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WOMEN IN DEVELOPMENT: COURSES AND
CURRICULUM INTEGRATION.

by

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Abstract: This essay outlines essential elements of a WID course, including possible texts, supplements, and projects. It also discusses the integration of WID into other courses, focusing on development and development administration courses. Appendices contain numerous references for instructor preparation and/or for assignment, as well as sample syllabi.

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WOMEN IN DEVELOPMENT: COURSES AND CURRICULUM INTEGRATION

Developing a Women in Development (WID) course is a difficult task, but the task is now being eased, although lengthened, by the increasing availability of rich materials. The development of any new course must confront the issues of disciplinary or program location; level of sophistication; theoretical, economic and regional focus; and project or paper requirements. The first part of this paper outlines essential elements of a WID course, including possible texts, supplements, and projects. The second part discusses the integration of WID issues into other courses, focusing on development and development administration courses. The published works referred to in these sections are listed with full citations in the Bibliography of Text References. Additional published resources are found in Appendix A.

This curriculum guide is based on my experiences in developing WID courses and courses that integrate WID concerns for both academic and practitioner participants, as well as on my collection of syllabi sparked by the curriculum panel at the first Association for Women in Development conference in October, 1983.

WID COURSES

What is a WID Course?

WID is an interdisciplinary field with its base in social science. Most WID literature is drawn from anthropology, sociology (including rural sociology), and the interdisciplinary subfields of development and women's studies. WID secondarily draws on economics (including home economics) and political science/public administration. WID also has strong elements of applied, but not atheoretical, study. In WID courses, it is essential to make connections between theory and practice, through both reading/discussion and project/writing assignments. Participants should receive strong grounding in theories of women's subordination and of development--orthodox, Marxist, dependency, and populist--and should also gain the ability to critique these theoretical approaches. Participants should then be able to apply those theories to solutions or to critique solutions in program, project, or organizational form to trace assumptions and theoretical origins. This requires the development of analytic abilities in policy analysis and evaluation methodology. It must always be kept in mind that, although WID obviously has a woman-centered approach, it cannot neglect differences among women or between women and men.

Core Elements in a WID Course

Certain features are vital to any WID course. They include: women's diverse realities; female subordination; development theories; politics and bureaucracy; and course directions.

Women's Diverse Realities

Early in the course instructors will want to expose participants to the realities of different women's lives. North American students tend to be parochial in their world views. Even advocates of feminism, a term conveniently undefined in much United States writing, must exercise extreme caution about applying seemingly universal feminist standards to their interpretation of realities elsewhere. The differences in meaning and valuation placed on reproduction, mothering, and families are particularly complex. Germaine Greer's Sex and Destiny (1984) has valuable anthropological sections on these issues; "feminists" have given this book very mixed reviews.

One way to expose participants to the reality of women's experiences is to use women's voices and interpretations to the greatest extent possible; anthropological or ethnographic evidence is very appropriate here. For example, I have asked participants to contrast selections from Jan Myrdal's Report from a Chinese Village (1965) (translations of villagers recalling their lives before and after the revolution), Iris Andreski's Old Wives' Tales (1970) (tapes of aged Nigerian women), Oscar Lewis's Five Families (1959) (dated but useful in its cross-class comparisons of a Mexican peasant woman and an urbanized and rich but dependent woman, as long as one avoids his general "culture of poverty" explanations), and Del Martin's Battered Wives (1976) (United States victims on family violence).

Novels also provide good introductions to understanding the diversity of women's lives. Some good choices include Domitila Barrios de Chungara, Let Me Speak! Testimony of Domitila, a Woman of the Bolivian Mines (1978); Maria Carolina de Jesus, Child of the Dark (Brazil) (1962); Buchi Emecheta, Second-Class Citizen (1975) (Nigerian woman in London) and Joys of Motherhood (1979) (Nigerian setting); Kamala Markandaya, Nectar in a Sieve (1956) (India); Ousman Sembene, God's Bits of Wood (1962) (women join men in class and gender conscious anti-colonial politics in Senegal); and Agnes Smedley, Daughter of Earth (1929) (turn of the century United States farm family, for those who would romanticize the experience).

If the course is being taught at a university, international students on campus can be invited to speak to the class and discuss their experiences. The course participants should, however, be cautioned against generalizing from the experiences of one or several women who may come from privileged classes.

Finally, films can be used not only to convey information but also as stimulants to reflection and discussion. Some possibilities include the American University Field Staff Series, Women in a Changing World (overview) plus the shorts, Andean Women, Afghan Women, Boran (pastoral Kenyan) Women, and A Chinese Farmer's Wife (Taiwan); Blow for Blow (French garment workers' strike; reflects structurally similar industrial conditions to plants in the third world); Double Day (Latin America, cross-class, work, and politics); Crossroads/South Africa; Emitai (Senegalese women

collectively prevent French soldiers from requisitioning village grain); N'ai, the Story of a !Kung Woman (Namibian hunting and gathering woman whose village was resettled by South African authorities); Fear Women (West Africa); Maragoli (Western Kenya, emphasizes family size/family planning); Lucia (Cuban women, in three political eras); Portrait of Teresa (Cuban male-female conflicts over the double day); Rosie the Riveter (United States government social engineering to supply World War II labor needs); and Some Women of Marrakech (Morocco; illustrates thoroughgoing social segregation and female culture).

Female Subordination. A second core section consists of theories of women's subordination. In addition to the feminist theories that might be drawn from any women's studies course, particularly appropriate selections can be found in anthropology. Patricia Draper's work (1975) on !Kung women in foraging and sedentary contexts permits discussion of hierarchy, mobility, and production mode. Gayle Rubin (1975) provides a discussion of the exchange of women. Etienne and Leacock's (1980) introduction to their edited collection considers the link between socioeconomic and sexual hierarchy. Michelle Rosaldo (1974) discusses the domestic-public distinction in her article in the Rosaldo and Lamphere collection. Karen Sacks (1974 and 1975) has articles on women's public labor in both the Reiter and the Rosaldo and Lamphere volumes. Her political explanation is shared in part with Susan Borque and Kay Warren in "Campesinas and Comuneras: Subordination in the Sierra" (1976).

Equally relevant is the discussion of whether and to what degree women are subordinate and in which contexts. Distinctions between "mythical" and real male dominance, adapted from Susan Carol Rogers' work, are taken up in Peggy Sanday in Female Power and Male Dominance: On The Origins of Sexual Inequality (1981); this work is based on analyses of a large sample of ethnographies. Carolyn Matthiasson's (1974) diverse collection contains descriptive selections that raise questions about universal subordination, as do several Middle East analyses (for example, Daisy Dwyer 1978 and Cynthia Nelson 1974). Evelyn Stevens' (1973) article on "Marianismo" and Jane Jaquette's (1976) on North American judgments of sex role differentiation raise the universal subordination questions in the Latin American context. Are we using male standards and informants to interpret and judge the whole of reality? As for comparative indicators of female subordination/equality, class discussants could pursue whether cross-country or within-country comparisons (the latter, male-female, women across historical bench-marks, with the complexities of class added to both) are optimal.

Development Theory. A treatment of development theories and strategies (e.g., growth, growth with equity, Marxist, dependency, populist, and basic human needs) is essential to a WID course. Useful WID reviews include: Jane Jaquette (1982) on feminist, socialist-feminist, and "female-sphere" critiques of the liberal and Marxist models; Lourdes Beneria and Gita Sen (1982) on class and women's politics; Carolyn Elliott (1977) on cultural dualism, social evolution, developmentalism, and dependency; Adrienne

Germain (1976-77) on the economic rationale for WID, after myths are debunked about policy action/inaction; and Linda Lim's (1978), monography (now unfortunately out of print) on useful contrasts between Marxist and dependency theories. It is particularly useful for students to read selections from classic, mainstream theorists who often ignore gender altogether or deal superficially with women in a stereotyped fashion. If this material is presented after students have gained greater knowledge of women's centrality to the economy and development, whether in paid or unpaid sectors, they will be able to critique such material themselves.

