

University of New Brunswick – Fredericton
DEPARTMENT OF POLITICAL SCIENCE

Political Science 4722 – Fall 2011
Women, Gender and Development
Dr. Carolyn Bassett

Class Time:	W 9:30-12:20	Class Location:	T207
Office:	214 Tilley Hall	Telephone:	458-7192
E-mail:	cbassett@unb.ca	Office Hours:	Th 1-2 (or by appointment)

Calendar description:

This course is an Honours seminar intended to be centred on student discussion and analysis. The course introduces students to theoretical and practical issues in the study of women, gender and socio-economic development. Each year, the course will take on a central theme – in Fall 2011 the focus will be **women’s work**. The course will explore the debates about how to value women’s work, and utilize case studies and examples to explore the diversity and the commonalities of women’s work in Asia, Africa, Latin America and the Caribbean, accounting for variances due to geographic location and culture, as well as age, social class and urban-rural locale.

Course readings:

Course readings are available on reserve in the library, and as e-reserves through the course Blackboard. The location of each reading is marked accordingly – LR for library reserves, ER for electronic reserves.

Course requirements:

Research essay proposal: 5%	Due October 26
Research essay: 50%	Due December 7
Facilitation: 10%	Throughout term
Facilitation paper: 15%	Due one week after facilitation
Participation: 20%	Throughout term

Course requirements (graduate students):

Research essay: 50%	Due December 7
Facilitation: 2x10% - 20%	Throughout term
Facilitation papers: 2x10% = 20%	Due one week after facilitation
Participation: 10%	Throughout term

Seminar facilitation:

Once during the term (twice for graduate students), you will be required to develop 5-6 discussion questions for the class and chair / facilitate the ensuing discussion based on the week’s readings. Presentations must not be summaries of the readings (beyond, if relevant, a short synopsis of an argument if you are using it as a jumping-off point for a discussion question), but instead, should be critical and engaging explorations of key points of contention. You may choose to present a short explanation / analysis on a concept, debate or theme relevant to the week’s readings, incorporating one or more of the assigned readings, but you should do so with the intention of sparking class discussion. This assignment is not intended to be a class presentation, but rather, your opportunity to serve as the “expert” and encourage others to explore the topic through discussion. You are welcome to utilize visual materials on powerpoint if you believe they will aid discussion, but do not summarize your presentation on your slides.

Analytical papers:

One week after you facilitate a class discussion (so undergraduate students will submit one, graduate students will submit 2), you will be required to submit an analytical paper based on a critical question or debate raised in the readings or in class discussion. Your paper must utilize the required readings and may also draw on the supplemental readings or earlier course readings if you choose, but should not utilize external sources. Each paper should be 1500-2000 words (2000-2500 words for graduate students) and must be fully documented as to the sources you utilized.

About the research essay:

Research essays will take a topic based on the theme women's work as a starting point to develop a 4000-word essay (5000 words for graduate students). Each essay must use at least five course readings and not less than three other academic sources but it is recommended that you use more – the depth and breadth of your research will constitute an element of your essay grade. Essays must conform to traditional essay structure (introduction, body, conclusion) and contain a clearly stated central conclusion, or argument, supported by evidence from the research. All sources used in your essay must be fully referenced. Use in-text citations and APA format including a complete bibliography – an on-line reference guide has been provided via the course Blackboard (but don't follow their essay formatting guidelines).

Please format your essay to conserve paper: do not use a title page (put your name, the professor's name, the course title and the date at the top of the first page of the essay, followed by your essay's title and then begin), use single or 1.5 spacing and .75 or one inch margins. You may submit the essay in class or via the course Blackboard, but all late essays must be submitted on Blackboard. All essays submitted electronically must be saved in one of the following file formats: .doc; .docx; .rtf; .pdf; or .odp. Under no circumstances are essays to be submitted by fax, slipped under my door, or submitted to the main office. If you submit your essay late, you will receive a penalty of 2% per day (2/100, weekends included) unless you have received dispensation for extenuating circumstances from the Student Affairs office. The final day to submit the essay will be April 12.

