**Sociology 3012: WOMEN AND DEVELOPMENT**

**University of Colorado Boulder**

**Spring 2017**

**Professor Rachel Rinaldo Department of Sociology**

**Class Meetings: Tu/Th 11:00 am – 12:15 pm Class Location: HLMS 241**

**Office: Ketchum 266 Office Hours: Thurs 2-4 pm and by appt**

**Email:** [**Rachel.Rinaldo@Colorado.Edu**](mailto:Rachel.Rinaldo@Colorado.Edu)

**COURSE DESCRIPTION:**

This course provides a sociological perspective on gender and development in the Global South/Third World. We will examine a variety of topics, including feminist theories of development; poverty and inequality; women’s work, particularly in the context of globalization; and women’s activism and feminism(s). Our readings will engage with key questions such as how contemporary developmental processes impact gender relations, how existing gender norms and inequalities shape developmental trajectories, and how people act collectively to challenge these possibilities. By the end of the course, you should be able to: have a better understanding of the gendered nature of the global economy; recognize the ways women in the Global South are affected by developmental processes; show an understanding of the changes related to gender and gender relations that are currently occurring in the Global South/Third World.

**TEXTS FOR PURCHASE:**

Nalini Visvanathan, Lynn Duggan, Nan Wiegersma, and Laurie Nisonoff, eds. 2011 (second edition). *The Women, Gender, and Development Reader*. Zed Books.

Patricia Fernandez-Kelly. 1983. *For We are Sold, I and my People: Women and Industry in Mexico’s Frontier.* SUNY Press.

Diane Wolf. 1992. *Factory Daughters: Gender, Household Dynamics, and Rural Industrialization in Java*. University of California Press.

Pun Ngai. 2005. *Made in China: Women Factory Workers in a Global Marketplace.* Duke University Press.

Rhacel Parrenas. 2015 edition. *Servants of Globalization: Women, Migration, and Domestic Work*. Stanford University Press.

**COURSE REQUIREMENTS AND GRADING:**

**Attendance:** You are expected to attend class meetings. Attendance will be taken regularly. More than three unexcused absences will negatively impact your final grade (see attendance policy below). Attendance will count for 10% of your grade.

**Midterm Exam:** There will be an in-class midterm exam. It will consist of short answer and essay questions. The midterm will count for 30% of your grade

**Final Exam:** There will be a cumulative final exam, which will consist of short answer and essay questions. This exam will be open book. All students must take the exam at the date and time scheduled by the registrar, which is Monday, May 8 from 4:30 – 7:00 pm. Be sure to keep this in mind when making your end of the semester travel plans. The final will count for 40% of your grade.

**Two Analytical Memos:** You will write two memos (maximum 3 double spaced pages) discussing the readings in the class. These memos will count for 20% of your grade. Guidelines for these memos will be handed out in class. Memo 1 is due on February 16. Memo 2 is due on April 13. These memos should be turned in in hard copy at the beginning of class on the day they are due.

**COURSE POLICIES:**

**Readings**: You are expected to read the texts listed on the syllabus. Recommended texts will not appear on exams, but you are encouraged to read them to deepen your understanding of the topic. You are expected to engage with the material in the readings and in my lectures. Questions you should ask yourself while reading the texts and your own lecture notes include: What is the main argument or idea of this text? How convinced am I? What kind of data or other evidence does the author use to defend her position? Could this text be interpreted differently? You are also encouraged to compare and contrast readings. For example, what are the similarities and differences between women working in export processing factories in Latin America and Asia? What are the differences between factory work and domestic work or higher end service work?

**Participation**: As this is primarily a lecture class, there is no grade for participation. However, you are encouraged to ask questions and make informed comments about the readings. I will usually leave 10-15 minutes at the end of class for this purpose. You are also encouraged to send me materials (article or video links) that are relevant for the class, and I will post them on D2L.

**Attendance:** You may have 2 absences for any reason. More than 2 unexcused absences will negatively impact your final grade, as follows:

4-5 absences: 10% reduction of attendance grade

6-7 absences: 15% reduction of attendance grade

8-9 absences: 20% reduction of attendance grade

10-12 absences: 30% reduction of attendance grade

More than 12 absences may result in failure of the course

Excused absences: Absences can only be excused for participation in university athletics, major religious observance, or serious illness. I will require an email or letter from your coach, athletic director, doctor, or other documentation of a legitimate emergency.

If one of these situations requires you to miss an assignment, you must get in touch with me as soon as possible to discuss when you will turn in the completed assignment. If I don’t hear from you within 48 hours of the original due date, you will not be able to make it up.

