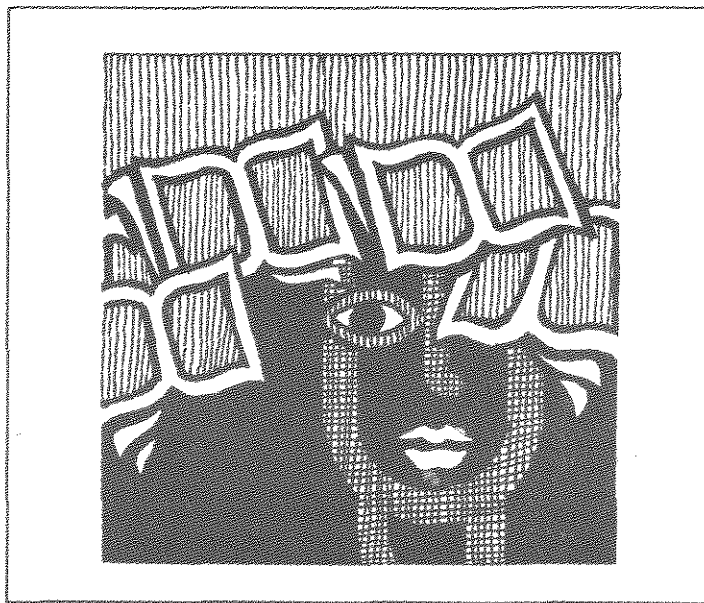


INSTRAW



GENDER TRAINING PORTFOLIO

MODULE I - INTRODUCTION



The Contribution of the United Nations
to Women and Gender Perspectives
in Development

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GENDER TRAINING PORTFOLIO

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GENDER TRAINING PORTFOLIO

MODULE I - INTRODUCTION

The Contribution of the United Nations to Women and Gender Perspectives in Development

**Editors:
Rae L. Blumberg
Barbara Knudson**

1. The first part of the paper is devoted to the study of the properties of the function $f(x)$ defined by the equation $f(x) = \int_0^x f(t) dt$. It is shown that $f(x)$ is a constant function, and its value is determined by the initial condition $f(0) = 1$.

2. The second part of the paper is devoted to the study of the properties of the function $g(x)$ defined by the equation $g(x) = \int_0^x g(t) dt$. It is shown that $g(x)$ is a constant function, and its value is determined by the initial condition $g(0) = 1$.

The Contribution of the United Nations to Women and Gender Perspectives in Development

The half century following World War II must be characterized by rapid change in many sectors of human life on the planet, including major developments in technologies, vast expansion of extant knowledge in many fields, unprecedented population growth, and the perceptual shrinking of the globe due to improved transportation and communication. Another major development of the era, the subject of this portfolio, is the expanded knowledge and awareness of the roles and the actual and potential contributions of women in human societies around the globe.

The study of women's roles is not new in this era. A rich history and tradition of female contributions have been known and described for centuries; much of that literature has been discovered, or rediscovered, in the late 20th century by contemporary feminist scholars. Perhaps the best known early work of this kind, *A Vindication of the Rights of Women* by Mary Wollstonecraft, was published exactly two hundred years before the initial preparation of this portfolio, in 1792. And she, of course, built her impressive argument for recognizing the rights of women on the lives and work of yet earlier writers, playwrights and activists of her time. Might they all have drawn upon the Golden Age of Greece with its partly humorous, partly very serious, portrayal of anti-war feminists in *Lysistrata*?

In the contemporary era of the late 20th century, women and men everywhere note and celebrate the rich new body of knowledge dealing with the reality of women's lives and contributions around the globe. Continuing the tradition of our feminist foremothers, it is important to pay tribute to the work and lives of women who fought for human rights in the global abolition of slavery movement, for improvements in the health and welfare of their communities and nations, and for their own rights as citizens in suffrage movements around the world. All contributed to the rich backdrop of concept and theory, now undergirded by the extensive data and substantive research knowledge widely available today. This body of knowledge provides a strong and valuable base for improving public policy and its implementation on a worldwide scale, as the world approaches a new century.

The contributions of the United Nations are important to note in this regard, for it has led international public opinion from the very inception of the organization. While many citizens of the world are aware of the focused activities connected with International Women's Year in 1975 and the UN Decade for Women (1976-1985), it is important to note that issues of importance to women have characterized UN activities throughout its history.