About the essay proposal:

You must have your essay proposal approved in order to proceed to the essay. The essay proposal requires a short statement (2-3 sentences) of your intended essay topic, a preliminary title, and five initial research sources. Two of those sources must be from the course readings in the outline (required or supplemental) plus you must provide three additional academic sources. It may be submitted in class or on Blackboard on the due date, or on Blackboard thereafter. If your written proposal is acceptable, you will receive 5 marks towards your final grade, but if I have questions, you will be required to attend a meeting to answer those questions and may be cleared to proceed or asked to revise and resubmit the proposal. Once I am satisfied your topic is ready to proceed to the essay stage, you will receive the 5 marks. Essays will not be graded unless you have an approved essay proposal. Graduate students will not be required to submit an essay proposal, but will be expected to discuss their topics with me.

About attendance and participation:

This class is run with brief introductory remarks followed by student-facilitated discussion, and may utilize a film, pictures or a group exercise to spark class discussion. You will be expected to attend regularly, and to participate in each class in an informed and respectful way. Attendance will be taken. You are required to complete the readings before each class and to be prepared to discuss the issues, concepts and debates they raise. You are welcome to bring questions on the readings or topic to class for discussion.

About academic honesty and plagiarism:

The University of New Brunswick places a high value on academic integrity and has a policy on plagiarism, cheating and other academic offences.

Plagiarism includes:

1. quoting verbatim or almost verbatim from any source, including all electronic sources, with acknowledgement;
2. adopting someone else's line of thought, argument, arrangement, or supporting evidence without acknowledgement;
3. submitting someone else's work, in whatever form with acknowledgement;
4. knowingly representing as one's own work any idea of another.

Examples of other academic offences include: cheating on exams, tests, assignments or reports; impersonating somebody at a test or exam; obtaining an exam, test or other course materials through theft, collusion, purchase or other improper manner, submitting course work that is identical or substantially similar to work that has been submitted from another course; and more as set out in the academic regulations found in the Undergraduate Calendar.

Penalties for plagiarism and other academic offences range from a minimum of F (zero) in the assignment, exam or test to a maximum of suspension or expulsion from the University, plus a notation of the academic offence on the student's transcript. For more information, please see the Undergraduate Calendar, Section B, Regulation VII.A, or visit <http://nocheating.unb.ca>. It is the student's responsibility to know the regulations.

Schedule and readings:

September 14 – introduction to women, gender and development. This class will introduce some of the central concepts in the field of women, gender and development and also point to their contested nature. We will discuss 'women's work' in a preliminary way as well. This class will be primarily lecture, with opportunities for discussion and questions.

There are no required readings for this class, but there are some recommended readings that will help prepare you for the course and some supplementary readings you will find helpful to understand the central concepts and debates of the course and that you may find helpful for your essays. I have also added 2 background readings that provide the basic parameters of international development studies – we'll cover some of these issues in this and subsequent classes, but if you don't have any background in development studies, you may find the readings helpful.

Recommended:

Janet Henshall Momsen (2004), *Gender and Development* New York: Routledge, 1-20. (Chapter 1 – Introduction: Gender is a Development Issue). ER.

Chandra Mohanty (1988), Under Western Eyes: Feminist Scholarship and Colonial Discourses, *Feminist Review* 30, 61-88. ER.

Teri L Caraway (2007), *Assembling Women*, ILR Press. (Introductory chapter). LR. (you can also access this chapter online in google books).

Supplemental:

Eva M Rathgeber (1990), WID, WAD, GAD: Trends in Research and Practice, *Journal of Developing Areas* 24.4, 489-502. ER.

Geeta Chowdhry (1995), Engendering Development? Women in Development in International Development Regimes, *Feminism / Postmodernism / Development*, ed Marianne H Marchand and Jane L Parpart (London: Routledge), 1-22. ER.