If you miss an in-class exam, you will not be able to make it up unless you have a valid reason for the absence. You should make every effort to contact me before missing the class, and if you are not able to do so, you must contact me within 48 hours if you need to make up an exam or assignment. Oversleeping or simply not feeling well are not valid reasons for missing an exam.

You are responsible for getting lecture materials from missed classes. Do not contact me to get these materials. I also show many videos and other multimedia materials in this class. These are not necessarily all listed on the syllabus, but the links will usually be on the Powerpoint slides. If you miss a class, you should talk to your classmates to find out what materials may have been shown so that you can try to track them down.

**Grades:** This class uses the standard college grading system.

A 94-100 C+ 77-79 D- 60-63

A- 90-93 C 74-76 F Below 60

B+ 87-89 C- 70-73

B 84-86 D+ 67-69

B- 80-83 D 64-66

Grades are not negotiable. I will only change a grade in the event that there has been a mistake.

**Discussions and Feedback on D2L:** Although it is not part of the class assignments, there is a discussion forum on the class D2L site, and you are encouraged to use it to post comments or questions about the reading. You may also post anonymously to the Feedback Forum if you have concerns, feedback, or questions about the class. I will try to respond to these, either online or in class. Disrespectful comments may be removed.

**Devices:** Use of laptops/phones/Ipads is not permitted during this class unless you have a documented disability. You are strongly encouraged to take good notes. If you are using these items, I may ask you to leave the class. Repeat offenders will find their grade may be lowered for this reason.

**Contacting the Professor:** You are welcome to send me emails and I try to reply quickly. Please put Sociology 3012 in the subject line. I strongly prefer to be addressed as Professor Rinaldo. I do have a life outside campus, so I may not respond to emails sent after 6 pm or on weekends.

**Office Hours:** As this is a large class, it is difficult for me to get to know students personally. You are encouraged to come to my office hours, whether it is just to say hello or to discuss something related to the class.

**Powerpoints**: I will post Powerpoints that I use in my lectures on D2L. However, they do not contain everything I say during lecture and you should not rely only on them. Studying the Powerpoints in combination with your lecture notes will be most useful. If attendance drops during the semester, I will stop posting the slides and will not resume posting unless attendance picks up again.

**Reviews:** I do not create study guides for exams or quizzes, but I do hand out examples of questions. You will need to take your own notes and make your own review guides. There will be a Q & A session for the final exam. You should come prepared with questions.

**Late Arrivals:** You are expected to arrive on time and to stay until the end of the class period. Students who repeatedly arrive late will be asked to sign in and points will be taken off their grade (subject to instructor’s discretion).

**Schedule Conflicts with Exams**: If you have any schedule conflicts with the final exam, you must let me know by October 30. I will need to see evidence such as syllabi from your other classes. If you have time conflicts with other tests, due dates, or known absences let me know by e-mail as soon as possible. Exams can only be rescheduled for valid reasons such as an athletic event or hospitalization. Needing to leave for vacation is not a valid reason. Please also note the university’s policy on exams:

“When students have three or more final examinations on the same day, they are entitled to arrange an alternative examination time for the last exam or exams scheduled on that day. When students have two final exams scheduled to meet at the same time, they are entitled to arrange an alternative examination time for the later course offered that day or week. Such arrangements must be made by the deadline to drop a course without dean and instructor's permission in the tenth week of the semester. Students should make arrangements with the instructor of the affected course and are expected to provide evidence of these situations to qualify for exceptions.”

**Classroom Behavior:** Disruptive behavior will not be tolerated in this classroom. This includes talking while I am lecturing or while other students are asking questions or making comments. It also includes unauthorized use of your laptop or phone or other device. Students who engage in disruptive behavior may be asked to leave. Some of the topics dealt with in this class are sensitive or “hot-button.” I ask you to maintain a sense of respect for others. Disagree with ideas rather than people. Please raise your hand to speak. If I am in the middle of a lecture, I may not call on you until I have reached a stopping point.

**Syllabus:** You should read this syllabus carefully and make sure you are familiar with it.

**UNIVERSITY POLICIES:**

**Accommodation for Disabilities:**  
If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services 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. Contact Disability Services at 303-492-8671 or by email at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu?subject=Recommended%20Syllabus%20Statement). If you have a temporary medical condition or injury, see [Temporary Injuries guidelines](http://click.communications.cu.edu/?qs=40cdf91457821419760cf755f1ee9007bbb6b139344fee8a9269ea3b38281524963eb0e5f7ef6fc1)under the Quick Links at the [Disability Services website](http://click.communications.cu.edu/?qs=40cdf91457821419fda93a9220fd6c108b88d8a533597a7b4e61e3ef81edfdca6f2bdc32cbf1f4be) and discuss your needs with your professor.

