This course counts towards majors and minors in International Relations, Sociology, Latin American Studies and Women’s Studies.

**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*

Kelly, et al (ed.), *Gender, Globalization, & Democratization*

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 (January 24)

II. WOMEN AND DEVELOPMENT: HISTORY VIEWED THROUGH PERSONAL EXPERIENCE

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

1. ...Rigoberta Menchu [January 31]

2. Paternostro, In the Land of God and Man (February 7) [out of print, read on-line or on reserve in library

also read:


***d. Wonder women and macho men | The Economist


III. GENDER AND DEVELOPMENT: VARIOUS THEORETICAL ISSUES AND DEBATES (February 14)

TAKE-HOME EXAM HANDED OUT, DUE FEBRUARY 28

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)


[theatlantic.com/features/archive/2014/09/the-underground-girls-of-kabul/37976]

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


No class February 21 [Monday classes]
IV. Economy and Society: Gender and Varieties of Labor Market Experiences

(FEBRUARY 28)

EXAM DUE at start of class


Kara, Siddharth, Sex Trafficking, pp 1-44


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

George, When Women Come First: Gender and Class in Transnational Migration,

    Chapter 2 “Work”, pp 39-76

Parrenas, Children of Global Migration, Chapter 4 “The Gender Paradox: Recreating ‘the Family’ in Women’s Migration,” pp 92-119


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

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

V. CULTURE AND GENDER: INDIA CASE STUDY (March 14)

Bumiller, May You Be the Mother of 100 Sons

Berry, Ellen, “Young Rural Women in India Chase Big-City Dreams,” New York Times


1. 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

Subir Bhaumik Last Modified: 16 Oct 2013 10:57


Focus on Rape Only Scratches Surface, BY Gardiner Harris


5. Online Matchmaking Adds a Twist to Arranged Marriages in India (New York Times April 26, 2015)
While Indian parents still take the lead in arranging marriages, many are turning to websites to widen the pool, and are allowing their children veto power.

A video on child marriage in India: [OPTIONAL]

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

[OPTIONAL]
India’s Daughters. Available on Netflix.


V. GENDER & CULTURE: CROSS-CULTURAL THEMES [MARCH 21]
Scheper-Hughes, “(M)other Love...: Culture, Scarcity and Material Thinking,” in Zinn et al, Gender through the Prism of Difference, in Zinn, 261-67

Pietila, Gossip, Markets, and Gender: How Dialogue Constructs Moral Value in Post-Socialist Kilimanjaro, “Introduction” and “Conclusion,” pp 3-14, 191-202

Bachrach Ehlers, “Debunking Marianismo...,” in Zinn et al, Gender through the Prism of Difference, 49-59

An article on mujerismo that should be on Blackboard

Ong, Spirits of Resistance and Capitalist Discipline, xiii-xv, pp 195-213

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


READ 2 OF THE FOLLOWING

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/


VI. CULTURE AND GENDER: ISLAMIC CASE STUDY, IRAN (MARCH 28)

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


OPTIONAL:

http://www.thedailybeast.com/articles/2014/05/18/the-facebook-page-where-iran-s-women-are-unveiling-online.html [on an anti-headscarf movement in Iran!]

Film: Persepolis, A Separation or Women without Men probably
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_count rie.html

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 (APRIL 4)

Aulette, Wittner, Blakely, Gendered Worlds , “Elected Officials”, pp 305-12
Htun, “Sex and the State in Latin America,” in Krook & Childs (eds.), Women, Gender, and Politics
Yoon, “Democracy and Gender Politics in South Korea,” in Kelly et al, Gender, Globalization & Democratization, pp 171-94
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
Viterna, Women in War: The Micro-Processes of Mobilization in El Salvador, Conclusions, pp \2-3-220

Recommended: Temma Kaplan, Taking Back the Streets
VIII. WOMEN AND POLITICS: AFRICAN EXPERIENCEs [APRIL 11]

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

OPTIONAL:


Documentary film you might want to watch: narrated by Leymah Gbowee. *Pray the Devil Back to Hell*. It is available through [pbs.org](http://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 18)

S0820/IR825 [Optional for Undergraduates] Discuss additional readings in class, to be assigned]. Include Martin King Whyte, Harvard University, Research Note: Challenging Myths about China’s One-Child Policy

CUBA, NICARAGUA, EASTERN EUROPE, IRAN (APRIL 25)

2nd TAKE-HOME EXAM HANDED OUT. IT MUST BE HANDED IN ON MAY 2.


Fodor, et al, “Family Policies and Gender in Hungary, Poland, and Romania.”
Tohidi, “Gender and Islamic Fundamentalism: Feminist Politics in Iran,” in Mohany, et
al, Third World Women, 251-70 (reread)


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

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
Molyneux, “Mobilization without Emancipation? Women’s Interests, the State and

XI. SOCIAL ISSUES AND DEVELOPMENT PROJECTS  [MAY 2]

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

Ted Talk by Sheryl WuDunn on her book Half the Sky:
https://www.youtube.com/watch?v=hFgPtuvgw4o
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 and your grade. Please notify me 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/