

GEG 570 HJ: Gender and Development
Spring 2006
Monday 3:35 – 6:05 PM
Memorial Building 125K

Instructor: Dr. Jennifer L. Mandel (Janek) **Email:** jmandel@miami.edu
Office: 125J Memorial Hall **Office Phone:** 305-284-2017
Mail Box: 225 Ferre Building **Department Phone:** 305-284-2017
Office Hours: Monday 11:00-12:00 AM & Wednesday 3:00-4:00 PM

Course Description: This course examines the incorporation of women into economic development theory and practice. Initially we will study “traditional” economic development and feminist theory. Using these as our base, we will then explore how they have intersected in the evolution of theory explaining women’s role in economic development from “women in development” to “gender and development” to “gender-mainstreaming”. Having explored the theoretical underpinnings of gender and development, we will turn our attention to its application in policy and practice. This portion of the class will critique gender and development projects through examination of their “fit” with theory and adherence to feminist values.

Course Goals: I hope when you’re finished with this course you will: 1) have an understanding of how theory is developed and evolves over time; 2) understand specifically gender and development theory; 3) have a basis for examining economic development projects in terms of their gender sensitivity; 4) further developed your analysis, critical thinking, and communication skills, as well as those specifically related to writing research papers, specifically the construction and defense of a coherent argument.

Course Texts:

Bosrup, Ester. 1970. *Women’s Role in Economic Development*. London: St. Martin’s Press.
Chant, Sylvia and Matthew Gutmann. 2000. *Mainstreaming Men into Gender and Development*. Oxford: Oxfam.
Cleaver, Frances. 2002. *Masculinities Matter*. London & New York: Zed Books.
March, Candida, Ines Smyth, and Maitrayee Mukhopadhyay. 2000. *A Guide to Gender-Analysis Frameworks*. Oxford: Oxfam Publishing.
Moser, Caroline O.N. 1993. *Gender Planning and Development: Theory, Practice & Training*. London & New York: Routledge
Sen, Gita and Caren Grown. 1987. *Development Crises and Alternative Visions: Third World Women’s Perspective*.
Waylen, Georgina. 1996. *Gender in Third World Politics*. Boulder: Lynne Rienner Publishers.
Other readings as appropriate.

Course Requirements:

Attendance and Class Participation Leadership (50%): I will not formally take attendance, but as this is a seminar, you are expected to attend class regularly, to complete assigned readings, and to participate actively in class discussion. The success of the class will depend largely on your input and, and regular attendance is, therefore, imperative.

Term Paper and Presentation (50% total = presentation 10% + research paper 40%): A term paper is required in this class. You have two options for topics: a) a conceptual paper that critically reviews and extends gender and development theory or b) a practical paper that critiques gender and development projects and offers an alternative approach. The second to last class session will be devoted to presentations of your research projects. Papers will be due at the last class meeting. Please confer with me regarding your chosen topic and start as soon as possible.

Plan for the Class and Reading List (subject to change):

January 23 - Introduction

January 30 - Introduction to Gender and Development as a Field

Tinker, Irene. 1990. *Persistent Inequalities: Women and World Development*. Oxford: Oxford University Press. Chaps 3-5.*

Beneria, Lourdes 1995. "Toward a Greater Integration of Gender in Economics." *World Development*, 23 (11), November, pp. 1839-1850.*

Mosse, David. 2004. "Is Good Policy Unimplementable? Reflections on the Ethnography of Aid Policy and Practice." *Development and Change* 34(4): 639-671.*

February 6 - Where it all began

Bosrup - whole book*

February 13 - GAD & Development Theory

Waylen - whole book

Elson, Diane. 1995. *Male Bias in the Development Process*. Manchester and New York: Manchester University Press. Chaps.7*

February 20 - GAD and Feminist Theory

Jackson and Pearson – Introduction*

Moser – part 1

Currie, Dawn H. 1999. "Gender Analysis from the Standpoint of Women: The Radical Potential of Women's Studies in Development." *Asian Journal of Women's Studies* 5(3).*

February 27 - Evolution of the Field - WID to GAD to Gender Mainstreaming

Moser - Part 2

Perry, Susan and Celest Schenck. 2001. *Eye to Eye: Women Practising Development across Cultures*. Chap.1.*

Chant, Sylvia and Matthew Gutmann. 2000. *Mainstreaming Men into Gender and Development*. Oxford: Oxfam.

