New Course Request

Check Appropriate Boxes: Undergraduate credit ☑️ Graduate credit ☐ Professional credit ☐

1. School/Division Liberal Arts and Sciences
2. Academic Subject Code WOST
3. Course Number WOST E391 (must be cleared with University Registrar)
4. Instructor Torstrick/staff
5. Course Title Women in Developing Countries

Recommended Abbreviation (Optional) (limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year) Midsummer 2003

7. Credit Hours: Fixed at ……3………… or Variable from ……to ……

8. Is this course to be graded S-F (only)? Yes ☐ No ☐

9. Is variable title approval being requested? Yes ☐ No ☐

10. Course description (not to exceed 50 words) for Bulletin publication: This course explores the nature of women's roles in developing countries. Particular emphasis is placed on examining how development and cultural change have affected the lives of women. WOST E391 will be offered only as a joint-listed course with Anthropology E391.

11. Lecture Contact Hours: Fixed at ……2.5………… or Variable from ……to ……

12. Non-Lecture Contact Hours: Fixed at ……or Variable from ……to ……

13. Estimated enrollment: ……35………… of which …… percent are expected to be graduate students.

14. Frequency of scheduling: ……Summer………… Will this course be required for majors? ……

15. Justification for new course: desire a WOST course and section for Women's Studies students

16. Are the necessary reading materials currently available in the appropriate library? Yes ☐

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: Patricia Nielson
Department Chairman/Division Director
Date 1/21/2003

Approved by: Lynn Williams
Dean
Date 2/10/03

Dean of Graduate School (when required)

Chair, Senate Curriculum Committee

After School/Division approval, forward the last copy (without attachments) to the University Registrar for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

Responsible 01/21/2003 From Central Stores
Revised March, 1977

University Registrar Final Copy
Anderson, Gretchen L

From: Torstrick, Rebecca L.
Sent: Thursday, February 27, 2003 11:56 AM
To: Anderson, Gretchen L
Subject: WOST E391

Gretchen, I am attaching a syllabus that I will be using for the E391 course (which I have taught in the past under a Sociology topics number, S360). Since this course has become a regular offering for me (usually taught in the summer), we decided it was time to stop using the topics number and instead to use the Anthropology E391, Women in Developing Countries designation. The description for that course is an accurate description of what I've been doing in the S360, Women, Development and Social Change course.

The course has always been cross-listed as a WOST topics course and Pat has decided, for the same reasons, that it is time to give it its own number instead of continuing to use the topics number. Let me know if you need anything else.

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Sociology 360/Women's Studies 302
Topics in Social Policy: Women, Development and Social Change
MidSummer 2001

This course will explore the experiences of women in the development process throughout the Third World. We will begin with a brief survey of the major theories and programs of social and economic development through time as they have related (or failed to relate) to women. We will then explore the various alternative theories and programs that have developed in response to the failures of these earlier efforts through consideration of women’s roles in food production, income generation, family management and political organization. Examples will be drawn from Africa, Asia, and Latin America.

Required Texts:

Joni Seager, *The State of Women in the World Atlas*
Elisabeth Croll, *Endangered Daughters: Discrimination and Development in Asia*
Christa Wichterich, *The Globalized Woman*

Other course readings are on reserve in Schurz Library

Anthropology Resource Room, Wiekamp 2276
Social Science Resource Room, Wiekamp 2274

There are three networked Pentium computers with CD-Rom drives in Room 2276 and two in Room 2274 for students to use as course resources. In addition, Room 2276 contains other anthropology resource materials. The resource rooms are open from 8:00 am to 4:45 pm Monday-Friday or by special arrangement with me.