Politics and Bureaucracy. Care must be taken to avoid overly economic determinist approaches in understanding both women's subordination and the development process. Critical here are approaches that integrate gender into state formation and transformation (for example, Rapp 1977 and Staudt 1984), women's powerlessness in political structures where decisions are made about the allocation of values and resources (for example, Bourque and Warren 1976; Van Allen 1976), and the policymaking and bureaucratic process. This last is especially important for understanding the "practice" implications of theories and policies outlined. Here, useful material is available in Rogers (1979) and in Staudt's (forthcoming in 1985) work on USAID and more general bureaucratic resistance to gender redistribution. Hanna Papanek's (1983) work on Indonesian policymaking, Rae Blumberg (1983) on USAID evaluations, and Cornelia Butler Flora (1983) on the Ford Foundation are also useful resources. Jean Lipman-Bluman (1979), writing on the United States, provides a very valuable analysis of the difficulties of communication between academics and practitioners. Students would also be attuned to thinking about women's politics in the contexts of community, national (revolutionary or conventional), and international politics. Can women's liberation be achieved without national liberation (and vice versa)? For pointed pieces on women in revolution, see Hilda Bernstein (1975) on South Africa and a collection of articles on "Women in Struggle" (Palestine, South Africa, El Salvador, Nicaragua, Eritrea) in the October 1983 issue of Third World Quarterly.

Core Directions. The core body of the course can take one of two directions. The first examines gender in the stages of socio-economic development. To use the kinds of categories anthropologists use, one would begin with hunting and gathering societies (Draper 1975, for example) and proceed on to horticultural societies (various African case studies), agricultural (Middle East and South Asia societies), and industrial societies, both dependent and advanced industrial development. Useful works are Fernandez-Kelly (1983) on Mexico, Lim (1978) on Asia, world-wide examples in edited collection by Nash and Fernandez-Kelly (1983) containing articles on the United States Silicon Valley, and articles in the Signs 1981 special issue on women in the international division of labor. A very useful syllabus taking this approach in part has been developed by Linda Ammons and Barbara Thomas, Clark University. It has been reprinted here with permission, and can be found in Appendix B. A second approach would be to adopt a regional focus (see Appendix A lists) for regional and/or country emphases.

Either within a developmental or regional focus or in a special section, an explicit policy and organizational focus is essential for WID's attempt to bridge theory and practice. A curriculum I prepared with Misrak Elias and Judith Bruce with an Africa focus for the Eastern and Southern Africa Management Institute in Arusha, Tanzania, reprinted but updated and integrated with selections for a development administration course I taught, is found in Appendix C. It contains a variety of projects and writing assignments to encourage participants to think about solutions, who makes those solutions, and the ever-present political dynamics therein.

Whether within a developmental, regional, or policy focus, readings and discussion might address the following themes.

- Is change consciously sought by government and/or women, or does it occur automatically (such as through economic changes and technology), and with what effects? For what purpose and toward what aims? Gregory Massell's (1974) book on Soviet strategies in Central Asia is particularly insightful on government social engineering. Who defines aims, and what are these possibilities (female autonomy; male-female equality; complementary differentiation, with women's contributions more positively evaluated, etc.)?
- What type of economic system, capitalist or socialist, is theoretically most amenable to female emancipation? Zillah Eisenstein's (1983) collection is useful here. What are women's actual achievements in socialist systems? For critically examining the socialist alternative, several books and articles are appropriate: Hilda Scott's (1974) comparison of economic, child care, and reproduction policies in Eastern European Countries; Norma Diamond's (1975) work on China; various works on China by Elizabeth Croll (1977, 1980, 1983); Elena Mamonova's (1984) collection of feminist dissident writers in Women And Russia; and Gail Lapidus's (1978) work on Soviet women. Besides having an explicit policy focus, Lapidus offers insights on historical and contemporary Soviet debates about women's unpaid/paid labor and the value of reproduction/home management--debates that took place long before WID theorists ever considered them.
- What type of political system is most amenable to women's emancipation, and what sort of bureaucratic strategy (women's bureau, women's party wings, for example) offers the most favorable context for realizing strategies?
- What is the role of women's politics in addressing emancipation? Why are so many women unorganized to defend their interests? The Double Day movie offers excellent insight about this for students. How do class and ethnicity complicate women's politics? My 1982 article addresses that issue for western Kenya and my article in Berger and Robertson's collection (1984, forthcoming) for Africa in general. Are separatist or integrationist strategies, in which contexts, best suited to realize goals? Barbara Lewis's (1982) article on women-only versus women's components of development projects is useful on that question in the foreign assistance context, while Adams and Winston (1979) examines the question in the Chinese, Swedish, and United States national contexts.

- Given the distinctions that women draw at the various conferences associated with the International Women's Decade, what are the prospects for the New International Economic Order addressing women's concerns?

Possible Texts & Supplements

There are now numerous possible texts to use for a WID course, both on world-wide and regional bases. Sue Ellen Charlton's recent book, Women in Third World Development (1984) was prepared explicitly for this purpose. A list and partial annotation is found in Appendix A.

Besides core texts and academic supplements in book or article form, a practice-oriented course would do well to draw from specific policy-oriented books, monographs, and articles from both academic and development institutions. Among institutions offering reasonably priced possibilities are the following from whom titles and prices are available.

- Cornell University, Center for International Studies, Rural Development Committee (Ithaca, NY 14853).
- The Michigan State University, Office of WID, Working Papers Series (East Lansing, MI 48824) [contains more than 75 selections].
- International Center for Research on Women (1717 Massachusetts Avenue, N.W., Suite 501, Washington, D.C. 20036) [occasional paper series on credit, women's survival strategies, housing, construction, and training].
- Research and Documentation Centre for Women and Development, University of Leiden, (Stationsplein 10, 2312 AK, Leiden, Netherlands) [nine illustrated monographs on women in development in Egypt and Sri Lanka].
- Population Council (1 Dag Hammarskjold Plaza, New York 10017) [illustrated Seeds pamphlets and a case study series for planners with detailed monographs].
- ISIS (P.O. Box 301, CH 1227, Carouge/Geneva, Switzerland) [guides with short articles and bibliographies].
- African Training and Research Centre for Women (P.O. Box 3001, Addis Ababa, Ethiopia) [wide-ranging monographs from country studies to those of occupational groups].

Some development agencies have extensive articles and monographs on development which contain nothing on women. A useful exercise for students is to peruse such material for its limitations. The World Bank is a good example of such an agency, with hundreds of such monographs and articles. Still, Peter Knight's (1980) Implementing Programs of Human Development contains a monograph-length piece on the family by Constantina Safilios-Rothschild which is very useful. Although the Women in Development Office of the Agency for International Development (Washington, D.C. 20523) makes

available useful, free materials, other offices in USAID produce materials with gaps like those cited for the World Bank. However, occasional gems can be found, an example of which is Ruth Dixon's (1980) evaluation monograph, "Assessing the Impact of Development Projects on Women," available from AID's Evaluation Office.

Course Activities/Projects

Classrooms are enlivened by activities that promote participation, experiential learning, and group reports. Students are thereby given the opportunity to develop analytic skills and apply knowledge to realistic problems that practitioners and activists face, especially the political dimensions of problems. Instructors can divide the class into task groups, with reports to be given to class after a specific time period. One such example is Janice Monk's exercise on women's work detailed from a time budget survey and fixed census categories into which work must be fit. This exercise is reprinted in Appendix D.

