York Times* article: “Microcredit is Imperiled in India by Defaults”


**FILM: B.A.T.A.M.**

**OPTIONAL READING:** Annette Fuentes & Barbara Ehrenreich, *Women in the Global Factory*

### IV. CULTURE AND GENDER: INDIA CASE STUDY (MARCH 3)

Bumiller, *May You Be the Mother of 100 Sons*

A video on child marriage in India: [OPTIONAL]

An interesting movie [OPTIONAL}:
http://www.itsagirlmovie.com/ The film is available on Netflix!

V. GENDER & CULTURE: CROSS-CULTURAL THEMES  [March 17]

Scheper-Hughes, “(M)other Love...: Culture, Scarcity and Material Thinking,” in Zinn et al, *Gender through the Prism of Difference*, in Zinn, 261-67
An article on mujerismo that should be on Blackboard
Cairoli, “Factory as Home and Family,” Brettell and Sargent (eds.), *Gender in Cross-Cultural Perspective*, pp 551-63

*The Nawal El Saadawi Reader*, pp. 73-99

V. CULTURE AND GENDER: ISLAMIC CASE STUDY, IRAN  (MARCH 24)

Tohidi, “Gender and Islamic Fundamentalism: Feminist Politics in Iran,” in Mohanty et al, *Third World Women*, 251-70  [read this article before reading the book]
Mahdavi, *Iran’s Sexual Revolution*
*New York Times* articles on women in the Middle East—available on Blackboard

OPTIONAL:

Film: *Persepolis, A Separation* or *Women without Men* probably
OTHER BOOKS [RECOMMENDED, NOT REQUIRED]

**The Favored Daughter: One Woman’s Fight to Lead Afghanistan into the Future**
by Fawzia Koofi and Nadene Ghouri

**Letters To My Daughters: Amazon.ca: Fawzia Koofi:**

VII. WOMEN AND POLITICS (MARCH 31)

Htun, “Sex and the State in Latin America,” in Krook & Childs (eds.), *Women, Gender, and Politics*
Krook, *Quotas for Women in Politics*, 19-35, 57-106
Baldez, “Women’s Movements and Democratic Transition in Chile, Brazil, East Germany, and Poland, “ in Krook & Childs (eds.), *Women, Gender, and Politics*

**Film: PBS, on women in Chile**

Recommended: *Temma Kaplan, Taking Back the Streets*

VIII. WOMEN AND POLITICS: AFRICAN EXPERIENCES [APRIL 7]

Coulter, *Bush Wives and Girl Soldiers* [you can skim Chapter 1]


Optional but recommended:

Documentary film you might want to watch: narrated by Leymah Gbowee. *Pray the Devil Back to Hell*. It is available through pbs.org and was created by Abigail Disney, Pamela Hogan, and Gini Reticker. The URL for the documentary is: [http://video.pbs.org/video/2155873888](http://video.pbs.org/video/2155873888)

IX. WOMEN, REVOLUTION, AND SOCIALISM

-China: Chang, *Wild Swans* (APRIL 14)

-Cuba, Nicaragua, Eastern Europe, Iran (APRIL 21)


Fodor, et al, “Family Policies and Gender in Hungary, Poland, and Romania.”


SO820 class presentation

Rueschemeyer (ed), *Women in the Politics of Postcommunist Eastern Europe*

Nechemias, “Women and Politics in Post-Soviet Russia,” 8-23

Reuschemeyer, “Women in the Politics of Eastern Germany,” 89-115


Women’s Migration, ”

2nd TAKE-HOME EXAM HANDED OUT APRIL 22. IT MUST BE HANDED ON APRIL 28. BUDGET YOUR TIME SO THAT YOU CAN HAND IN YOUR EXAM ON APRIL 28. IF
YOU HAVE KEPT UP WITH YOUR READINGS, YOU SHOULD HAVE NO PROBLEM MEETING THE DEADLINE.

XI. SOCIAL ISSUES AND DEVELOPMENT PROJECTS

1. Kristof & WuDunn, Half the Sky [please list your 5 favorite chapters/topics & explain why—in addition to submitting 3 questions] April 28.

you might want to read this critique of Kristof’s work:


FILM based on the book, early October: Here's the link to the trailer:

http://www.youtube.com/watch?v=MRfDznfEOU

reread articles on migration, eg. by George and Parrenas Hvistendahl, Unnatural Selection (excerpts)

Aulette, Wittner, Blakely; “Gender and Global AIDS Pandemic,” Gendered Worlds pp 288-97

COURSE REQUIREMENTS

1. weekly questions submitted in writing
2. class participation—this is ESSENTIAL, on a weekly basis
3. midterm and final (take-home)—please note, in that this is a reading course you will be held responsible for ALL readings for the exams
4. regular attendance

Your grade will be determined primarily on the basis of the two exams (each of equivalent worth), and on your weekly contributions to the course, both in writing AND class discussion

In electing to take Women in Developing Countries you are expected to attend classes regularly. Attendance may be a factor in your final grade. Class participation is an essential part of the class. Please notify me in writing when you expect to miss a class.

In choosing to take the class you are expected to abide by all Boston University policies regarding plagiarism.