Elson, Diane. 1995. *Male Bias in the Development Process*. Manchester and New York: Manchester University Press. Chap. 10*

Obiora, L. Amede. 2003. "'Supri, Supri, Supri, Oyibo?': An Interrogation of Gender Mainstreaming Deficits." *Signs: Journal of Women in Culture and Society* 29(3).

March 6 - Third World Women's Perspective

Sen - whole book

March, Smyth, and Mukhopadhyay – whole book

Van der Hoogte, Liesbeth and Koos Kingman. 2004. "Promoting cultural diversity and the rights of women: the dilemmas of 'intersectionality for development organizations.'" *Gender and Development* 12(1): 47-55.

March 13 – No Class - Spring Break

March 20 - Development and Masculinity

Cleaver – whole book

Chant, Sylvia. 2000. "From 'Women-Blind' to 'Man-Kind'; Should Men have more space in Gender and Development?" *IDS Bulletin* 31(2) 7-17.*

March 27 - GAD Projects & Planning – Economic Issues

Chant, Sylvia and Cathy McIlwaine. 1995. "Gender and Sex Work" in Sylvia Chant and Cathy McIlwaine (eds.) *Women of a Lesser Cost: Female Labour, Foreign Exchange, and Philippine Development*. London: Pluto Press.*

Jiggins, Janice with Paul Maimbo and Mary Masona. 2002. "Breaking New Ground: Reaching out to Women Farmers in Western Zambia." *Seeds 2: Supporting Women's Work around the World*. New York: The Feminist Press.*

IFPRI. 2002. *Empowering Women and Fighting Poverty: Cocoa and Land Rights in West Africa*. Washington, D.C.: IFPRI.*

Ssewmalala, Fred M. 2004. "Expanding Women's Opportunities: the potential of heifer projects in sub-Saharan Africa." *Development in Practice* 14(4): 550-559.*

Kanji, Nazneen. 2004. "Corporate Responsibility and Women's Employment: The Case of Cashew Nuts." *Gender and Development* 12(2): 82-87.*

Terry, Geraldine. 2004. "Poverty Reduction and violence against women: exploring links, assessing impact." *Gender and Development* 14(4): 469-480.*

Bahramitash, Roksana. 2004. "Myths and realities of the impact of political Islam on women: female employment in Indonesia and Iran." *Development in Practice* 14(4): 508-520.*

April 3 – GAD Projects & Planning – Health Issues

Buvinic, Mayra, Antonio Giuffrida and Amanda Glassman. 2002. *Gender Inequality and Health and Work: The Case of Latin America and the Caribbean*. Washington, DC: Inter-American Development Bank.*

Heise, Lori L. with Jacqueline Petanguy and Adrienne Germain. 1994. *Violence Against Women: The Hidden Health Burden*. Washington, D.C: The World Bank.*

April 10 - GAD Projects & Planning – Women's Education

Anzar, Uzma. 1999. *Education Reforms in Balochistan 1990-1998: A Case Study in Improving Management and Gender Equity in Primary Education*. Washington, DC: World Bank.*

Parker, Susan Wendy and Carla Pederzini. 2000. *Gender Differences in Education in Mexico*. Washington, DC: World Bank.*

Perry, Susan and Celeste Schenck. 2001. *Eye to Eye: Women Practising Development Across Cultures*: London & New York: Zed Books. Chap. 3.

April 17 - GAD Projects & Planning - Women's Empowerment

"Power, Incentives, and Resources in the Household." 2001. *Engendering Development: Through Gender Equality in Rights, Resources, and Voice*. Oxford: Oxford University Press.*

Carr, Marilyn, Martha Chen, and Renana Jhabvala (eds.). 1996. *Speaking Out: Women's Economic Empowerment in South Asia*. New York: UNIFEM.

Agarwal, Bina. 2002. "Women, Poverty, and Agricultural Growth in India." In Lourdes Beneria and Savitri Bisnath (eds.) *Gender and Development: Theoretical, Empirical and Practical Approaches Volume II*. Elgar Press.*

Santillan, Diana, Sidney Ruth Schuler, Hoang Tu Anh, Tran Hung Minh, Quach Thu Trang, and Nguyen Minh Duc. 2004. "Developing Indicators to Assess Women's empowerment in Vietnam." *Development in Practice* 14(4): 534-549.