Lengthier readings can be assigned ahead of time. Ingrid Palmer's Nemow case (1979) lends itself to group problem solving on project redesign. Various projects like this can be assigned individually, with students writing reports for a more thoughtful, better researched, and careful analysis. One advantage of groups, however quick and perhaps superficial their analysis, is that discussion can also focus around internal group processes and decision making techniques.

INTEGRATING WID INTO EXISTING COURSES

The integration of WID into existing, almost limitless courses related to applied anthropology, agriculture, development, administration and home economics involves full familiarity with much of the literature and many issues discussed under the previous section on WID courses. It is not enough to read Ester Boserup (1970) and a few articles, and/or visit a WID resource center to pick up a handful of documents.

For integration, the tone should be set from the beginning of the course, with material then woven in continually or periodically to make connections. Rather than outline elements, as I did in the previous WID course section, instructors should select from those areas most appropriate for their integrated course. A key decision is whether to fold in themes/sections or to address WID issues in all course sections. I taught a seminar on the politics of developing countries (course title not my choice) that was organized around the theme of "development with equity" at the international, national, class and gender levels. After acquiring country expertise, students had to develop a policy proposal, as if they were officials from that country, using or critiquing the theme at all levels. In a course like this, Gail Lapidus's (1978) book on Soviet women was a core reading.

Students in integrated courses are likely to be of a different sort than the usually interested and motivated who sign up for a woman-centered course. Some may be not only unreceptive, but also likely to mix the issue with their own personal, North American experiences.

Invariably, those with WID interests may face the question: Who does the integrating? And after that, how is quality control established? Ideally, those with interest and expertise will integrate the issue. Reality may also include, or be reduced to, opportunities to lecture in the class of a colleague who has finally recognized the relevance of WID to his field, however much he undermines an understanding of WID in the choice reading selections and in lectures outside the WID presentation. Similarly, a colleague may simply add a suggested book or article, thereby segregating and potentially trivializing WID issues. More positively, these initial steps, in what is likely to be a long-term evolution of integrating WID, represent opportunities to spark and expand interest. Appendix C contains the aforementioned curriculum, integrating material on African women into a development administration course.

The above materials represent usable ideas for WID courses and for integrating WID into other curricula. Such ideas are constantly evolving, and rise to new heights only with continued sharing. I eagerly look forward to communicating with readers about their experiences.

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APPENDIX A

Contents

I. OVERVIEWS/EDITED COLLECTIONS

A. Cross-Regional

B. Regional

1. Africa

2. Asia

3. Latin America and the Caribbean

4. Middle East

II. COUNTRY CASE STUDIES

I. OVERVIEWS/EDITED COLLECTIONS

CROSS-REGIONAL

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- Lipman-Blumen, Jean and Jessie Bernard (eds.). Sex Roles and Social Policy. Beverly Hills, CA: Sage, 1979. [Approximately one-third comparative.]
- Matthiasson, Carolyn (ed.). Many Sisters. New York: MacMillan, 1974.
- Nash, June and Maria Patricia Fernandez Kelly (eds.). Women, Men and the International Division of Labor. Albany, New York: SUNY, 1983.
- Newland, Kathleen. The Sisterhood of Man. New York: W.W. Norton, 1979. [readable]
- O'Barr, Jean (ed.). Perspectives on Power: Women in Africa, Asia, and Latin America. Durham, N.C.: Duke University Center for International Studies, 1982.
- Reiter, Rayna (ed.). Toward an Anthropology of Women. New York: Monthly Review Press, 1975. [Marxist approaches.]
- Rosaldo, Michele and Louise Lamphere (eds.). Woman, Culture and Society. Stanford, CA: Stanford University Press, 1974. [Public-domestic theoretical approaches.]
- Schlegel, Alice (ed.). Sexual Stratification. New York: Columbia University Press, 1977.
- Signs. Special issue, "Development and the International Division of Labor," 7(2), 1981.
- Staudt, Kathleen and Jane Jaquette (eds.). Women in Developing Countries: A Policy Focus. New York: Haworth, 1983. [Emphasis on policy and bureaucracy; also a special issue of Women & Politics, 1983.]
- Tinker, Irene and Michele Bramsen (eds.). Women and World Development. Washington, D.C.: Overseas Development Council, 1976. [Besides articles, including Tinker's classic "The Adverse Impact..", contains seminar proceedings on WID from IWY Mexico City conference.]

Wellesley Editorial Committee. Women and National Development. Chicago: University of Chicago Press, 1977. [From 1976 Wellesley Women and Development conference; also Signs special issue, 1977.]

Whyte, Martin. The Status of Women in Pre-Industrial Societies. Princeton, NJ: Princeton University Press, 1978. [Quantitative analysis, using Murdock's ethnographic categories.]

Young, Kate, Carol Wolkowitz, and Roslyn McCullagh, (eds.). Of Marriage and the Market. London: CSE Books, 1981.

REGIONAL COLLECTIONS - AFRICA

Bay, Edna. Women and Work in Africa. Boulder, CO: Westview, 1982.

Hafkin, Nancy and Edna Bay (eds.). Women in Africa: Studies in Social and Economic Change. Stanford, CA: Stanford University Press, 1976.

Nelson, Nici (ed.). African Women in the Development Process. London: Frank Cass, 1981.

Obbo, Christin. African Women: Their Struggle for Independence. London: Zed, 1980. [Mainly East Africa.]

Steady, Filomena Chioma (ed.). The Black Woman Cross Culturally. Cambridge, MA: Schenkmen, 1981. [also Caribbean]

Wipper, Audrey (ed.). Rural Women: Development or Underdevelopment. Rural Africana special issue Winter, 1975-76, 1975.

REGIONAL COLLECTION - ASIA

Chipp, Sylvia and Justin Green (eds.). Asian Women in Transition. University Park, PA: Pennsylvania State University Press, 1975.

Dixon, Ruth. Rural Women at Work. Baltimore, MD: Johns Hopkins, 1978. [South Asia]

Jahan, Rounaq and Hanna Papanek (eds.). Women in Development: Perspectives From South and Southeast Asia. Dacca: Bangladesh Institute of Law and International Affairs, 1979. [U.S. distribution: South Asia Books, Columbia, MO.]

Whyte, Robert and Pauline Whyte. The Women of Rural Asia. Boulder, CO: Westview, 1981.

Wolf, Margery and Roxanne Witkie (eds.). Women in Chinese Society. Stanford, CA: Stanford University Press, 1975.

REGIONAL COLLECTIONS - LATIN AMERICA-CARIBBEAN

Chaney, Elsa. Supermadre: Women in Politics in Latin America. Austin, TX: University of Texas Press, 1979. [Mainly female elites in Peru and Chile.]

Journal of Family History. Special issue on Latin America 3, 4, 1978.

Latin American Perspectives. Special issue, 1977. [Marxist approaches]

Leon, Magdalena (ed.). Debate Sobre la Mujer en America Latina y el Caribe, Vol. I: La Realidad Colombiana; Vol. II: Las Trabajadoras del Agro; Vol. III: Sociedad, Subordinación y Feminismo (Bogotá, D.E., Colombia: ACEP-Asociación Colombiana Para El Estudio de la Población-Carrera 23, No. 39-82, 1982. [Some reprints in Spanish and/or translated from English; others commissioned especially for these volumes.]

Hans Binswanger, Robert Evenson, Cecilia Florencio, and Benjamin White (eds.). Rural Household Studies in Asia. Singapore: Singapore University Press, 1980.

Massiah, Joycelin (ed.). Women in the Caribbean Project Research Papers, Vols. I-VII. Barbados: Institute of Social and Economic Research, University of the West Indies, 1982.

