

## TRANSNATIONAL FEMINISM

### Psychology 159M:

Winter 2010

Tuesdays 6-9:00 p.m. UC Washington Center

<b>Instructor:</b> Dr. Shelly Grabe
<b>Office:</b> 334 UC Washington Center
<b>Contact :</b> <a href="mailto:sgrabe@ucsc.edu">sgrabe@ucsc.edu</a> <b>phone:</b> 202.974.6382
<b>Office hours:</b> by apntmnt

### Goals and objective of this course:

This course will review and discuss a broad and growing area of scholarship that takes into account global debates surrounding women's role in development and how access to resources (e.g., land, water, food, money) impacts the structures that perpetuate gender inequalities. We will use a transnational gendered lens to evaluate the impacts of globalization on women's well-being and discuss ways in which alternative development processes can alter structural inequities in a way that transforms the conditions in which women can exercise agency and, in turn, be empowered to confront aspects of their subordination. Discussions of women's "empowerment" in this context have proliferated since the 1970's; however, the absence of Psychologists from this area of study has greatly hampered our understanding of the psychological processes involved in women's empowerment. This class will examine development and access to resources as linked to broader cultural ideologies that can transform gender relations and women's empowerment and thereby lead to social transformations that enhance women's well-being. The framework and findings examined in this course have large implications for policies aimed at improving women's well-being and addressing entrenched inequalities and power imbalances.

The course will start with discussing the significance of feminist debates surrounding Western concepts of "international or global feminism" and critique Western feminist leadership and scholarship that promotes universal sisterhood and the construction of a "Third World" woman. We will discuss women's well-being in the context of opposition to global economic policies and examine how policy at the national and international levels addresses violations of women's rights in different geographic and cultural contexts. In doing this, we will apply a gender lens to the analysis of development processes and examine ways in which the agendas of various actors in the process impact women's psychological well-being.

After this course students should have a basic understanding of:

- debates surrounding universal definitions of feminism or 'global sisterhood.'
- globalization as a gendered process and it's relation to transnational feminism.
- how women's movements and organizations are connected to international organizations and how they engage in the world of public policy.
- the theory and application of policies surrounding women and development.
- women's empowerment in the context of globalization and development.
- how Psychologists can uniquely contribute to the study of empowerment in a transnational context.

ζ READINGS will be assigned throughout the quarter and will be available through U.S. Printing & Copying, 1725 M Street, NW, Washington, DC 20037

**Class format:**

ζ Homework, small-group discussions, and films will supplement lectures and reading material and provide more in-depth examination of specific topics. This material will be included on the exam. Therefore, it is recommended that you attend class regularly.

ζ Discussions will be held in a seminar style, in which students can question the class material, contribute to class, and actively participate in small group work. Different perspectives are valued and I encourage students to contribute to class discussions. Given that your participation is *invaluable* it will be important that you complete the reading and think about the issues BEFORE the class for which they are assigned.

ζ If class or discussion are missed it is the student's responsibility to ask a classmate for announcements or notes.

**Course Requirements:**

**Participation:**

**Basic ground rules (see classroom participation guidelines handout for more detail):**

Discussion questions: In this class, students are expected to generate questions throughout the quarter in order to facilitate class discussion. You will be assigned one day during the course to be responsible for discussion. On this day you will be expected to bring to class *at least* four questions that are designed to help the class develop critical thinking skills regarding the topic of assigned reading for that day. These questions should be tied directly to the readings assigned for that day. You are required to turn in four questions at the end of that class period, but I would encourage you to also prepare “back-up” or follow-up questions in the event that your initial questions do not generate much discussion.

**EXAMS:**

There will be two exams based on assigned readings, class discussions, films, and homework. Exam formats will include multiple choice questions, short-answers, fill-in-the-blanks, and brief essays. The midterm exam will cover material presented during the first half of the course. The second exam is not cumulative; it will cover material presented after the mid-term.