Gill, Aisha and Gulshun Rehman. 2004. "Empowerment through Activism: Responding to Domestic Violence in the South Asian Community in London." *Gender and Development* 12(1) 75-82.

April 24 – RESEARCH PRESENTATIONS

May 1 -- Bringing it all Together – Development Impacts on Women

Markandaya, Kamala *Nectar in a Sieve* - Class Wrap-up

RESEARCH PAPERS DUE

* indicates readings provided as reprints in class or in pdf format via listserv

GENDER, THE ENVIRONMENT AND DEVELOPMENT

Undergraduate Course syllabus 2011

Dr. Maria Elisa Christie, Program Director, Women in International Development, Virginia Tech

Course Description:

The course introduces key concepts and critiques related to the intersection of gender, environment and development. It considers these from both theoretical and applied perspectives, and looks at case studies from Africa, Asia and Latin America. Topics include critical development theory, feminist critiques of science, feminist political ecology, agriculture and natural resources, and participation and empowerment.

Course Objectives:

Students will learn to read critically, summarize and synthesize readings, participate constructively in class discussions, work in teams, and speak and present in front of a group. By the end of the semester, students should understand important debates relevant to gender and development, and to gender, environment and development. They will have acquired and practiced skills that help prepare them for graduate school and the work force.

Course expectations:

This is a reading, writing and speaking-intensive class. Approximately 60 pages of reading will be required each week and students are expected to come to class prepared to discuss the readings assigned for that day.

Required textbook:

Momsen, Janet. (2010) *Gender and Development (2nd edition)*. London and New York: Routledge.

Scholar:

All readings, assignments, and announcements can be accessed in Scholar. Readings will be posted in the Resources folder. Students will also use Scholar to submit assignments before class; hard copies of the same assignments will be submitted in class.

Grading:

In-class participation	25%
Written summaries	20%
Exercises out of class	5%
Quizzes	10%
Mid Term exam	20%
Final exam	20%

In-class participation: Discussion, exchange and participation are critical components of this class and class time will be important in facilitating your understanding of the topics. Therefore, students are expected to come to class prepared to discuss the readings thoughtfully. Part of your grade will reflect the degree to which you participate actively in this process and the degree to which you show improvement. Students will receive a plus, check or minus based on their class participation. The two lowest daily participation grades will be dropped. The participation grade will also be based on one presentation of a case study assigned to each student. See grading matrix on Scholar.

Summaries:

Students will write 20 summaries of articles assigned for class using the format below (and on Scholar). Each summary will be graded on a ten point scale; the two lowest grades will be dropped. The intention

of the summaries is to prepare students to think critically about each reading and participate effectively in class discussion.

Exercises out of class: Over the course of the semester students will be expected to do a number of short exercises. The first exercise, called “mapping your closet” is due on the second week of class. Students will also be expected to attend one ‘Women in International Development’ presentation or other approved presentation during the semester and write a one page summary of the talk.

Quizzes: There will be approximately 15 pop quizzes over the course of the semester. These will be based on the assigned readings for the day, or previous class lectures and discussions. These may be multiple choice, true/false or short answer and will be done at the start of, during, and/or at the end of class. The quizzes will test simple concepts as discussed in class or the readings and also check attendance. Students missing a quiz will earn a zero; quizzes cannot be made up. The two lowest quiz scores will be dropped.

Mid Term Exam: The midterm will consist of multiple choice, short answer, and short essay questions. The material will be drawn from assigned readings, class discussions, instructor lectures and guest lectures.

Final Exam: The final will consist of multiple choice, short answer, and short essay questions. The material will be drawn from assigned readings, class discussions, instructor lectures and guest lectures.

Administrative requirements:

Absences and Makeup: Attendance is required in this course, and absences will hurt your overall average for the semester. You are responsible for all materials covered in class on the days that you are absent, including assignments covered prior to the late-add deadline.

Turning in written assignments: All assignments must be typed, printed out and brought to class the day they are due. Students must post their summaries on Scholar prior to the beginning of class **and** turn in a hard copy at the end of class. Scholar marks the time at which documents have been posted. Assignments posted after the beginning of class will receive a zero.

Communication throughout the semester: Verbal and written communication, including e-mail, among all class participants and staff must reflect respect and honesty for every individual. Whereas constructive criticism is expected and encouraged, it should be targeted toward ideas and arguments, not individuals.