Nash, June and Helen Safa (eds.). Sex and Class in Latin America. New York: Praeger, 1976.

Pescatello, Ann (ed.). Female and Male in Latin America. Pittsburgh, PA: University of Pittsburgh Press, 1973.

Steady, Filomena Chioma [see Africa section].

REGIONAL COLLECTIONS - MIDDLE EAST

Beck, Lois and Nikki Keddie (eds.). Women in the Muslim World. Cambridge, MA: Harvard University Press, 1978.

El Saadawi, Nawal. The Hidden Face of Eve: Women in the Arab World. London: Zed, 1980.

REGIONAL COLLECTIONS - COUNTRY CASE STUDIES

Bossen, Laura. The Redivision of Labor: Women and Economic Change in Four Guatemalan Communities. Albany, NY: SUNY Press, 1983.

Bourque, Susan and Kay Warren. Women of the Andes: Patriarchy and Social Change in Two Peruvian Towns. Ann Arbor, MI: University of Michigan Press, 1979.

- Bukh, Jette. Village Women of Ghana. Uppsala, Sweden: Scandinavian Institute of African Studies, 1979.
- Croll, Elizabeth. Feminism and Socialism in Ghana. London: Routledge and Kegan Paul, 1977.
- _____. Rural Development in China. Geneva: ILO, 1980.
- _____. Chinese Women Since Mao. London: Zed, 1983.
- Fernandez-Kelly, Maria Patricia. For We Are Sold, I and My People: Women and Industry in Mexico's Frontier. Albany, NY: SUNY Press, 1983.
- Fernea, Elizabeth. Guests of the Shiek. New York: Doubleday, 1969. [Iraq]
- Jeffery, Patricia. Frogs in a Well: Indian Women in Purdah. London: Zed, 1979.
- Massell, Gregory. The Surrogate Proletariat: Moslem Women in Revolutionary Strategies in Soviet Central Asia, 1919-29. Princeton, NJ: Princeton University Press, 1974. [Though historically dated, very useful on different "social engineering" strategies.]
- Mernissi, Fatima. Beyond the Veil: Male-Female Dynamics in a Modern Muslim Society. New York: John Wiley, 1975. [Morocco]
- Omvedt Patankar, Gail. We Will Smash This Prison: Indian Women in Struggle. London: Zed, 1980.
- Schuster, Ilsa. New Women of Lusaka. Palo Alto, CA: Mayfield, 1979. [Zambia]
- Sharma, Ursula. Women, Work and Property in Northwest India. London: Tavistock, 1980.

APPENDIX B

CLARK UNIVERSITY

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PROGRAM FOR INTERNATIONAL DEVELOPMENT AND SOCIAL CHANGE

Women and Social Change (ID 212)
(cross listed with Women's Studies)
Fall Term, 1983
Room 102, Geography Building
Tuesday and Thursday 10:30-11:45

Linda Ammons, Barbara Thomas
ID Mezzanine - Geography Building
Office Hours:
Ammons: Tues. 3-4:00, Wed. 10-12:00
Thomas: Mon. 2-4:00; Fri. 10-12:00

Class Schedule and Assignments

Week 1 (September 1, 6 and 8)

Topic: Introduction and Overview of Women in the Third World

September 1 General Introduction
Film: "Fear Woman"

Readings: Emecheta, Joys of Motherhood (begin now, to be completed by September 13)

September 6 Women in the Middle East and South America

Readings: Louise Sweet, "In Reality: Some Middle Eastern Women," in Carolyn Matthiasson, Many Sisters, pp. 379-397 (xerox)

or:

Felicitas Goodman, "Women in Yucatan," in Erika Bourguignon, A World of Women, pp. 213-232 (xerox)

September 8 Women in Africa and South Asia

Readings: Margaret Saunders, "Women's Role in a Muslim Hausa Town," in Erika Bourguignon, A World of Women, pp. 57-81 (xerox)

or:

Susan Wadley, "Women and the Hindu Tradition, Signs Vol. 3, pp. 113-125 (xerox)

Week 2 (September 13 and 15)

Topic: Historical Background and the Colonial Experience

September 13 Discussion of Emecheta, Joys of Motherhood

September 15

Readings: J. Van Allen, "Aba Riots" or "Igbo Women's War."
"Ideology, Stratification and the Invisibility of Women," in
Hafkin and Bay, Women in Africa, pp. 59-85

Newman, "Land Tenure in Africa" in Black and Cottrell, Women and
World Change, pp. 120-137 (xerox)

M. Etienne. "Women and Men, Cloth and Colonization in the Ivory
Coast" in Etienne and Leacock, Women and Colonization, pp. 214-36

June Nash, "Aztec Women: The Transition from Status to Class in
Empire and Colony" in Etienne and Leacock, Women and
Colonization, pp. 134-146 (xerox)

Week 3 (September 20 and 22)

Topic: Theoretical Underpinnings

September 20 Theoretical approaches to the study of women

September 22 Class, Gender and Ethnicity

Readings: Gayle Rubin, "The Traffic in Women," in Reiter, Toward
an Anthropology of Women, pp. 157-210

Gloria Joseph, "Caribbean Women: The Impact of Race, Sex and
Class," in Lindsay, Comparative Perspectives on Third World
Women. Chap. 7, pp. 143-159 (xerox)

Ann Stoler, "Class Structure and Female Autonomy in Rural Java,"
Signs Vol. 3, pp. 74-89 (xerox)

Week 4 (September 27 and 29)

September 27 Sexual Division of Labor

Readings: Simi Afonja, "Changing Modes of Production and the
Sexual Division of Labor Among the Yoruba," Signs, Vol. 7, pp.
299-313

Carmen Diana Deere, "The Allocation of Familial Labor and the
Formation of Peasant Household Income in the Peruvian Sierra," in
Buvinic, Lycette, and McGreevey, Women and Poverty in the Third
World, pp. 104-128 (xerox)

September 29 Women at Work

Readings: K. Newland, The Sisterhood of Man, Chap. 7, "Women
Working," pp. 129-152

Ruth Dixon, "Mobilizing Women in Rural Employment in South Asia: Issues of Class, Caste and Patronage," Economic Development and Cultural Change, pp. 373-390 (xerox)

and choose one of:

K. Okonjo, "Rural Women's Credit Systems," in Zeidenstein, Learning About Rural Women, pp. 326-331 (xerox)

or:

Gulati, "Profile of a Female Agricultural Laborer" (xerox) and Elmendorf, "Anita: A Mayan Peasant Woman Copes" (xerox)

FIRST ESSAY DUE SEPTEMBER 29

Week 5 (October 4 and 6)

Topic: Rural Women

October 4

Readings: Ester Boserup, Woman's Role in Economic Development, pp. 15-81.

L. Beneria and G. Sen, "Accumulation, Reproduction and Women's Role in Economic Development: Boserup Revisited," Signs, Vol. 7, pp. 279-298.

A. Rubbo, "The Spread of Capitalism in Rural Colombia: Effects on Poor Women," in Reiter, Toward an Anthropology of Women, pp. 333-357

October 6 Guest Speaker: Jane Hayes, "Rural Kenyan Women and Energy"

Readings: Irene Tinker, "Women and Energy: Program Implications" (xerox)

Erik Eckholm, "The Other Energy Crisis: Firewood" (xerox)

Week 6 (October 11 and 13)

Topic: The Urban Labor Markets: Formal and Informal

October 11

Readings: Boserup, Woman's Role in Economic Development, pp. 85-154

L. Arizpe, "Women in the Informal Labor Sector: The Case of Mexico City", Signs, Vol. 3, pp. 25-37 (xerox)

X. Bunster, "Market Sellers in Lima, Peru: Talking About Work," in Buvinic, Lycette, and McGreevey, Women and Poverty in the Third World, pp. 92-102 (xerox)

T. Merrick and M. Schmink, "Households Headed by Women and Urban Poverty in Brazil," in Buvinic, Lycette, and McGreevey, pp. 244-271 (xerox)

October 13 Film: South Africa Belongs To Us

Week 7 (October 18 and 20)

Topic: Women and Migration

October 18

Readings: Boserup, Woman's Role in Economic Development, pp. 157-210.