**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 differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. 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 information, see the policies on classroom behavior and the student code.

**Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation:**  
The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](http://click.communications.cu.edu/?qs=40cdf9145782141952b49f3f5d9b894461320550fe22c534f590c7a36ac6b872c346c3a34453bd2c).

**Academic Integrity:**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [academic integrity policy](http://click.communications.cu.edu/?qs=40cdf91457821419484578743c4bda66abeb8854c9ff349fb5b3b792fd71a64d290f92556780e552)of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, 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?subject=Incident%20of%20Academic%20Misconduct); 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 [http://honorcode.colorado.edu](http://click.communications.cu.edu/?qs=40cdf91457821419b85622ebc94035ff4b7ed48469c2c747aaad771b6ac723724d4fde759377d19c). Please make sure you understand what constitutes plagiarism. For example, summarizing ideas without attribution can be considered plagiarism.

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**COURSE SCHEDULE:** Consult this schedule regularly. You are responsible for all materials, updates, and announcements made in class. The schedule is subject to occasional changes. Such changes will usually be announced on D2L, so make sure to check the course page regularly.

**PART I: Gender, Development, and Globalization**

**January 17: Introduction to the Class**

**January 19: What is Development?**

Amartya Sen. 1999. *Development as Freedom*. 1999. “Introduction” and Chapter 2: “The Ends and the Means of Development.”

Philip McMichael. *Development and Social Change*. 2016. Chapter 1: Development – Theory and Reality.

**January 24: What is Globalization?**

Manfred B. Steger. *Globalization: A Very Short Introduction*. Chapters 1 and 3.

McMichael, Chapter 6: The Globalization Project in Practice

**January 26: What do Development and Globalization have to do with Gender?**

Diane Elson and Ruth Pearson. 1981. “Nimble Fingers Make Cheap Workers: An Analysis of Women’s Employment in Third World Export.” *Feminist Review* 7: 87-107.

Valentine Moghadam. 1999. "Gender and globalization: Female labor and women's mobilization." *Journal of World-Systems Research* 5/2: 366-389.

**January 31: Women’s Empowerment and Economic Development**

*Women, Gender, and Development Reader*. Chapter 3: Gender and Development: Theoretical Perspectives.

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).

**February 2:**

Joshua Eastin and Aseem Prakash. 2013. "Economic development and gender equality: Is there a gender Kuznets Curve?." *World Politics* 65/1: 156-186.

Naila Kabeer and Luisa Natali. 2013. "Gender Equality and Economic Growth: Is there a Win‐Win?." *IDS Working Papers* 417: 1-58.

**PART II: Women and the Global Assembly Line**

**February 7: Mexico’s Maquiladoras**

Patricia Fernandez-Kelly. 1983. *For We are Sold, I and my People: Women and Industry in Mexico’s Frontier*. Chapters TBA.

**February 9: Maquiladoras continued**

Fernandez-Kelly. Chapters TBA

**February 14: The Rise of Manufacturing in Southeast Asia**

Diane Wolf. 1992. *Factory Daughters: Gender, Household Dynamics, and Rural Industrialization in Java*. Chapters TBA

**February 16: Indonesia’s Free Trade Zone**

Wolf. Chapters TBA

Jennifer Mack. 2004. "Inhabiting the imaginary: factory women at home on Batam Island, Indonesia." *Singapore Journal of Tropical Geography* 25/2: 156-179.

Recommended: Johan Lindquist. 2004. "Veils and ecstasy: negotiating shame in the Indonesian borderlands." *Ethnos* 69/4: 487-508.

**February 21: The Maquila Capital in Decline**

Jessica Livingston. 2004. “Murder in Juarez: Gender, Sexual Violence, and the Global Assembly Line.” *Frontiers* 25(1): 59-76

Film: *Senorita Extraviada*

February 23: **China Becomes the Workshop of the World**

Pun Ngai. 2005. *Made in China: Women Factory Workers in a Global Marketplace*. Chapters TBA.

February 28: **China continued**

Pun Ngai. 2005. *Made in China*. Chapters TBA

Film*: Mardi Gras: Made in China*

**PART III: Feminist Critiques of Development and Globalization**

**March 2: Speaking Back to the West**

*Women, Gender, and Development Reader.* Chapters 11 (Mohanty) and 12 (Abu-Lughod).