Honor code: Students are expected to behave in a manner consistent with current University Honor System requirements as published in the University Catalog. If you use words or ideas that are not your own you must cite your sources. Plagiarism will not be tolerated and will be reported to the University Honor System.

Classroom Policy on Electronic Devices and Behavior: Laptops are NOT allowed. Laptops, cell phones, MP3 players, and other such devices must be turned off and stowed during classes and exams. Lectures may not be recorded in any way without prior permission. Online materials may not be copied or distributed without prior permission. In exceptional cases, with prior permission, students will be allowed to take lecture notes on their laptops; in these cases, laptop lecture notes need to be provided to the professor for each class, and students need to pledge not to use computers for any other purpose during class. If laptops are used for another purpose that day's attendance/quiz score will be reduced to zero. The instructors will not provide feedback on lecture notes.

Week 1 a-b. Introduction. Review syllabus; introduction to Scholar; fill out student information sheet; see summary form for readings; note administrative policies.			
Development			
Week 2a	Understanding development and poverty	<p>Tache & Sjaastad: "Pastoralists' Conceptions of Poverty: An Analysis of Traditional and Conventional Indicators from Borana, Ethiopia" (10 p.) [summarize]</p> <p>[Shah: "Gendered Perceptions of Well-being in Darko, Ghana," (in Guijt and Shah: <i>The Myth of Community: Gender Issues in Participatory Development</i>) (10 p.)]</p>	Bring summary of Tache & Sjaastad
Week 2b	Intro to Development	<p>Peet and Hartwick: <i>Theories of Development</i> (Ch. 1: Development) (19 p.) [summarize]</p> <p>Carlsen: "Mexico City Seamstresses Remember" (2 p.)</p> <p>[Potter et al.: <i>Geographies of development</i> (Ch. 1: Defining Development) (22 p.)]</p> <p><u>Websites</u> CIA factbook UNDP Women's Indicators and Statistics Database (www.un.org/depts/unsd)</p>	<p>Assignment: Mapping your closet</p> <p>Bring summary of Peet and Hartwick</p>
Week 3a	Women in Development (WID) to Gender and Development (GAD)	<p>Momsen: <i>Gender and Development</i> (Ch. 1) (18 p.)</p> <p>Cornwall: "Men, Masculinity, and 'Gender in Development'" (5 p.) [summarize]</p> <p>[Peet and Hartwick: <i>Theories of Development</i> (Ch. 7: Feminist Theories of Development) (34 p.)]</p> <p>[Jaquette and Staudt: "Women, Gender, and Development," (in Jaquette & Summerfield: <i>Women and Gender Equity in Development</i></p>	<p>Presentations: Mapping your closet</p> <p>Prepare Momsen discussion questions for Ch. 1</p> <p>Bring summary of Cornwall</p> <p>Bring book to class</p>

		<i>Theory and Practice: Institutions, Resources, and Mobilization</i> (33p.)]	
Week 3b	Critical development theory	<p>Mohanty: “<i>Under Western Eyes, Feminist Scholarship and Colonial Discourses</i>” (21 p.) [summarize]</p> <p>[Mohanty: “<i>Under Western Eyes, Feminist Scholarship and Colonial Discourses</i>” Revisited: <i>Feminist Solidarity through Anticapitalist Struggles</i> (30 p.)]</p> <p>[Escobar: <i>Encountering Development: The Making and Unmaking of the Third World</i> (Ch. 2: The Problematization of Poverty) (34 p.)]</p> <p>[Spivak “Can the Subaltern Speak” (38 p.)]</p>	Bring summary of Mohanty
Week 4a	African Gender Theory	<p>Kisiang’ani “Decolonising Gender Studies in Africa” (in Arnfred et al.: <i>African Gender Scholarship: Concepts, Methodologies and Paradigms</i>) (15 p.) [summarize]</p> <p>[Sudarkasa: “The ‘Status of Women’ in Indigenous African Societies” (6 p.) in Cornwall: <i>Readings in Gender in Africa</i>)]</p>	Bring summary of Kisiang’ani
Week 4b	Gendered Knowledge and Sciences	<p>Haraway: “Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective” (23 p.) [summarize]</p> <p>Nightingale: “A Feminist in the Forest: Situated Knowledges and Mixing Methods in Natural Resource Management” (11 p.)</p> <p>[Bordo: “The Cartesian Masculinization of Thought” (19 p.)]</p> <p>[Harding: “The Science Question in Feminism” (book)]</p>	Bring summary of Haraway