E. Gordon, "An Analysis of the Impact of Labour Migration on the Lives of Women in Lesotho," in Nici Nelson, African Women in the Development Process, pp. 59-76

October 20

Readings: N. Sudarkasa, "Women and Migration in Contemporary West Africa," Signs, Vol. 3, pp. 178-189 (xerox)

E. Jelin, "Migration and Labor Force Participation of Latin American Women ...," Signs, Vol. 3, pp. 129-141 (xerox)

N. Heyzer, "From Rural Subsistence to an Industrial Peripheral Work Force: An Examination of Female Malaysian Migrants and Capital Accumulation in Singapore," in Lourdes Beneria, Women and Development, pp. 179-200 (xerox)

SECOND ESSAY DUE OCTOBER 20

Week 8 (October 25 and 27)

Topic: Women and Urbanization

October 25 Film: "Some Women of Marrakech"

October 27 Discussion of urbanization

Readings: Ilsa Schuster, New Women of Lusaka, Ch. 2-8, pp. 12-139

Risa Ellowich, "Diola Women in Town," in Bourguignon, A World of Women, pp. 87-100 (xerox)

Week 9 (November 1 and 3)

Topic: Internationalization of Capital and Women's Work

November 1

Readings: K. Sacks, "Engels Revisited: Women, the Organization of Production and Private Property" in Reiter, pp. 211-234

Helen Safa, "Runaway Shops and Female Employment: The Search for Cheap Labor," Signs, Vol. 7 pp. 418-433.

Aline Wong, "Planned Development, Social Stratification and the Sexual Division of Labor in Singapore, Signs, Vol. 7, pp. 434-452.

Arizpe and Aranda, "The 'Comparative Advantages' of Women's Disadvantages: Women Workers in the Strawberry Export Agribusiness in Mexico," Signs, Vol. 7, pp. 453-473.

D. Elson and R. Pearson, "Nimble Fingers Make Cheap Workers..." Feminist Review, Vol. 7, 1981, pp. 87-106. (xerox)

November 3 Guest speaker: Bob Snow

POLITICS AND PUBLIC POLICY

Week 10 (November 8 and 10)

Monday, November 7: SPECIAL EVENT: LUCIA (a film about "three" Lucias, set in pre- and post-revolutionary Cuba)
6:00 p.m. wine and cheese, Geography Lounge Marilyn Jimenez,
Introduction to the film and Cuban history
7:00 p.m. LUCIA

Topic: Women in Formal and Informal Power Structures

November 8 (discussion of Lucia)

Readings: Newland, The Sisterhood of Man, Chapter 6, pp. 97-128.

November 10

Readings: Mueller, "Women and Men, Power and Powerlessness..." Signs, vol. 3, pp. 154-166. (xerox)

P. Lahav, "Raising the Status of Women through Law: The Case of Israel," Signs, Vol. 3, pp. 193-209. (xerox)

Cynthia Nelson, "Public and Private Politics: Women in the Middle Eastern World," pp. 551-563. (xerox)

Ximena Bunster, "The Emergence of a Mapuche Leader: Chile," pp. 302-319. (xerox)

Week 11 (November 15 and 17)

Topic: Socialism, Capitalism and Public Policy

November 15

Readings: Bee-Lan Wang, "Chinese Women: The Relative Influence...", in Lindsay, Comparative Perspectives on Third World Women, pp. 96-118. (xerox)

E. Croll, "Women in Rural Production and Reproduction...", Signs, Vol. 7 pp. 375-399.

P. Ladipo, "Developing Women's Cooperatives: An Experiment in Rural Nigeria," in Nici Nelson, African Women in the Development Process, pp. 123-135.

and choose one:

Johnetta Cole, "Women in Cuba: The Revolution within the Revolution, Ch. 8 in Lindsay, Comparative Perspectives on Third World Women, pp. 162-176. (xerox)

or

Stephanie Urdang, "The Role of Women in the Revolution in Guinea-Bissau," in Filomena Steady, Black Woman Cross-Culturally, pp. 119-139. (xerox)

November 17 Guest speaker: Dr. Karen Gottschang: Women in Contemporary China

Readings: N. Diamond, "Collectivization, Kinship and the Status of Women in Rural China," in Reiter, pp. 372-395.

K. Gottschan, "Xiao Li," Clark Now, Summer 1982. (xerox)

Week 12 (November 22)

Topic: Social Policies: Health, Population, Education

Film: 3900 Million and One

Readings: K. Newland, The Sisterhood of Man, Ch. 4, "Women's Health," pp. 45-68. (xerox)

B. Thomas, "Women and Development" - Fertility Patterns, pp. 40-60

THIRD ESSAY DUE NOVEMBER 22

Week 13 (November 29 and December 1)

November 29

Topic: Social Policies

Readings: Valerie Hull, "Women, Doctors, and Family Health Care..." in Zeidenstein, Learning About Rural Women, pp. 315-325. (xerox)

Kamla Nath, "Education and Employment Among Kuwaiti Women," in Lois Beck and Nikki Keddie, Women in the Muslim World, pp. 172-188. (xerox)

And choose one of:

I. Schuster, "Perspectives in Development: The Problem of Nurses and Nursing in Zambia," in Nici Nelson, African Women in the Development Process, pp. 77-94

or

Marie Assaad, "Female Circumcision in Egypt," Studies in Family Planning, Vol. II, No. 1, Jan. 1980. (xerox)

December 1

Topic: Women and Development Policy: Theories and Definitions

Readings: Elliot...Papanek, "Theories and Definitions of Development," Signs, Vol. 3. pp. 1-21. (xerox)

Beneria, Lourdes, "Conceptualizing the Labor Force," in Nici Nelson, African Women in the Development Process, pp. 10-25

Week 14 (December 6 and 8)

Topic: Women and Development Policy: Case Studies

Readings: Ingrid Palmer, The Nemow Case, excerpts. (xerox)

T. Abdullah and S. Zeidenstein, "Women's Reality..." in Zeidenstein, Learning About Rural Women, pp. 344-352. (xerox)

And choose one:

James Brain, "Less than Second Class: Women in Rural Settlement Schemes in Tanzania," from Hafkin and Bay, Women in Africa, pp. 265-282. (xerox)

or

Jennie Dey, "Gambian Women: Unequal Partners in Rice Development Projects?" in Nici Nelson, African Women in the Development Process, pp. 109-122.

December 8 Discussion and "Wrap-up"

Readings: Irene Tinker, "Policy Strategies for Women in the 1980s," Africa Report, March-April, 1981. pp. 11-16. (xerox)

M. Buvinic, Lycette, McGreevey, Women and Poverty in the Third World, Ch. 2, Women's Issues in Third World Poverty: A Policy Analysis, pp. 14-31. (xerox)

Course Requirements

1. During the semester there will be three 3-5 page written assignments in which students will be asked to address a particular question, argue a viewpoint or critique a reading. These papers will be used as the basis for class discussion.
2. There will be a final exam.
3. Class participation reflecting attention to the readings and a willingness to think about issues and share ideas and information and observations is important. Students will occasionally be asked to comment on a reading or lead a discussion.

Grade

50% written assignments; 25% class participation; 25% final exam

Format

The course will consist of both lectures and discussion, although the emphasis will be on discussion. During the semester there will be two or three outside speakers and two or three films. Students will occasionally be asked to attend a lecture or colloquium outside the regularly scheduled class.