Jane L Parpart and Marianne H Marchand (1995), Exploding the Canon: An Introduction / Conclusion, *Feminism / Postmodernism / Development*, ed Marianne H Marchand and Jane L Parpart (London: Routledge), 1-22. ER.

Background readings, international development studies:

Katie Willis (2005), *Theories and Practices of Development*, New York: Routledge, 1-30 (Chapter 1 – Introduction: What do we Mean by Development?) ER. A basic introduction to the field of international development for those who have no background in this field.

September 21 – women’s work, income and the household. Women’s work is often centred on the household, whether it is undertaken on a paid or an unpaid basis. How should we understand the household – as a place of creativity and love or of exploitation? What role does paid work – particularly paid work in the formal economy – play in women’s empowerment? What contribution does women’s unpaid work in the household (and, for that matter, men’s unpaid work) make to overall family well-being, societal well-being and economies?

Required:

Marilyn Waring (1997), The Invisibility of Women’s Work, *Canadian Woman Studies* 17.2, 31-38. ER.

Deniz Kandiyoti (1988), Bargaining with Patriarchy, *Gender and Development* 2.3, 274-290. ER.

Caroline Moser (1989), Gender Planning in the Third World: Meeting Practical and Strategic Gender Needs, *World Development* 17.11, 1799-185. ER.

Sylvia Chant (1985), Single Parent Families: Choice or Constraint? *Development and Change* 16.4, 635-656. ER.

Jane Guyer (1988), Dynamic Approaches to Domestic Budgeting, *A Home Divided*, ed. Daisy Dwyer and Judith Bruce (Stanford, CA: Stanford UP), 155-172. LR.

Supplemental (women’s work, income and the household):

Eleanor Fapohunda (1988), The Nonpooling Household: A Challenge to Theory, *A Home Divided*, ed. Daisy Dwyer and Judith Bruce (Stanford, CA: Stanford UP), 143-154. LR.

Deniz Kandiyoti (1998), Gender, Power and Contestation, *Feminist Visions of Development: Gender Analysis and Policy*, ed. Cecile Jackson and Ruth Pearson (Routledge), 135-151. ER.

Naila Kabeer (1998), Jumping to Conclusions? *Feminist Visions of Development: Gender Analysis and Policy*, ed. Cecile Jackson and Ruth Pearson (Routledge), 91-107. ER.

Maxine Molyneux (1979), Beyond the Domestic Labour Debate, *New Left Review* 1/116, 3-27. ER.

Kavita Datta and Cathy McIlwaine (2000), Empowered Leaders? *Gender and Development* 8.3, 49-49. ER.

September 28 – Women’s work, national debt and global economic restructuring. This topic is intended as a general introduction to the economic role of women in the developing world under structural adjustment and globalization. It would appear that women’s unpaid work has been essential to cushion families and economies undergoing rapid economic restructuring – and at the same time, more women than ever are in paid employment. What are the implications of this – for the women themselves, their families, their communities, their countries? This class will also provide us an opportunity to introduce / review important aspects of global economic restructuring over the past 30 years.

Ruth Pearson (2000), Moving the Goalposts: Gender and Globalization in the 21st Century, *Gender and Development* 8.1, 10-19. ER.

Diane Elson (1989), How is Structural Adjustment Affecting Women? *Development* 1.1, 67-74. LR.

Janet Henshall Momsen (2004), *Gender and Development* New York: Routledge, 191-210. (Chapter 8 – Globalization and changing patterns of economic activity). ER.

Suzanne Bergeron (2003), The Post-Washington Consensus and Economic Representations of Women in Development at the World Bank, *International Feminist Journal of Politics* 5.3, 397-419. ER.

Supplemental:

Isabella Bakker (1999), The New Global Architecture: Gender and Development Practices, *Feminists Doing Development*, ed. Marilyn Porter and Ellen Judd (London: Zed), 206-217. LR.

Marilyn Waring (2003), Counting for Something, *Gender and Development* 11.1, 35-43. ER.