**March 7:** **Microfinance – Does it Help Women?**

*Women, Gender, and Development Reader*. Chapters 7 (Visvanathan and Yoder) and 8 (Karunakaran).

Recommended: Banerjee, Abhijit, Esther Duflo, Rachel Glennerster, and Cynthia Kinnan. 2015. "The miracle of microfinance? Evidence from a randomized evaluation." *American Economic Journal: Applied Economics* 7, no. 1: 22-53.

**March 9: Midterm Exam (In-class)**

**PART IV: Women and Service Work in the Global Economy**

**March 14: The Globalization of Domestic Labor**

Rhacel Parrenas. 2015 edition. *Servants of Globalization: Women, Migration, and Domestic Work*. Chapters TBA

**March 16: Globalization of Domestic Labor continued**

Parrenas. Chapters TBA

**March 21: Care and Domestic Work in the Global Economy**

*Women, Gender, and Development Reader*. Chapters 5 (Folbre), 24 (Ehrenreich and Hochschild), and 26 (Pyle).

**March 23: Globalized Pink Collar Work**

Smitha Radakrishnan. 2009. "Professional women, good families: Respectable femininity and the cultural politics of a “New” India." *Qualitative Sociology* 32/2: 195-212.

Recommended: Reena Patel. 2006. "Working the night shift: Gender and the global economy." *ACME: An International E-Journal for Critical Geographies* 5/1: 9-27.

**March 27 – 31: SPRING BREAK**

**Part V: Development, Globalization, and Intimacy**

**April 4: Love and Globalization**

*Love and Globalization: Transformations of Intimacy in the Contemporary World*. Introduction and Chapter 4 (Hirsch).

**April 6: Masculinities and Social Change**

Leonard, Lori. 2016. "Pharmaceutically-Made Men: Masculinities in Chad’s Emergent Oil Economy." *Qualitative Sociology* 39/4: 421-437.

Recommended: Sanyu Mojola. 2014. "Providing Women, Kept Men: Doing Masculinity in the wake of the African HIV/AIDS epidemic." *Signs* 39/2: 341.

**April 11: Transactional Sex and Sex Work**

Ann Swidler and Susan Watkins. 2007. “Ties of Dependence: AIDS and Transactional Sex in Rural Malawi.” *Studies in Family Planning* 38/3: 147-162.

Amalia Cabezas. 2004. "Between love and money: Sex, tourism, and citizenship in Cuba and the Dominican Republic." *Signs* 29/4: 987-1015.

**April 13: Sex Trafficking**

Michele A. Clark. 2003. “Human Tracking Casts Shadow on Globalization.”

http://yaleglobal.yale.edu/content/human-trafficking-casts-shadow-globalization

Elizabeth Bernstein. 2012. “Carceral Politics as Gender Justice? The ‘Traffic in Women’ and Neoliberal Circuits of Crime, Sex, and Rights.” *Theory and Society* 41: 233-259.

**April 18: Transnational Families**

Abrego, Leisy. "Economic Well‐Being in Salvadoran Transnational Families: How Gender Affects Remittance Practices." *Journal of Marriage and Family* 71.4 (2009): 1070-1085.

Recommended: Schmalzbauer, Leah. "Temporary and transnational: gender and emotion in the lives of Mexican guest worker fathers." *Ethnic and Racial Studies* 38.2 (2015): 211-226.

**April 20: Shifts in Marriage and Romance**

Liu, Monica. "Surrogate Dating and the Translation of Gendered Meanings across Borders: The Case of China’s E-mail-Order Brides." *Signs* 41.1 (2015): 29-53.

**PART VI: Women and Transnational Collective Action**

**April 25: Women’s Activism and Globalization**

*Women, Gender, and Development*. Chapters 37 (Antrobus) and 38 (Mohanty)

Read about CEDAW

<http://www.un.org/womenwatch/daw/cedaw/>

**April 27: Women’s Activism and Globalization continued**

Women, Gender, and Development. Chapters 39 (Tripp), 41 (Imam), and 43 (Fluri)

**May 2: Women’s Activism and Global Political Representation**

Hughes, Melanie M., Mona Lena Krook, and Pamela Paxton. 2015. "Transnational women's activism and the global diffusion of gender quotas." *International Studies Quarterly* 59/2: 357-372.

Recommended: Hughes, Melanie M., and Aili Mari Tripp. 2015. "Civil War and Trajectories of Change in Women's Political Representation in Africa, 1985–2010." *Social Forces* (2015).

**May 4: Q & A Session**

**FINAL EXAM:**

**Monday, May 8**

**4:30 – 7:00 pm**