Texts

Required: Ester Boserup, Woman's Role in Economic Development
Buchi Emecheta, The Joys of Motherhood
Nici Nelson, African Women in the Development Process
Ilsa Schuster, New Women of Lusaka
Signs, Journal of Women in Culture and Society, Vol. 7

Recommended: Kathleen Newland, The Sisterhood of Man
Signs, Journal of Women in Culture and Society, Vol. 3
Rayna Reiter, Toward an Anthropology of Women

APPENDIX C

DEVELOPMENT POLICIES, ADMINISTRATION, AND AFRICAN WOMEN - Kathleen Staudt*

Typically, courses on women and on management/development administration have been separate, leaving participants to make connections between the materials. This course, originally developed for mid- and top-level women and men administrators from African countries and subsequently expanded and updated for university use, will impart useful analytic and practical skills to participants through reading, class discussion, and student project development. Participants will prepare a staggered series of assignments surrounding policy analysis, project design, country and socio-economic background analysis, administrative strategies, and a monitoring and evaluation plan.

The curriculum first sets forth literature describing the differential effects of policies on women and men, but then guides participants to ask WHY. Answers are organized into three sections: data inadequacies, implementation problems, and political powerlessness for women both as bureaucratic clientele and as professionals within male-dominated bureaucracies.

TEXTS: Managing Development in the Third World, Coralie Bryant & Louise White, (B&W), 1982.
Monitoring & Evaluation of Agriculture and Rural Development Projects, Denis Casley and Denis Lury, World Bank (C&L), 1982.
The Design of Rural Development: Lessons from Africa, Uma Lele, World Bank, 1975.
Managing Development: The Political Dimension, Marc Lindenberg & Benjamin Crosby (L&C), 1981.
The Nemow Case, Ingrid Palmer, 1979.
"Learning About Rural Women," Sondra Zeidenstein, guest editor, Studies in Family Planning, 1979.

PART I: POLICY ANALYSIS AND WOMEN - Development Approaches: B&W, Ch 1-2
Lele, Ch 1

Political/Organizational Environments:

L&C, Introduction, Ch 1-2

B&W, Ch 3-5

Ickis on structural appropriateness in David Korten & Felipe Alfonso, Bureaucracy and the Poor: Closing the Gap, 1983

PROJECT: Group: Instructor hands out copies of newspaper article on development problem, divides class into groups based on roles, and requests problem definition (L&C) and solution.
Individual: Students scan newspaper/semi-popular media for article, to which problem specification inventory applied.

*Thanks to Judith Bruce, Misrak Elias, Achola Pala, and Sondra Zeidenstein for discussion and feedback on the initial version prepared for the Eastern & Southern African Management Institute with technical assistance from the Population Council.

Policy & Women: Overviews of History, Colonialism and Development Strategies

Achola Pala, "Research Priorities: Women in Africa," in Zeidenstein OR her "Research Priorities and Women in Africa," Overseas Liaison Committee, American Council on Education, 1976.

Adrienne Germain, "Poor Rural Women: A Policy Perspective," Journal of International Affairs 30, 2 (Fall/Winter, 1976-77).

Ingrid Palmer, "Women and Basic Human Needs," International Labor Review 5, 1 (Jan/Feb, 1977).

Ester Boserup, Woman's Role in Economic Development, 1970, selections, esp. Ch 1.

Hanna Papanek, "The Differential Impact of Programs and Policies on Women in Development," American Association for Advancement of the Sciences (AAAS) Workshop, 1979.

Carolyn Elliot, "Theories of Development: An Assessment," Women & National Development: The Complexities of Change, 1977.

Mona Etienne & Eleanor Leacock, eds., Women & Colonization, 1980, Introduction.

Women in Development Sectors

Agriculture:

Lele, Ch 2-6

Louise Fortmann, "The Plight of the Invisible Farmer: The Effect of National Agricultural Policy on Women," AAAS, 1979;*"Women Farmers in Botswana," Ford Foundation Workshop, 1980, Nairobi.

Jane Guyer, "Food, Cocoa and the Division of Labour by Sex in Two West African Societies," Comparative Studies in Society & History 22,3 (1980).

Barbara Clark, "The Work Done by Rural Women in Malawi," East African Journal of Rural Development 8, 12.

Peter Moock, "The Efficiency of Women as Farm Managers," American Journal of Agricultural Economics, 1976.

Maud Shimwaayi Muntemba, "Women and Agricultural Change in The Railway Region of Zambia: Dispossession and Counterstrategies, 1930-70," in Edna Bay, WOMEN & WORK IN AFRICA, 1982.

Dustan Spencer, "African Women in Agricultural Development: A Case Study in Sierra Leone," Overseas Liaison Committee, American Council on Education, 1976.

*Abbreviated citations in the syllabus, based on previous fuller citation.

Margaret Haswell, The Nature of Poverty, 1975 (selections).

L.B. Venema, "Male & Female Farming Systems & Agricultural Intensification in West Africa: The Case of the Wolof, Senegal," in The Household, Women & Agricultural Development, Clio Presvelou & Saskia Spijkerszwart, eds. (Wageningen, Netherlands, 1979).

Marketing:

Claire Robertson, "Women and Change in Marketing Conditions in the Accra Area," Rural Africana, Winter, 1975-76 OR "Ga Women and Socioeconomic Change in Accra, Ghana," in Nancy Hafkin & Edna Bay, eds., Women in Africa: Studies in Social & Economic Change, 1976.

Carol Hoffer MacCormack, "Control of Land, Labor, and Capital in Rural Southern Sierra Leone," in Hay, 1982.

Rowena Lawson & Eric Kevei, African Entrepreneurship & Economic Growth: A Case Study of the Fishing Industry of Ghana (Ghana Universities Press, 1974).

Fuelwood/Energy:

Patrick & Ann Fleuret, "Fuelwood Use in a Peasant Community: A Tanzania Case Study," Journal of Developing Areas, 12, 3 (1978).

Marilyn Hoskins, "Women in Forestry for Community Development," in Barbara Lewis, Invisible Farmers: Women & The Crisis in Agriculture, (AID, 1981).

Education:

Brenda McSweeney and Marion Freedman, "Lack of Time as an Obstacle to Women's Education: The Case of Upper Volta," Comparative Education Review, 24, 2(2), 1980 OR McSweeney, "Time to Learn, Time for a Better Life - The Women's Education Project in Upper Volta," Assignment Children, Spring, 1980.

Marjorie Mbilinyi, "The 'New Woman' and Traditional Norms in Tanzania," Journal of Modern African Studies 10, 1 (1972).

Health & Family Planning:

Helen Ware, Women, Demography & Development (Canberra, Australian National University Press, 1981), Ch 2-4.

Rae Blumberg, "Fairy Tales & Facts: Economy, Family, Fertility and the Female," in Irene Tinker & Michele Bramsen, Women & World Development, 1976.

Judith Harrington, "Nutritional Stress & Economic Responsibility: A Study of Nigerian Women," in Women & Poverty in the Third World, Mayra Buvinic, Margaret Lycette, and William Paul McGreevey, eds., 1983.

Germaine Greer, Sex & Destiny, 1984 (selections).

Patricia Blair, "Programming for Women and Health," Women in Development Office, AID, 1980.

Land Reform:

Zen Tadesse, "The Impact of Land Reform on Women: The Case of Ethiopia," ISIS, Spring, 1979.

Barbara Isaacman and June Stephen, Mozambique: Women, The Law and Agrarian Reform, African Training & Research Centre for Women/Economic Commission for Africa, United Nations, 1980.