**HOMEWORKS:**

**#1 READING RESPONSE PAPER:** This assignment will be due on January 19th. Please write a 2-page paper in response to the Phillips (2002) chapter. This assignment requires you to think critically about the reading you have completed. What were the main points the author was trying to make? Your paper should be a response to the key points that you took away from the material – for example, did you have any reactions to the readings, did they raise any questions for you, were you shocked by what you learned (why or why not?), did these topics make you view life from a woman’s perspective differently?

**#2 WRITE TO A STATE REPRESENTATIVE:** Write a letter to a state representative addressing an issue you feel strongly about that relates to topics covered in this course. We will discuss some examples in class. You will need to turn in a copy of the letter you sent. This will be due XX.

**#3 COMMUNITY EVENT REVIEW:** During any point in the quarter you will be required to attend at least one community event that address women’s international rights. I will circulate information about relevant events; if you find your own, please get my approval before you attend. Write a 1-2 page summary of how this event relates to what you’ve learned in class. This will be due by the last day of class, March 9.

**#4 PARTICIPATION EVALUATION:** Write a 1-page self-evaluation that addresses the contribution you made throughout the class as well as in the small group discussions. Assign yourself a ranking between 1 and 10 (10 is best) and provide a justification of your rating. This will be due by the last day of class, March 9.

**POSTER PROJECT:**

The poster involves a visual presentation and text in order to communicate scholarly and intellectual material in a concise manner. Your posters will be modeled after professional posters shown at psychological conventions. I will give you poster guidelines from the American Psychological Association’s summer meeting. During the last week of class students will display their posters and your classmates and I will evaluate them. Posters should be on a topic that you are interested in and have learned/or will learn about in class. You should choose a topic that you can synthesize material related to transnational feminism.

**BIBLIOGRAPHY ASSIGNMENT:** To gather information for your poster, you will complete a literature search and critically review each of your articles. You will need to have your sources in hand (i.e., not on the internet) for this assignment! You will need to turn in a list of at least 10 references prepared in APA style. 5 of them need to be empirical in nature. When you turn in your bibliography please include a paragraph that articulates what topic you will investigate. I will give you a handout for this assignment as the date nears.

**How grading will be handled in this course:**

Attendance will not be taken in this course. Attending class regularly, keeping up with the reading material, and participating in class will allow you to get the most out of this course. The final grades will be determined based on a point system where the percentage of points earned will result in the following grades:

93-100	A	87-89	B+	80-82	B-	70-76	C
90-92	A-	83-86	B	77-79	C+	60-69	F

scores of 69% and below are considered failing

Exams:	50 points each, 2 exams	100 points total
Homeworks:	20 points each, 4 assignments	80 points total
Reading response paper		
Letter to representative		
Community event review		
Participation evaluation		
Final project:		60 points total
ζ Bibliography for assignment	20 points	
ζ Poster	40 points	
		<hr/> 240 total class points

## Week 1

### Tues. Jan. 5 INTRODUCTION; DEFINING TRANSNATIONAL FEMINISM/ CRITIQUING UNIVERSALISTIC NOTIONS OF "WESTERN" FEMINISM AND GLOBAL SISTERHOOD IN THE CONTEXT OF GLOBALIZATION

#### **Readings:**

- Mohanty, C. T. (1984). Under western eyes: Feminist scholarship and colonial discourses. *Boundary 2*, 12, 333-358.
- Naples, N. A. (2002). Changing the terms: Community activism, globalization, and the dilemmas. In N. A. Naples & M. Desai (Eds.). *Women's activism and globalization: Linking local struggles and transnational politics* (pp. 3-14). New York, NY: Routledge.
- Desai, M. (2002). Transnational solidarity: Women's agency, structural adjustment, and globalization. In N. A. Naples & M. Desai (Eds.). *Women's activism and globalization: Linking local struggles and transnational politics* (pp. 15-33). New York, NY: Routledge.
- Grabe, S. (in press). Women's human rights and empowerment in a transnational, globalized context: What's Psychology got to do with it? In M. A. Paludi (Ed.), *Feminism and Women's Rights Worldwide*. Westport, CT. Praeger Publishers/Greenwood Publishing Group.