Academic Misconduct: All class members are expected to maintain high standards of academic honesty and integrity. You are expected to provide citations in papers for all quotations, paraphrases, and ideas taken from any source other than your own original thoughts. Boston University has very strict standards for intellectual integrity, and punishment for plagiarism is severe, and can include permanent expulsion from the university. For more on the definition of plagiarism and the standards to which you will be held, see the CAS Academic Conduct Code, available at http://www.bu.edu/academics/resources/academic-conduct-code/ or the GRS Academic Conduct Code: http://www.bu.edu/cas/students/graduate/forms-policies-procedures/academic-discipline-procedures/
ARTICLES FROM THE MEDIA—sign up for oral and written presentation

WRITTEN & ORAL ASSIGNMENT: you are responsible for finding a NEWS article, summarizing the key points of the article, and addressing ways issues covered in the article Be prepared to discuss your article and analysis in class.

II Gender Perspectives: Latin America Feb 3)


5. Illegal Abortions in Brazil and Teen Pregnancies in Peru

About 865,000 women underwent illegal abortions in Brazil in 2013, and pressure is building for a real debate. Peru is the country in South America where the largest number of teenagers leaves school due to pregnancy.

In Correio Braziliense of Brasilia Renata Mariz, Julia Chaib, and Ana Pompey wrote of the case of two residents of Rio de Janeiro who, last week, appeared dead after leaving clandestine abortion clinics. This case exposes the national tragedy of pregnancy interrupted unsafely. Despite being a crime in Brazil, 205,000 women were hospitalized last year from complications due to ending a pregnancy.

A study at the State University of Rio de Janeiro (Uerj) estimates the approximate total of up to 865,000 illegal abortion procedures in 2013 in the country.
The tragedies leveraged the chorus of pro-decriminalization of abortion. On the Latin American Day of Legalization of Abortion there were protests in at least four state capitals. Jandira Magdalena dos Santos Cruz, 27, and Elizângela Barbosa, 32, who recently joined the statistics, were to be remembered in the events in São Paulo, Belo Horizonte, Porto Alegre and Rio de Janeiro. Like them, many women seek clandestine and illegal clinics to terminate an unwanted pregnancy.

The debate about the decriminalization of the practice is surging. “There are daily deaths, which show the urgency of the debate. Criminalization puts the woman at risk,” said Maria Rosado, coordinator of Catholics for a Free Choice. On the other hand, the judge of the Court of Justice of the Federal District, Roberval Belinati, supports maintaining abortion in the Criminal Code, arguing that the state needs to fulfill other duties. “The government has an obligation to provide conditions for pregnant women to have healthy children and for the child to develop with dignity.”

Belinati highlights the conflict between the rights of the fetus and the woman. “I do not agree with the legalization of abortion,” he said, and insists that he is “defending the lives of innocent and defenseless people,” meaning the fetus. For a specialist in fetal medicine, gynecologist Thomaz Gollop, the debate is ruled by a false issue. “Nobody is in favor of abortion. What we need to think about is if the women who practice it should be penalized.” About this, he has no doubt: “the penalty is ineffective.”

La República of Lima reported that in South America Peru is the country with the highest dropout rate due to teen pregnancy, where 88.6% of teenage mothers do not attend school. The Center for the Promotion and Defense of Sexual and Reproductive Rights, (PROMSEX), is aware of this unfortunate reality, based on recent research from the Inter-American Development Bank. Rossina Guerrero, advocacy director of PROMSEX, explained that “in 2013, eight out of ten pregnant adolescents never attended school (85.2%), according to the document ‘State of the Peruvian Population INEI’ of 2014.”

PROMSEX says that “there is an urgent need to include comprehensive sex education in schools, not only as a course and then tutoring, but as a general approach to be incorporated into all courses to help combat stereotypes and disrupt patterns of violence, and generally prepare adolescents to make the best decisions for their lives.”

GENDER AND DEVELOPMENT: VARIOUS THEORETICAL ISSUES AND DEBATES (Feb. 10)

   [you might also want to read her Stolen Harvest.

7. NPR on the struggle of the hijras in Pakistan for legal recognition of a third gender - it made it to the Supreme Court and won.
   http://www.npr.org/2012/09/03/160496712/pakistans-transgenders-in-a-category-of-their-own
IV. CULTURE AND GENDER: INDIA

8. Meghalaya: Where women call the shots.
Many Indian women cry out for equality, but a matrilineal culture thrives with little parallel in the northeast. ALJAZEERA


11. Focus on Rape Only Scratches Surface
By GARDINER HARRIS


13. A video on child marriage in India:
An interesting movie [OPTIONAL]:
http://www.itsagirlmovie.com/ The film is available on Netflix!

V. GENDER & CULTURE: CROSS-CULTURAL THEMES [March 17]

14. CELIA W. DUGGER, Gradual Fall Found in Female Genital Cutting in Africa New York Times July 22, 2013
and/or

http://www.trust.org/item/20131205132047-15osx/

V. CULTURE AND GENDER: ISLAMIC CASE STUDY, IRAN (MARCH 24)


Film: Persepolis, A Separation or Women without Men probably [OPTIONAL]

A Link from the Boston Globe. Keep the pictures in mind when we discuss women in Islamic countries [we will discuss the RANGE of experiences]. Pictured experiences are not the norm. http://www.boston.com/bigpicture/2011/07/worlds_most_dangerous_country.html

VIII. WOMEN AND POLITICS: AFRICAN EXPERIENCEs [APRIL 7]


Documentary film you might want to watch: narrated by Leymah Gbowee. Pray the Devil Back to Hell. It is available through pbs.org and was created by Abigail Disney, Pamela Hogan, and Gini Reticker. The URL for the documentary is: http://video.pbs.org/video/2155873888

IX. WOMEN, REVOLUTION, AND SOCIALISM


www.elsevier.com/locate/postcomstud
One step forward, two steps back: women in the post-communist states
Suzanne LaFont, City University of New York, Kingsborough Community College, 2001