Achola Pala Okeyo, "The Joluo Equation," FAO Review of Agriculture & Development, 13, 3 May-June, 1980 OR "Daughters of the Lakes & Rivers" in Etienne & Leacock, Women & Colonization, 1980.

Christina Chlora Jones, "Women and Agrarian Reform," in B. Lewis, Invisible Farmers, 1981.

Legal Issues:

People (London), 7. 3 (1980) special issue on the law for the Mid-Decade Conference.

Columbia Human Rights Law Review 8, 1, Spring-summer, 1976, Special issue on women and law with country case studies, including Ghana, Togo, Kenya.

Employment/Income-Earning Activities:

Emmy Simmons, "The Small-Scale Rural Food Processing Industry in Northern Nigeria," Food Research Institute Studies 14, 2, 1975, OR "Economic Research on Women in Rural Development in Northern Nigeria," Overseas Liaison Committee No. 10, September, 1976.

Ruth Dixon, "Jobs for Women in Rural Industry," in Lewis, Invisible Farmers.

International Center for Research on Women, "Bringing Women in: Towards a New Direction in Occupational Skills Training for Women," and "Keeping Women Out: A Structural Analysis of Women's Employment in Developing Countries," 1980.

Roel Hakemulder, Potters: A Study of Two Villages in Ethiopia, U.N. Economic Commission for Africa, 1980.

Olubanke Akerele, Women Workers in Ghana, Kenya, Zambia: A Comparative Analysis of Women's Employment in the Modern Wage Sector, U.N./ECA/ATRCW, 1979.

Technology:

Marilyn Carr, Appropriate Technology for African Women, U.N./ECA/ATRCW, 1978.

Readings Emphasizing the Interrelatedness of Sectors:

Jette Bukh, Village Women of Ghana, 1979.

Elsa Chaney, Emmy Simmons, Kathleen Staudt, "Women and Development," in Background Papers for the U.S. Delegation to the FAO World Conference on Agrarian Reform and Rural Development, 1979.

PROJECT: Participants should select a journal of interest, scan tables of contents, and read a sector-based article that should have included women to be comprehensive. Report in class.

Special Issues

Household Types:

Constantina Safilios-Rothschild, "The Family: A Neglected Aspect of Development," Implementing Programs of Human Development, World Bank #403, 1980.

Achola Pala Okeyo, "Women in the Household Economy: Managing Multiple Roles," in Zeidenstein.

Kathleen Staudt, Women's Participation in Rural Development: A Framework for Policy-Oriented Research and Program Design, Cornell University, Center for International Studies, Rural Development Committee, 1979.

Christine Oppong, Marriage Among a Matrilineal Elite, 1974.

Mayra Buvinic, Nadia Youssef, Barbara Von Elm, Women-Headed Households: The Ignored Factor in Development Planning, AID Women in Development Office, 1978.

Resettlement:

Jane Hanger and Jon Moris, "Women and the Household Economy," in Robert Chambers and Jon Moris, MWEA: An Irrigated Rice Settlement Scheme, (Munich: Weltforum Verlag Munchen, 1973).

James Brain, "Less than Second Class: Women in Rural Settlement Schemes in Tanzania," in Nancy Hafkin and Edna Bay, Women in Africa, 1976.

Brigit Stoorgard, "Women in Ujamaa Villages," Rural Africana, Winter, 1975-76.

Class Differences Among Women:

Carmen Diana Deere and Magdalena Leon de Leal, "Measuring Rural Women's Work and Class Position," in Zeidenstein.

Kathleen Staudt, "Class and Sex in the Politics of Women Farmers," Journal of Politics, 41, 2, May 1979 OR "Sex, Ethnic and Class Consciousness in Western Kenya," Comparative Politics, January, 1982.

Nici Nelson, "Women Must Help Each Other..." in Patricia Caplan and Janet Bujra, Women United, Women Divided, 1978 (women beer brewers in Mathari Valley, Nairobi).

Angela Cheater, "Women and Their Participation in Commercial Agricultural Production: The Case of Medium-Scale Freehold in Zimbabwe, Development & Change 12 (1981).

Migration:

Coralee Bryant, et. al., "Rural to Urban Migration: Some Data from Botswana," African Studies Review, September, 1978.

Kathleen Staudt, "Women Farmers and Inequities in Agricultural Services," Rural Africana, Winter, 1975-76.

Sherrie Kossoudji and Eva Mueller, "The Economic and Demographic Status of Female Headed Households in Rural Botswana," Economic Development & Cultural Change, 1983.

Christine Obbo, African Women: Their Struggle for Independence, 1980.

Niara Sudarkasa, "Women and Migration in Contemporary West Africa," Women and National Development, 1977.

Women and Money:

Jennie Dey, "Gambian Women: Unequal Partners in Rice Development Projects?" in African Women in the Development Process, Nici Nelson, ed., 1981.

Mona Etienne, "Women & Men, Cloth & Colonization: The Transformation of Production-Distribution Relations Among the Baule (Ivory Coast)" in Etienne & Leacock, Women & Colonization, 1980.

Kamene Okonjo, "Rural Women's Credit Systems: A Nigerian Example," in Zeidenstein.

Lele, Ch 6

Barbara Lewis, "Economic Activity & Marriage Among Ivoirian Urban Women," in Sexual Stratification, Alice Schlegel, ed., 1977.

PART II: EXPLAINING POLICY NEGLECT

A. Planning & Information: B&W, Ch 11, 7
Casley & Lury, entire
Vina Mazumdar, "From Research to Policy: Rural Women in India," in Zeidenstein.

PROJECT: Peruse and compare two national development plans to assess strengths and weaknesses regarding women. In an optimal world, what else would be included and where?

Measuring Women's Work: Lourdes Beneria, "Conceptualizing the Labor Force: The Underestimation of Women's Economic Activities," in Nelson, 1981.

International Center for Research on Women, "The Productivity of Women in Developing Countries: Measurement Issues and Recommendations," AID Women in Development Office, 1980.

United Nations, "Sex-Based Stereotypes, Sex Bias and National Data Systems," SR/ESA/STAT 99, 1980.

Elise Boulding, et. al., Handbook of International Data on Women, 1976.

in Zeidenstein: Zeidenstein & Bruce introductions.
Brenda McSweeney, "Collection and Analysis of Data on Rural Women's Time Use."

Audrey Smock, "Measuring Rural Women's Economic Roles and Contributions in Kenya."

Nadia Youssef and Coralie Turbitt, "Learning About Women through Household Surveys."

PROJECTS, Individual or Group:

*Draw up research design to measure women's activities in single country/location; attach sample questionnaire.

*Monk & Momsen (Appendix D of curriculum guide).

*Examine country census to determine what is not covered.

Robert Chambers, "Rapid Rural Appraisal: Rationale and Repertoire," Public Administration & Development, 1981.

Project: Draw up a community needs assessment.

Reality-Based Data Collection in Agencies:

World Bank Training & Visit System. Daniel Benor and James Harrison, "Agricultural Extension Training and Visit System," and Michael Cernea and Benjamin Tepping, "A System for Monitoring and Evaluating Agricultural Extension Projects," 1977.

A.I.D. Evaluation Handbook and Ruth Dixon, "Assessing the Impact of Development Projects on Women," AID Office of Evaluation, May, 1980.

Kathleen Staudt, "A Planning-Centered Approach to Project Evaluations: Women in Mainstream Development Projects," Public Administration & Development, forthcoming, 1985.

PROJECTS: Critique existing evaluation systems and propose women-sensitive evaluation procedures.

Examine guidelines and checklists for integrating women (Peace Corps, British Ministry of Overseas Development, World Bank, etc.). Propose others that would penetrate project design and evaluation.