		[Rose: "Feminism and Geography: the Limits of Geographical Knowledge" (book)]	
Week 5a	MIDTERM EXAM		
Environment			
Week 5b	Ecofeminism	Shiva: <i>Staying Alive</i> (Ch. 4: Women in the Forest) (40 p.) [summarize]	Bring summary of Shiva
Week 6a	Ecofeminism	Jackson: "Doing What Comes Naturally? Women and Environment in Development" (17 p.) [summarize] [Leach: "Earth Mother Myths and Other Ecofeminist Fables: How a strategic Notion Rose and Fell." (16 p.)]	Debate ecofeminism Bring summary of Jackson
Week 6b	Gender and Environment	Momsen Ch. 5 (30 p.) [Braidotti: <i>Women, Environment and Sustainable Development: Towards a Theoretical Synthesis</i> (Ch. 5: Women, Environment and Sustainable Development: Emergence of the Theme and Different Views) (16 p.)]	Prepare Momsen discussion questions
Week 7a	Feminist Political Ecology	Rocheleau et al.: <i>Feminist Political Ecology</i> (Ch. 1: Gender and Environment: A feminist political ecology perspective) (11 p.) [summarize] Rocheleau: "Gendered Resource Mapping" (6 p.) [summarize] Ch. 9: Fortmann: Gendered Knowledge: Rights and Space in Two Zimbabwe Villages (in Rocheleau: <i>Feminist Political Ecology</i>) (11 p.) [Rocheleau: "Political ecology in the key of policy: From chains of explanation to webs of relation" (11 p.)]	Bring two summaries: both Rocheleau readings

		[Nightingale: "The nature of gender: work, gender and environment."]	
Week 7b	Case studies	<p>Bassett: "Women's Cotton and the Spaces of Gender Politics in Northern Cote d'Ivoire" (17 p.)</p> <p>Rocheleau: "Women, Men and Trees: Gender and Property in Forest and Agrarian Landscapes" (18 p.)</p> <p>Schroeder: "Shady practice: Gender and the Political Ecology of Resource Stabilization in Gambian Garden/Orchards" (14 p.)</p> <p>Carney: "Converting the Wetlands, Engendering the Environment; the intersection of gender with agrarian change in Gambia" (20 p.)</p> <p>Rocheleau et al.: <i>Feminist Political Ecology</i> (Ch. 2: Campbell: "Out on the Front Lines but still Struggling for Voice" (30 p.)</p> <p>Rocheleau et al.: <i>Feminist Political Ecology</i> (Ch. 7: Shields, Flora, Thomas-Slayter, Buenavista.: "Developing and Dismantling Social Capital; Gender and Resource Management in the Philippines." (24 p.)</p>	<p>Class presentations by group (Group to meet PRIOR to class and present in class)</p> <p>Each group summarize one case study</p>
Week 8	SPRING BREAK		
Week 9a	Home gardens and kitchenspace	<p>Howard: "Women in the Plant World: The significance of women and gender bias for biodiversity Conservation" (25 p.) [summarize]</p> <p>Christie: "Kitchenspace: Gendered territory in central Mexico" (8 p.)</p>	Bring summary of Howard
Week 9b	Home gardens and kitchenspace	Christie: "Kitchenspace, fiestas, and cultural reproduction in Mexican house-lot gardens" (21 p.) [summarize]	Bring summary of Christie

		Ch. 12: Wilson: Exchange, Patriarchy and Status: Women's Homegardens in Bangladesh (in Howard: <i>Women and Plants</i>) (14 p.)	
Agriculture and Rural Development			
Week 10a	Women and Agricultural Development	Momsen Ch. 6 (35 p.) [Wooten: "Women, Men, and Market Gardens: Gender Relations and Income Generation in Rural Mali" (11 p.)] [Padmanabham: "The Making and Unmaking of Gendered crops in northern Ghana" (13 p.)]	Prepare Momsen discussion questions
Week 10b	Women and Technology	Ferguson: "Gendered Science: A critique of Agricultural Development" (8 p.) Doss: "Designing Agricultural Technology for African Women Farmers: Lessons from 25 Years of Experience" (14 p.) [summarize]	Bring summary of Doss
Week 11a	Gender and Pesticides in Ecuador	Atreya: "Pesticide use knowledge and practices: A gender differences in Nepal" (6 p.) [summarize] Ecobichon: "Pesticide use in developing countries." (6 p.) [Garcia: "Pesticide exposure and women's health." (9 p.)]	Bring summary of Atreya
Week 11b	Rural livelihoods and diversification	Kaag: "Poverty is Bad: Ways Forward in Livelihood Research" [summarize] (16 p.) Batterbury: "Landscapes of Diversity: A Political Ecology of Livelihood Diversification in South-Western Niger" (20 p.)	Bring summary of Kaag
Week 12a	Micro-finance	Jansen and Pippard: <i>The Grameen Bank in Bangladesh: Helping the Poor with Credit for Self-</i>	Be prepared to discuss Jansen and Pippard