Ruth Pearson (2007), Reassessing paid work and women's empowerment: lessons from the global economy, *Feminisms in Development*, ed. Andrea Cornwall, Elizabeth Harrison and Anne Whitehead (London: Zed), 201-213. ER.

Sharon Groenmeyer (2010), Intersectionality and Development in Apartheid and Post-Apartheid South Africa, *Gender, Technology and Development* 15.2, 249-274. ER.

October 5 – women in world market factories. Most people know that many consumer products are made in factories in the developing world by young women who work for low wages. This class seeks to explore some of the dilemmas associated with such work (and consumption), including why women might take such work, and how firms endeavour to keep wages low and workforces compliant, and where western consumers are situated in terms of this work.

Required:

Diane Elson and Ruth Pearson (1981), 'Nimble Fingers Make Cheap Workers,' *Feminist Review* 7, 87-107. ER.

Pun Ngai (2004), Women Workers and Precarious Employment in Shenzhen Special Economic Zone, *Gender and Development* 12.2, 29-36. ER.

Naila Kabeer and Simeen Mahmud (2004), Globalization, Gender and Poverty: Bangladeshi Women Workers in Export and Local Markets, *Journal of International Development* 16.1, 93-109. ER.

Teri L Caraway (2005), The Political Economy of Feminization: from "Cheap Labor" to Gendered Discourses of Work, *Politics and Gender* 1.3, 399-429. ER.

Supplemental:

Diane L Wolf (1990), Daughters, Decisions and Domination, *Development and Change* 21.1, 43-74. ER.

Ruth Pearson (1998), 'Nimble Fingers' Revisited, *Feminist Visions of Development: Gender Analysis and Policy*, ed. Cecile Jackson and Ruth Pearson (Routledge), 171-188. ER.

Shahra Razavi (1999), Export-Oriented Employment, Poverty and Gender, *Development and Change* 30.3, 653-683. ER.

Pun Ngai (2007), Gendering the Dormitory Labor System: Production, Reproduction and Migrant Labor in South China, *Feminist Economics* 13.3, 239-258. ER.

Mary Kawar (2000), Transitions and Boundaries: Research into the impact of paid work on young women's lives in Jordan, *Gender and Development* 8.2, 56-65. ER.

October 12 – women in horticulture exports – cut flowers. Women's work manufacturing consumer products for western markets has been the most prominent in the academic literature and in the public consciousness, but women have been employed in many export-oriented consumer industries. In this class, we explore women's work in export horticulture – specifically flowers – which has become an important employer for women in Latin America, Africa and Asia over the past three decades. The class highlights a range of dilemmas the women face, ranging from working conditions to health and safety to home life.

Required:

Molly Talcott (2003), Gendered Webs of Development and Resistance: Women, Children and Flowers in Bogota, *Signs* 29.2, 465-489. ER.

Tanya Korovkin (2003), Cut-Flower Exports, Female Labor and Community Participation in Highland Ecuador, *Latin American Perspectives* 30.4, 18-42. ER.

Angela Hale and Maggie Opondo (2005), Humanising the Cut Flower Chain, *Antipode* 37.2, 301-323. ER.

Supplemental:

Catherine S Dolan (2005), Benevolent Intent? The Development Encounter in Kenya's Horticulture Industry, *Journal of Asian and African Studies* 40.6, 411-437. ER.

October 19 – women and gender in small-scale agriculture. This week's class focuses primarily – though not exclusively – on trends in peasant agriculture and income strategies of smallholder rural

families, focusing on the gender effects. We will see that income diversification and intense struggles over land are important trends in some rural areas, and that these processes not only have a differential effect on women and men, but also are transforming gender relations and gender identities. We also have included an article on rural agricultural labour in Chile's horticulture industry, where informalization has rendered women's labour essential but virtually invisible.

Required:

Janet Henshall Momsen (2004), *Gender and Development* New York: Routledge, 136-170 (Chapter 6 – Gender in Rural Areas). ER.