## Week 2

### Tue. Jan. 12 WOMEN IN DEVELOPMENT, STRUCTURAL INEQUITIES, AND POWER

#### **Readings:**

- Acosta-Belén, E. & Bose, C. B. (1990). From structural subordination to empowerment: Women and development in Third World contexts. *Gender & Society*, 4, 299-320.
- Wieringa, S. (1994). Women's interests and empowerment: Gender planning reconsidered. *Development & Change*, 25, 829-848.
- Kabeer, N. (1994). Same realities, different windows: Structuralist perspectives on women and development. In N. Kabeer. *Reversed realities: Gender hierarchies in development thought* (pp. 40-68). New York, NY: Verso.
- Wingood, G. M. & DiClemente, R. J. (2000). Application of the theory of gender and power to examine HIV-related exposures, risk factors, and effective interventions for women. *Health Education & Behavior*, 27, 539-565.

## Week 3

### Tue. Jan. 19 UNIVERSAL VALUES, HUMAN RIGHTS, AND EMPOWERMENT

#### **Readings: DEBATES OVER UNIVERSALISM & RELATIVISM**

- Nussbaum, M. (2000). In defense of universal values (pp. 34-86). In M. Nussbaum. *Women and Development: The capabilities approach*. Cambridge University Press.
- Phillips, A. (2002). Multiculturalism, universalism, and the claims of democracy (pp. 115-138). In M. Molyneux & S. Razavi (Eds.), *Gender justice, development, and rights*. Oxford University Press.

#### **Readings: WOMEN'S RIGHTS AND EMPOWERMENT**

Scan the Beijing Platform for Action:

<http://www.un.org/womenwatch/daw/beijing/pdf/BDPfA%20E.pdf>

Read the Mission statement for Beijing: <http://www.un.org/womenwatch/daw/beijing/platform/>

Kabeer, N. (1994). Empowerment from below: Learning from the grassroots. In N. Kabeer. *Reversed realities: Gender hierarchies in development thought* (pp. 223-263). New York, NY: Verso.

#### Week 4

##### Tue. Jan. 26 EMPOWERMENT: CONCEPTUALIZATION AND METHOD

###### **Readings:**

- Narayan, D. (2005). Conceptual framework and methodological challenges. In D. Narayan (Ed.), *Measuring empowerment: Cross-disciplinary perspectives* (pp. 3-38). Washington, D.C.: World Bank Publications.
- Kabeer, N. (1999). Resources, agency, achievements: Reflections on the measurement of women's empowerment. *Development and Change*, 30, 435-464.
- Zimmerman, M. A. (1995). Psychological empowerment: Issues and illustrations. *American Journal of Community Psychology. Special Issue: Empowerment Theory, Research, and Application*, 23(5), 581-599.

#### Week 5

##### Tue. Feb. 2 EMPOWERMENT, ACTION, AND PARTICIPATION

###### **Readings:** EMPOWERMENT & ACTION

- Kieffer, C. H. (1984). Citizen empowerment: A developmental perspective. *Studies in Empowerment: Steps Toward Understanding and Action*, 9-36.
- Rappaport, J. (1990). Research methods and the empowerment social agenda. (pp. 51–63) American Psychological Association.

###### **Readings:** PARTICIPATION

- Cooke, B. (2004). Rules of thumb for participatory change agents. In S. Hickey & G. Mohan (Ed.), *Participation: From tyranny to transformation?* (pp. 42-56). New York: Zed Books.
- Cornwall, A. (2004). Spaces for transformation? reflections on issues of power and difference in participation in development. In S. Hickey & G. Mohan (Ed.), *Participation: From tyranny to transformation* (pp. 75-91). New York: Zed Books.
- Batliwala, S. (2002). Grassroots movements as transnational actors: Implications for global civil society. *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, 13, 393-409.