Schedule

Tuesday, June 12          What is Development?
FILM: *Price of Progress* (CC5233, 54m)

Thursday, June 14         Women and Development: The Issues
READ: Mosse, Development at the Crossroads
FILM: *Gender Matters* (CC4877, 25m)

Tuesday, June 19          Women and Development: The Theories
READ: Mosse, Reassessing the Role of Women
Thursday, June 21
Unequal from the Start: The Burden of Girlhood
READ: Croll, *Endangered Daughters*
FILM: *Teenage Mothers: A Global Crisis* (EC2559, 60m)

Tuesday, June 26
Women's Health and Education
READ: Conway-Turner and Cherrin, “Population, Reproduction, Sexuality & Women’s Status”
REVIEW: Seager, Part Three and Four, Part 6, #26; Part 7, #30-31
FILM: *Lessons from Kerala* (CC4878, 24m) and *These Girls are Missing: Gender Gap in Africa's Schools* (EC2833, 60m)

Thursday, June 28
Women and Work: Agriculture
READ: Wichterich, Ch. 3 and one of the following reserve articles:
Jiggins, *Breaking New Ground: Reaching Out to Women Farmers in Western Zambia*
Sarin, *Wasteland Development and the Empowerment of Women: the SARTHI Experience*
Rao, *The Muek-Lek Women’s Dairy Project in Thailand*
Ayisi, *Supporting Women Farmers in the Green Zones of Mozambique*
Sylvester, “Women” in Rural Producer Groups and the Diverse Politics of truth in Zimbabwe
Campbell, *Out on the Front Lines But Still Struggling for Voice* (Brazilian rubber tappers)
Wangari et al., *Gendered Visions for Survival: Semi-arid regions in Kenya*
Mehta, “Our Lives are no Different from that of our Buffaloes”: Agricultural Change and Gendered Spaces in a central Himalayan valley
REVIEW: Seager, Part Five, #21
FILM: *Seeds of Plenty, Seeds of Sorrow* (NC2205, 50m)

Tuesday, July 3
Women and Work: Industrialization and Urbanization
READ: Wichterich Ch. 1-2, 4 and one of the following reserve articles or chapters:
Hall, *The Port Sudan Small-Scale Enterprise Program*
Freeman, *Designing Women: Corporate Discipline and Barbados’s Off-Shore Pink-Collar Sector*
Enloe, Carmen Miranda on my Mind: International Politics of the Banana (Ch. 6 of *Bananas, Beaches and Bases*)
Enloe, *Blue Jeans and Bankers* (Ch. 7 of *Bananas, Beaches and Bases*)
Chen, *The Working Women’s Forum: Organizing for Credit and Change in Madras, India*
McLeod, *The Kingston Women’s Construction Collective: Building for the Future in Jamaica*
REVIEW: Seager, Part Five
FILM: *Global Assembly Line* (CC4897, 32m); *I Used to Work in the Fields* (CC5013, 24m)
Thursday, July 5  Women and Credit
READ: Ardener and Burman, Money-Go-Rounds (Ch 2-16, any chapter) [reserve]
REVIEW: Seager, Part Six
FILM: Women's Bank of Bangladesh (CC5515, 47m)

Tuesday, July 10 and Thursday, July 12  Women, Politics and Social Change
READ: Wichterich Ch. 5-6
REVIEW: Seager, Part Seven
FILM: Calling the Ghosts (CC5651, 63m); Two Dollars With or Without a Condom (CC5467, 39m)

Tuesday, July 17  Presentations
Thursday, July 19  Presentations

Course Requirements:

1. Class attendance and active participation in discussions are expected (20% of course grade).

2. Journals (30% of course grade). Each student will create a class journal by writing two entries per week. There is no established format for the journal; typed entries are appreciated but handwritten ones are acceptable. Journals will be collected every Tuesday so that I can dialogue with you through them. Entries should be reflections on what you are learning in class. Look at these entries as ways of participating in class. Use them to let me know what excited you, what you did not understand, what thoughts you have on these topics. Feelings are all right as long as you also think and write about why you loved or hated a reading, film or class discussion. Possible ways to approach making an entry include:
   1) critically think about the case studies in our reading and discussion--what could have been done differently in order to make the projects work better, what did you like about how the projects were structured, what more did you feel you needed to know?
   2) link what we are reading to local, national or global events that are happening now. How does class material help you to better understand those events?
   3) reflect on and/or ask further questions about the films, books, class discussions. How do things fit together, what more do you need/want to know.