Kathryn Hill (2011), "Male Providers" and "Responsible Mothers": Gender and Livelihood Politics in the Rural Philippines, *Gender, Technology and Development* 15.2, 223-247. ER.

Allison Goebel (2007), We are Working for Nothing, *Canadian Journal of African Studies* 41.2, 226-308. ER.

Whitehead, A. and D. Tsikata (2003), Policy discourses on women's land rights in sub-Saharan Africa: the implications of the re-turn to the customary, *Journal of Agrarian Change*, 3 (1-2): 67-112. ER.

Stephanie Barrientos (1997), The Hidden Ingredient: Female Labour in Chilean Fruit Exports, *Bulletin of Latin American Research* 16.1, 71-81. ER.

Supplemental:

Kaori Izumi (1999), Liberalization, Gender and the Land Question in Sub-Saharan Africa, *Gender and Development* 7.3, 9-18. ER.

Deborah Fahy Bryceson (2002), The Scramble in Africa, *World Development* 30.5, 725-739. ER.

October 26 – women in the urban informal economy and in home-based work. Informal and home-based work has long been a bastion of earnings for women, especially women who face cultural restrictions on their freedom to be visible in the formal economy or in public places. In this week's discussion, we'll explore the dilemmas of home-based work, both in terms of women's situation in the household, and in the economy. We'll also discuss more briefly informal economy work – sales of home-based products in the market, hawking, working for informal employers or on a casual basis – that we have encountered and will continue to encounter throughout the course.

Required:

Elisabeth Prügl (1996), Home-Based Producers in Development Discourse, *Homeworkers in Global Perspective*, ed. Eileen Borins and Elisabeth Prügl (New York: Routledge), 39-59. LR.

Zohreh Bhavamshahidi (1996), Bibi Khanum: Carpet Weavers and Gender Ideology in Iran, *Homeworkers in Global Perspective*, ed. Eileen Borins and Elisabeth Prügl (New York: Routledge), 111-128. LR.

Lourdes Arizpe (1977), Women in the Informal Labor Sector, *Signs* 3.1, 25-37. ER.

Janet Henshall Momsen (2004), *Gender and Development* New York: Routledge, 171-190. (Chapter 7 – Gender and Urbanization). ER.

Supplemental:

Homeworkers in Global Perspective (1996), ed. Eileen Borins and Elisabeth Prügl (New York: Routledge). LR.

Elisabeth Prügl (1996), Home-based Workers: A Comparative Exploration of Mies's Housewifization, *Frontiers* 17.1, 114-135. ER.

November 2 – development assistance, participatory development and gender mainstreaming.

Participatory development and gender mainstreaming have been two of the most important trends in international development assistance over the past two decades. Though not the same thing, they sometimes have gone hand-in-hand. Yet critics argue both are fundamentally flawed, paradoxically, because in practice such programs have replicated the assumptions of the WID model. Are both approaches doomed, or can either or both realize any of their early promise? What are their underlying assumptions, and are they inherently flawed?

Required:

- Andrea Cornwall (2003), Whose Voices, Whose Choices? Reflections on Gender and Participatory Development, *World Development* 31.8, 1325-1342. ER.
- Allison Goebel (1998), Process, Perception and Power, *Development and Change* 29.2, 277-305. ER.
- Kathleen Sautd (2002), Dismantling the Master's House with the Master's Tools? *Feminist Post-Development Thought*, ed. Kriemild Saunders (London: Zed), 57-68. LR.
- Sylvia Chant and Matthew C Guttman (2002), 'Men-Streaming' Gender? Questions for Gender and Development Policy in the Twenty-First Century, *Progress in Development Studies* 2.4, 269-282. ER.