		<p><i>Employment</i> (16 p.)</p> <p>PICK ONE TO SUMMARIZE:</p> <p>Bateman: <i>Microfinance: Myths and Realities</i> (Ch. 3 in <i>Why doesn't microfinance Work</i>) (30 p.)</p> <p>Maclean: <i>Capitalizing on Women's Social Capital: Women targeted Micro-finance in Bolivia</i> (18 p.)</p> <p>Kabeer: <i>Conflicts over Credit: Re-Evaluating the Empowerment Potential of Loans to Women in Rural Bangladesh</i> (20 p.)</p>	<p>Bring summary from either: Bateman, Maclean or Kabeer</p> <p>Present on one of the articles and be ready to debate pros and cons of micro-credit</p> <p>List key terms from each article</p>
Women in the Water Sector			
Week 12b	Women in the water sector	Aladuwaka & Momsen: "Sustainable Development, water resources management and women's empowerment; the Wanaraniya Water Project in Sri Lanka." (15 p.) [summarize]	Bring summary of Aladuwaka
Week 13a	Gender in the water sector	Cleaver: "Choice, complexity and change: Gendered livelihoods and the management of water." (8 p.) [summarize]	Bring summary of Cleaver
Gender and Development in Practice			
Week 13b	Empowerment and participation	<p>Kabeer: "Resources, Agency, Achievements: Reflections on the Measurement of Women's Empowerment." (29 p.) [summarize]</p> <p>[Mason: "Measuring Women's Empowerment: Learning from Cross-National Research" (12 p.) (in D. Narayan: <i>Measuring Empowerment; Cross-Disciplinary Perspectives</i>)]</p>	<p>Bring summary of Kabeer</p> <p>Students present case studies and debate</p> <p>UNFPA, CARE, UN Empowerment Index, MDGs, Youtube videos</p>
Week 14a	Participatory approaches	<p>Cornwall: "Whose Voices? Whose Choices? Reflections on Gender and Participatory Development." (17 p.) [summarize]</p> <p>Peanut stories from Kamuli</p>	<p>Bring summary of Cornwall</p> <p><i>Mapping the path of the peanut in Uganda</i></p>

		http://www.oired.vt.edu/Peanut_C_RSP/FarmersStoriesFromKamuli.pdf [Clever: “Institutions, Agency and the Limitations of Participatory Approaches to Development” (20 p.) in Cooke & Kothari: <i>Participation: The New Tyranny?</i>]	
Week 14b	Community Based Natural Resource Management	Moore: “Access to technical information and gendered NRM practices: Men and Women in rural Senegal” (10 p.)	Bring summary of Moore
Urban Environments and Global Women			
Week 15a	Urban livelihoods and informal markets	Momsen Ch. 7 (20 p.)	Prepare Momsen discussion questions
Week 15b	Women in the global assembly line (Factory)	Momsen Ch. 8 (32 p.) Sassen: “Notes on the incorporation of third world women into wage labor through immigration and offshore production” (21 p.) (in <i>Globalization and its Discontents</i>) [Ong: <i>Spirits of Resistance and Capitalist Discipline, Second Edition: Factory Women in Malaysia</i>]	Prepare Momsen discussion questions
Week 16a	Women in the global assembly line (Flowers)	Prieto: <i>Beautiful flowers of the Maquiladoras</i> [summarize] Maria Full of Grace-movie Meier: “Cut-flower production in Colombia—a major development success story for women?” (15 p.) [summarize] [Korovkin: “Cut-Flower Exports, Female Labor, and Community Participation in Highland Ecuador” (19 p.)]	Bring two summaries: Prieto and Meier
Week 16b	FINAL EXAM		