3. Group or Individual Research Project (30% of course grade). See separate description for the group project option. Students should choose which option they want to pursue and their topic by Thursday, June 21.

If you choose the individual research project option, your paper should be 6-8 pages in length, typed, double-spaced, one-inch margins, 12 point type. It is due on the last day of class, Thursday, July 19. Please check with me about possible topics.
4. **Oral Presentation** of Group or Individual Research Project (20% of course grade). If you chose to do an individual research project, you will be asked to present a 10 minute oral report on your topic during our last two classes.

Extra Credit: You can earn up to 10% of your grade in extra credit assignments. Options are: (a) volunteering for a local organization that either serves women or is involved in some form of development activity (economic or social); (b) reading additional articles on women and development; or (c) internet research on on-line resources available regarding women and development. Students interested in extra credit will work out arrangements individually with me.
Group Research Project and Presentation

You will form into groups of three to four members. Each group will pursue one of the following options as their group research project. Each group will be responsible for putting together a brief 1-3 page summary outline of their findings and proposed redesign. Each group will also be responsible for presenting an in-class oral report (of half an hour in length) on their project and of helping to guide class discussion afterwards. You will be graded as a group. To ensure that all group members contribute equally to the project, responsibilities for the various tasks should be divided equally among the group. For the oral report in class, you should structure it so that each group member takes part. Should you run into difficulties within your group, come see me and we will find a way to work things out. Self-directed, small group, cooperative learning is an important part of a feminist pedagogy—so you should view the process part of this group project as an important part of your learning experience in this class.

1. Creating Gender-Sensitive Development Projects in Our Local Community

Your group will be doing two tasks: 1) investigating a particular economic and/or social development effort in your local community—what problem is being addressed, how is it being dealt with [organization, administration, and funding of the project]; and 2) analyzing and suggesting ways to redesign the project to make it more gender sensitive, using the gender analysis models we will be studying in class.

Suggestions for projects to focus on:

* Various Neighborhood Partnership Centers or Neighborhood Associations
  (in South Bend: Near Northwest Neighborhood Assoc.; River Park, Rum Village, Southeast, Near Westside, and Northeast Neighborhood Centers; Hansel Neighborhood Service Center in
* St. Joseph County WIC (Women, Infants, Children)
* Battered Women's Shelters
* Headstart Programs
* Marshall County Single Parent Program
* El Campito
* Habitat for Humanity
* Center for the Homeless
* Heifer Project International-Goshen
* United Way and its affiliated organizations
* Urban League
* Municipal offices for planning and development and local organizations
  (in South Bend, the Economic Development Commission, the Community Development office, the Planning and Neighborhood Development office, the Redevelopment office, Project Future/Economic Development, the Chamber of Commerce; in Mishawaka, offices for Community Development and Redevelopment, the Chamber of Commerce. Check local government listings for your community to see which offices are operating in your community. If
none are operating--talk to your Mayor, City Council representatives, or local Chamber of Commerce to see how development is planned in your community).

Your group can collect information about local efforts through a variety of ways--you can collect literature, visit local organizations and tour facilities, interview administrators, project staff, project recipients. You can use electronic resources such as the Worldwide Web to see if there is information available about similar projects in other parts of the country. Finally, you can draw inspiration from the case studies we are reading about development efforts in other parts of the world.

2. Reforming the American Welfare System Using Lessons Learned from Third World Development Projects

This option asks students to use what they have learned in class to design better reforms for the American welfare system. I will provide you with a packet of materials that will help educate you about our welfare system--what is being done, for whom, by whom. I will also provide you with information about the recent reform measures passed by the U.S. Congress. Otherwise, groups choosing this option will follow the same procedures as outlined above.

You can collect information about how the welfare process works in Indiana from local offices. You could consider interviewing administrators or staff members in these offices. You could collect the stories of women who have used the local welfare system. You can draw inspiration from the case studies we are reading about development efforts in other parts of the world. You can use the Worldwide Web to find information about how different states are experimenting with reforming their welfare programs and which reforms appear to be working.