Suggested:

- Jane L Parpart (1995), Deconstructing the Development "Expert": Gender, Development and the "Vulnerable Groups," *Feminism / Postmodernism / Development*, ed Marianne H Marchand and Jane L Parpart (London: Routledge), 221-243. ER.
- Ines Smyth (1999), NGOs in a Post-Feminist Era, *Feminists Doing Development*, ed. Marilyn Porter and Ellen Judd (London: Zed), 17-28. LR.
- Anne Marie Goetz (1997), Introduction: Getting Institutions Right for Women in Development, *Getting Institutions Right for Women in Development*, ed. AM Goetz, London: Zed, 1-28. LR.
- Naila Kabeer (1995), Targeting Women or Transforming Institutions? *Development in Practice* 5.2, 108-116. ER.
- Cecile Jackson (1998), Rescuing Gender from the Poverty Trap, *Feminist Visions of Development: Gender Analysis and Policy*, ed. Cecile Jackson and Ruth Pearson (Routledge), 39-64. ER.
- Liesbeth van der Hoogte and Koos Kingma (2004), Promoting Cultural Diversity and the Rights of Women, *Gender and Development* 12.1, 47-55. ER.
- Ann Whitehead and Matthew Lockwood (1999), Gendering Poverty: A Review of Six World Bank Poverty Assessments, *Development and Change* 30.3, 525-555. ER.
- Naila Kabeer (2005), Gender Equality and Women's Empowerment, *Gender and Development* 13.1, 13-24. ER.

November 9 – women, and small-scale agricultural development projects. This week's topic follows quite directly from last week's, a real-life example of gender mainstreaming in a rural development project in the Gambia. Not only does this case study show that 'success' can create its own problems and challenges, it also shows that aid agencies may unwittingly become pawns in a complex gender politics.

Required:

- Richard Schroeder (1996), "Gone to their Second Husbands", *Canadian Journal of African Studies* 30.1, 69-87. ER.
- Richard Schroeder (1997), "Re-claiming" Land in The Gambia, *Annals of the Association of American Geographers* 87.3, 487-508. ER.
- Judith Carney (2004), Gender Conflict in Gambian Wetlands, *Liberation Ecologies*, 2nd edition, ed. Richard Peet and Michael Watts (London: Routledge), 316-335. ER.
- Janet Henshall Momsen (2004), *Gender and Development* New York: Routledge, 136-170. (Chapter 6 – Gender in rural areas). ER.

Supplemental:

- Judith Carney and Michael Watts (1991), Disciplining Women? *Signs* 16.4, 651-681. ER.

November 16 – women's entrepreneurship and the microcredit debate. Perhaps one of the most important development initiatives targeted to women, microcredit programs are among the most celebrated today. But troubling questions remain. Today's class examines the empirical case for and against microcredit.

Required:

- Muhammad Yunus (1998), Poverty Alleviation: Is Economics Any Help? *Journal of International Affairs* 52.1, 47-65. ER.

Aminur Rahman (1999), Microcredit Initiatives for Equitable and Sustainable Development, *World Development* 27.1, 67-82. ER.

Naila Kabeer (1994), *Reversed Realities* (London: Verso), 223-263. LR.

William Muhumuza (2005), Unfulfilled Promises? *Journal of Contemporary African Studies* 23.3, 391-416. ER.

Suggested:

Manik L Bose, Alia Ahmad and Mahabub Hossain (2009), The Role of Gender in Economic Activities, *Gender, Technology and Development* 13.1, 69-102. ER.

November 23 – women organizing in the community. How should women organize to improve their situation? Traditional liberal and Marxist thinkers tended to prioritize formal organizations – political parties or trade unions – that were oriented towards representing specific interests rather than situated people. But some of the most successful women’s organizations have operated in neighbourhoods, and have sought to meet and support women’s ‘practical and strategic’ gender interests, as Moser would say. What are the advantages of such movements. Are there pitfalls? We focus in particular on the Self-Employed Women’s Association – SEWA – based in Ahmedabad, India.

Required:

Renana Jhabvala (1994), Self-Employed Women’s Association, *Dignity and Daily Bread*, ed. Sheila Rowbotham and Swasti Mitter (London: Routledge), 114-138. ER.