B. Project Design & Implementation:

B&W, Ch 6

Stephen Quick, "The Paradox of Popularity: "Ideological" Program Implementation in Zambia," Politics & Policy Implementation in the Third World, Merilee Grindle, 1980.

Milton Esman & John Montgomery, "The Administration of Human Development," in Implementing Programs of Human Development, 1980.

Jon Moris, "Managerial Structures and Plan Implementation in Colonial and Modern Agricultural Extension," in David Leonard, Rural Administration in Kenya, East African Literature Bureau, 1973.

Lele, Ch 8 & 9

Politics & Participation:

L&C, Ch 3 & 4

B&W, Ch 10

Frances Korten, "Community Participation: A Management Perspective on Obstacles and Options," and David Korten, "Social Development: Putting People First," in Alfonso & Korten.

Patricia Ladipo, "Developing Women's Cooperatives: An Experiment in Rural Nigeria," in Nelson, 1981.

Joyce Stanley, "A Participatory Women's Project," (Tanzania) AID Women in Development Office, 1979

PROJECTS: Invent a hypothetical project with a specific design and implementation plan. Discuss the politics anticipated, among agencies and in the larger society.

Compare examples of "successful" and "unsuccessful" projects. What explains "success?" Success in responding to and reaching women?

Motivating Staff to Reach Women:

B&W, Ch 8, 9

Lele, Ch 10

David Leonard, Reaching the Peasant Farmer: Organizational Theory & Practice in Kenya, 1977.

PROJECT: Suppose you are a personnel manager in an agency where staff morale and services, particularly for women, have been low. You have been given the authority to experiment with wage and personnel policy to improve individual and agency performance. What is your plan?

The Nemow Case:

Palmer, entire (except for executive summary)

PROJECT, Individual or Group: Re-design Project

C. Women's Political Powerlessness:

...as Bureaucratic Actors: adaptable to Africa?

Rosabeth Kanter, Men & Women of the Corporation, 1977.

Elsa Chaney, Supermadre, Ch 1, 2, 5-7.

Rounaq Jahan, "Public Policies, Women and Developments: Reflections on a Few Structural Problems," in Women and Development: Perspectives from South and Southeast Asia, ed. Rounaq Jahan and Hanna Papanek, 1979.

...in Women's Bureaus/Women's Programs

Oki Ooko-Ombaka, "An Assessment of National Machinery for Women," Assignment Children, Vol. 49/50, Spring, 1980.

U.N. International Research and Training Institute for the Advancement of Women (INSTRAW), National Machinery for the Advancement of Women: Selected Case Studies, 1980 (includes Ivory Coast Ministry for Women's Condition, Ghanaian National Council on Women & Development, Kenyan National Council of Women).

Kathleen Staudt, "Bureaucratic Resistance to Women's Programs: The Case of Women in Development," Women, Power & Policy, Ellen Boneparth, 1982 OR Women, Foreign Assistance, and Advocacy Administration, forthcoming 1984.

...as Bureaucratic Clientele

Norman Uphoff, "Political Considerations in Human Development," Implementing Programs in Human Development, World Bank, 1980.

Bolanle Awe, "The Iyalode in the Traditional Yoruba Political System," (Nigeria), Sexual Stratification, Alice Schlegel, ed.

Nancy Leis, "Women in Groups: Ijaw Women's Associations," Woman, Culture & Society, Michele Rosaldo & Louise Lamphere, eds. 1974.

Diane Opondo, "A Women's Group in Kenya and its Struggle to Obtain Credit," Assignment Children, Spring, 1980.

Eleanor Watchel, "A Farm of One's Own," Rural Africana, Winter, 1975-76.

Barbara Lewis, "The Limitations of Group Activity Among Entrepreneurs: The Market Women of Abidjan, Ivory Coast," Women in Africa, Nancy Hafkin & Edna Bay, 1976.

Kathleen Staudt, "Women's Organizations in Rural Development," in Invisible Farmers, Barbara Lewis, ed. 1981.

PROJECTS: Invent a hypothetical women's political mobilization strategy, assessing strategies, alliances, and constraints encountered in specific contexts.

Diagnose an institution and its problem of token women and/or women stuck at marginal corners of the male-dominated bureaucracy. Outline individual, solidarity/network, and structural solutions.

The Larger Political-Economic System, National and International:

Apartheid: Harriet Sibisi, "How African Women Cope with Migrant Labor in South Africa," Women and National Development, 1977.

Martha Mueller, "Men, Women, and Powerlessness in Lesotho," Women and National Development, 1977.

The New International Economic Order: UN/ECA, "The NIEO: What Roles for Women?" 1977.

Capitalism/Socialism:

Review readings on policy toward women in "socialist" Africa (Mbilingyi, Tadesse, Isaakman & Stephens, Brain, Stoorgard) to contrast with policy toward women in "capitalist" Africa.

International Assistance:

L&C, Ch 5-6

Reconsider Rogers, 1979, and Staudt, forthcoming 1984, on the issue.

Public-Private Distinctions in State Structures:

Kathleen Staudt, "Women's Politics & Capitalist Transformation in Subsaharan Africa, WID/MSU, #54, 1984.

Social Engineering Futures:

Ursula LaGuin, "The Lathe of Heaven"

COURSE PROJECT DEVELOPMENT ASSIGNMENT (instructor to determine due dates within syllabus and to provide prompt feedback to course participants at each stage).

Staggered Sections

Source

Country background (political system, development strategies, ideology/values)

at least 3
books/journals

Policy/program area analysis, with alternative solutions

at least 3
books/journals

Project design, including local participation strategy, socio-economic profile of area (i.e. social structure, household survival strategies, division of labor by age and sex, control over resources and assets, participation)

creative
imagination, plus
at least two
anthropological/
sociological
sources

Administrative strategy, including policy network map (from L&C), hypothetical budget, implementation plan

cumulative research
plus imagination

Monitoring and Evaluation plan

C&L

For Discussion: Evaluate preplanned, "blueprint" versus "learning" approaches (Kortens) to project design.

Critique each project. What is likely to go wrong? Why? How can this be mended? What lessons can be learned for future projects?

APPENDIX D

Table I
Work Performed by Female Householders
Data from Sample of 105 rural households,
Margarita Island, Venezuela, 1982

housework
cleaner (in government offices)
weaves hammocks/seamstress (repairs clothing)
sells shoes
housework/sells rabbits
shoemaker in home
housework/makes and sells arepa (corn bread)
chamber maid
housework/crochets portions of hammocks
housework/sells soft drinks from home
housework/weaves hammocks
housework/seamstress (makes clothing)
laundress (operates from home)
teacher
street drinker stand operator
housework/sells corn
school cook
housework/operates bodega in home (a bodega is a small general store)
housework/rents space in house for bodega
raises chickens and sells them directly to consumers
housework/small fruit and vegetable store
sells clothing on street in nearby town
housework/works in family bodega/makes parts of shoes
sells clothing in store
clothing store operator
maid
revendedore (retails clothing and housewares (purchased duty free) in
streets and to private customers on island or makes sales trips to
mainland.)
local government official
housework/rents room to male boarder
housework/baby sitting

Table II

Occupational Classification-Census of Venezuela 1971

Professional/technical workers
Agents, administrators, directors
Office employees or kindred workers
Salespersons and kindred workers
Agricultural, livestock, fisheries, hunting, forestry, etc. workers
Miners and mineral workers
Transport and communication workers
Artisans and factory workers
Service workers
Others, not identifiable
Unemployed (identified according to categories above)

1. Try to allocate all the women's work described in Table I to the categories provided in the census (Table II). Each person may only be allocated to one category.
2. What kinds of work are easy to allocate?
3. What kinds present you with problems?
4. How useful do you consider the census classification for the data on women?
5. How would you modify the census classification to give a better description of women's work.

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