#### Week 6

##### Tue. Feb. 9

###### **Readings:** LAND AND EMPOWERMENT

- Lastarria, S. (1997). Impact of privatization on gender and property rights in Africa. *World Development*, 25, 1317-1333.
- Holden, S., & Tefera, T. (2008). *Land registration in Ethiopia: Early impacts on women*. Nairobi, Kenya: UN-HABITAT.
- ICRW (2007). Women's Property Rights, HIV and AIDS, and Domestic Violence: Research Findings from Two Rural Districts in South Africa and Uganda. Washington, D.C.: International Center for Research on Women. Retrieved November 6<sup>th</sup>, 2009 from:  
<http://www.icrw.org/docs/2009/Women's-property-rights-HIV-and-AIDS-and-domestic-violence.pdf>

only read (print pages in Sections 1 & 2 (Chapters 1-3) which are pages i – p.14 and Section 3 (Chapters 10-15 which are pages 85-134).

ICRW (2007). Women's property rights as an AIDS response: Emerging efforts in South Asia. Washington, D.C.: International Center for Research on Women. Retrieved November 6<sup>th</sup>, 2009 from <http://www.icrw.org/docs/2007-property-rights-south-asia.pdf>

Suggested website for women's land tenure issues:

Organization: FAO (Food & Agricultural Association)  
Title: Women and Land Tenure  
URL: <http://www.fao.org/focus/E/Women/tenure-e.htm>

### Week 7

#### Tue. Feb. 16 MICROCREDIT AND LABOR

##### **Readings:** MICROCREDIT

What is Microcredit? December, 2008 by the Grameen bank  
[http://www.grameen-info.org/index.php?option=com\\_content&task=view&id=28&Itemid=108](http://www.grameen-info.org/index.php?option=com_content&task=view&id=28&Itemid=108)

Ashburn, K., Kerrigan, D., & Sweat, M. (2008). Micro-credit, women's groups, control of own money: HIV-related negotiation among partnered Dominican women. *AIDS and Behavior*, 12(3), 396-403.  
Kabeer, N. (2005). Is microfinance a 'magic bullet' for women's empowerment? Analysis of findings from South Asia. *Economic and Political Weekly*, 4709-4718.

##### **Readings:** LABOR

Kabeer, N. (1997). Women, wages and intra-household power relations in urban Bangladesh. *Development and Change*, 28(2), 261-302.  
Çağatay, N. & Özler, Ş. (1995). Feminization of the labor force: The effects of long-term development and structural adjustment. *World Development*, 23, 1883-1894.

Suggested websites for media attention to Maquiladoras and women's issues:

Organization: International Museum of Women  
Title: Maquilapolis: City of factories  
URL: <http://imow.org:80/wpp/stories/viewStory?storyId=116>

Suggested websites for media attention to microcredit:

Organization: World Pulse  
Title: Micro goes mega: Six microfinance experts speak  
URL: <http://www.worldpulse.com/magazine/articles/micro-goes-mega-six-microfinance-experts-speak>

### **EXAM ONE**

### Week 8

#### Tues. Feb. 23 WATER, FORESTRY, AND PARTICIPATION

##### **Readings:**

- Harris, Leila. 2006. "Irrigation, Gender, and Social Geographies of the Changing Waterscapes of Southeastern Anatolia" in *Environment and Planning D: Society and Space*, Vol. 24, pp. 187-213.
- Bennett, V. (1995). Gender, class, and water: Women and the politics of water service in Monterrey, Mexico. *Latin American Perspectives*, 22(2), 76.
- Agarwal, B. (2001). Participatory exclusions, community forestry, and gender: An analysis for South Asia and a conceptual framework. *World Development*, 29(10), 1623-1648.
- Cornwall, A. & Brock, K. (2005). What do Buzzwords do for Development Policy? A critical look at 'participation', 'empowerment,' and 'poverty reduction.' *Third World Quarterly*, 26, 1043-1060.
- Campbell, C. & Jovchelovitch, S. (2000). Health, Community, and Development: Towards a Social Psychology of Participation. *Journal of Community & Applied Social Psychology*, 10, 255-270.