Kalima Rose (1997), SEWA: Women in Movement, *The Women, Gender and Development Reader*, ed. Nalini Visvanathan, Lynn Duggan, Laurie Nisonoff and Nan Wiegersma (London: Zed), 382-386, ER.

Maxine Molyneux (1998), Analysing Women’s Movements, *Feminist Visions of Development: Gender Analysis and Policy*, ed. Cecile Jackson and Ruth Pearson (Routledge), 65-88. ER.

Rekha Mehra (1997), Women, Empowerment and Economic Development, *Annals of the American Academic of Political and Social Science* 554, 136-149. ER.

Suggested:

Kalima Rose (1992), *Where Women are Leaders* (London: Zed). Stacks.

Helzi Noponen and Paula Kantor (2004), Crisis, Setbacks and Chronic Problems, *Journal of International Development* 16, 529-545. ER.

Dina Abbott (1997), Who Else Will Support Us? *Community Development Journal* 32.3, 199-209. ER.

Tony Vaux and Francie Lund (2003), Working Women and Security, *Journal of Human Development* 4.2, 265-287. ER.

November 30 – Women’s resistance and organization in the workplace – strategies, achievements and pitfalls. In this class we consider both organized resistance in the workplace – through institutions such as labour unions that are designated worker representatives seeking to bargain for better conditions for the workers they represent – and less organized forms that sometimes seem like they might not really be resistance at all. What are we to make of women’s resistance if it is masked as temporary insanity? What are we to make of the dangers of and problems with overt collective action in trade unions and other worker organizations?

Required:

Aihwa Ong (1987), *Spirits of Resistance and Capitalist Discipline*, Albany: SUNY Press, chs 7 (pp. 141-178) and 9 (pp. 195-213). LR.

Petra Dannecker (2000), Collective action, organization building and leadership, *Gender and Development* 8.3, 31-39. ER.

Pat Horn (2005), New Forms of Collective Bargaining, *Labour, Capital and Society* 38.1/2, 209-224. ER.

Stephanie Barrientos and Naila Kabeer (2004), Enhancing Female Employment in Global Production, *Global Social Policy* 4.2, 153-169. ER.

Suggested:

Pun Ngai (2000), Opening a Minor Genre of Resistance in Reform China, *Positions* 8.2, 531-555. ER.

Pun Ngai (2005), Global Production, Company Codes of Conduct and Labor Conditions in China, *China Journal* 54, 101-113. ER.

December 7 – feminist internationalism and solidarity with Third World women. Many women and men have attempted to work internationally to improve the situation of Third World women, many of these women (and men) have been criticized for being paternal, imperialist, or worse. In this class, we attempt to work through the various dimensions of the debate, acknowledging that such tensions and complexities cannot really be answered in the classroom, but perhaps can be clarified there. We explore both a more specific debate – the politics of solidarity in support of women sweatshop workers – and more general dilemmas associated with the dilemmas of solidarity and imperialism.

Required:

Naila Kabeer (2004), Labor Standards, Basic Rights, Women's Needs, *Global Tensions*, ed. Lourdes Beneria and Savitri Bisnath (New York: Routledge), 173-192. ER.

Christian Gabriel and Laura MacDonald (1994), NAFTA, Women and Organising in Canada and Mexico, *Millennium* 23.3, 535-562. ER.

Chandra Talpade Mohanty (2003), Under Western Eyes Revisited, *Signs* 28.2, 499-535. ER.

Chandra Talpade Mohanty (1997), Women Workers and Capitalist Scripts: Ideologies of Domination, Common Interests and the Politics of Solidarity, *Feminist Genealogies, Colonial Legacies, Democratic Futures*, ed. M Jacqui Alexander and Chandra Talpade Mohanty (New York: Routledge), 3-29. LR.

Barbara Heron (2004), Gender and Exceptionality in North-South Interventions: Reflecting on Relations, *Journal of Gender Studies* 13.2, 117-127. ER.