Suggested websites for attention to water. Note the lack of gender focus:

Organization: UN-HABITAT  
 Title: Water and sanitation  
 URL: <http://www.unhabitat.org/categories.asp?catid=270>

#### BIBLIOGRAPHY ASSIGNMENT DUE

### Week 9

#### Tue. Mar. 2 HIV

- Shefer, T., Crawford, M., Strebel, A., Simbayi, L. C., Dwadwa-Henda, N., Cloete, A., et al. (2008). Gender, power and resistance to change among two communities in the western cape, South Africa. *Feminism & Psychology*, 18(2), 157-182.
- Pronyk, P. M., Hargreaves, J. R., Kim, J. C., Morison, L. A., Phetla, G., Watts, C., et al. Effect of a structural intervention for the prevention of intimate-partner violence and HIV in rural South Africa: A cluster randomised trial. *The Lancet*, 368(9551), 1973-1983.
- Gomez, C. A., Hernandez, M., & Faigles, B. (1999). Sex in the new world: An empowerment model for HIV prevention in Latina immigrant women. *Health Education & Behavior*, 26(2), 200.

Suggested website for organization addressing HIV.

Organization: BBC  
 Title: Record numbers of women with HIV  
 URL: <http://news.bbc.co.uk/2/hi/health/4032699.stm>

#### HOMEWORK #2: LETTER TO REPRESENTATIVE DUE

### Week 10

#### Tue. Mar. 9 REPRODUCTION AND POPULATION POLICY

#### **Readings:**

- Kabeer, N. (1994). Implementing the right to choose: Women, motherhood, and population policy. In N. Kabeer. *Reversed realities: Gender hierarchies in development thought* (pp. 187-222). New York, NY: Verso.
- Grown, C. (2005). Trade liberalization and reproductive health: A framework for understanding the

linkages. *Development*, 48, 28-42.

Blanc, A. K. (2001). The effect of power in sexual relationships on sexual and reproductive health: An examination of the evidence. *Studies in Family Planning*, 32(3), 189-213.

Suggested website for organization addressing reproduction.

Organization: ICRW (International Center for Research on Women)  
Title: Reproductive Health and Population Projects  
URL: [http://www.icrw.org/html/projects/projects\\_reprohealth.htm](http://www.icrw.org/html/projects/projects_reprohealth.htm)

## WEBSITES/ORGANIZATIONS:

### **DAWN**

<http://www.dawnnet.org/>

**DEVELOPMENT ALTERNATIVES WITH WOMEN FOR A NEW ERA** is a network of women scholars and activists from the economic South who engage in feminist research and analysis of the global environment and are committed to working for economic justice, gender justice and democracy. DAWN works globally and regionally in Africa, Asia, the Caribbean, Latin America and the Pacific on the themes of the Political Economy of Globalization; Political Restructuring and Social Transformation; Sustainable Livelihoods; and Sexual and Reproductive Health and Rights, in partnership with other global NGOs and networks

### **WHRnet**

<http://www.dawnnet.org/>

**WOMEN'S HUMAN RIGHTS net** provides comprehensive analysis of women's human rights and global issues. WHRnet addresses such issues as: the role of the World Bank and IMF in women's lives, women's labor rights, indigenous women's issues, female migration, violence against women, honor killings, femicide, peace, etc.

### **USAID (women in development)**

[http://www.usaid.gov/our\\_work/cross-cutting\\_programs/wid/](http://www.usaid.gov/our_work/cross-cutting_programs/wid/)

**THE U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT (USAID)** is committed to providing development assistance that improves the lives of women, men and children around the world. USAID has a special interest in the advancement of women worldwide and is working to improve women's equality and empowerment. Not only because it is just, but because it is necessary for successful development.

### **NGO Research Guide**

[http://library.duke.edu/research/subject/guides/ngo\\_guide/ngo\\_links/women.html](http://library.duke.edu/research/subject/guides/ngo_guide/ngo_links/women.html)

**NGOS: WOMEN IN DEVELOPMENT.** Duke University provides a comprehensive list of NGOs that can be sorted by region, focus (e.g., sustainability, human rights), and whether or not they are transnational.