*United
Nations,
a leader
in changing
public
policy*

The leadership of the United Nations in the movement for women's equal rights is not as well known as it deserves to be. Its major accomplishments include adding to the breadth and depth of knowledge about the inequality between women and men. But perhaps even more importantly, the United Nations has led the world in the application of that knowledge to bring about change in public policy and its implementation, at local, national, regional and international levels. The UN's leadership in this important initiative has been critical both for women and for the future of human society.

In 1945, as World War II was coming to its long-awaited and world-changing conclusion, representatives of fifty nations met in San Francisco to plan a new organization, built on the ruins of the League of Nations, that first noble experiment which had

failed to prevent a second great war from sweeping the world. They came to create a "new world order" in a soon-to-be nuclear age. While women's issues were certainly not a major topic in San Francisco, women representatives of nations did play influential roles throughout the meeting. Latin American women, in particular, in alliance with notables of other nations, worked behind the scenes to insure that the Charter of the new organization reflected the rights of all people in its stirring words:

We the People of the United Nations Determined..... to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women, and of nations large and small ...
(Preamble to the United Nations Charter)

There were four women who participated in the signing of the Charter: Bertha Lutz (Brazil), Wu Yi-fang (China), Minerva Bernardino (Dominican Republic), and Virginia C. Gildersleeve (United States). Recalling her participation at the UN during this early period, Ms Bernardino stated "I am very proud to have been instrumental in changing the name of the *Declaration of the Rights of Man* to the *Declaration of Human Rights*. The word man represents gender, not species; it therefore excluded women" (*INSTRAW News*, No. 18, Autumn 1992: 16).

Those words are the first to mention the equality of women and men in a major international document. And it was more than words alone that characterized the early UN period in terms of women's issues. In the very first year (1945), arising out of the Universal Declaration of Human Rights, the United Nations Commission of Human Rights was created, followed by a subcommission on women's rights. By 1946, this subcommission became the Commission on the Status of Women. This "functional" or cross-cutting body has been the focal point of all UN activity related to women's issues for more than 45 years. Thus the UN has long predated the current waves of women's movements around the world.

A full history of the Commission on the Status of Women (CSW) has yet to be published. Different emphases can, however, be discerned from the documents of the body over the years of its

existence. The very early years focused on correcting a number of legal inequalities between women and men, especially the citizenship status and residential rights of women, issues that frequently were intertwined with marital status. (For example, women in some nations lost their original citizenship upon marriage, whereas men did not.) A second period, somewhat later, might be characterized by the sponsorship of attempts to aid women in "catching up" to men, through such opportunities as scholarships, special training workshops, leadership promotion, and the like.

As early as the 1960s, a third phase of CSW activities can be seen, in an emphasis on the **inter-connectedness** of women's issues with other complex topics of the day. This is something which remains very current. For example, by 1963, CSW had created a unified plan for the status of women in mainline development issues such as agriculture. CSW documents of that period indicate that the General Assembly had endorsed its proposal for a "unified, long term" programme for the advancement of women, recommending that all nations establish a national commission on the topic, that the regional commissions of the UN address women's issues, and that all Member States should recognize the desirability of women as equal participants in international fora. By 1972, the plans for International Women's Year and the Decade were under consideration, with their all-encompassing themes of Equality, Development and Peace.

Indeed, the United Nations' leadership on this issue, driven by the tenacity of women leaders from around the world, has been a major factor in today's ever-growing recognition of the major contributions of women to societal well-being. This is evidenced by the following brief description of the UN agencies specifically dealing with women's issues.

International Research and Training Institute for the Advancement of Women (INSTRAW)



The International Research and Training Institute for the Advancement of Women (INSTRAW), an early outcome of the Decade for Women, was established in 1976 as an autonomous body within the United Nations system. In 1983, it

moved into its permanent home in Santo Domingo, in the Dominican Republic. Because past development plans and technical cooperation programmes often have lacked a comprehensive view of women's role in economic activity thus failing to include women as agents and participants in the development process, INSTRAW was created to remedy this exclusion through catalytic leadership in research, training and information. Because it is funded entirely from voluntary contributions its budget and, consequently, its programmes are rather modest. Nonetheless, it has achieved a good deal.

*Catalytic
leadership
in research,
training
and
information*

The general orientation of the substantive programme of the Institute is to ensure - through research, training and collection and dissemination of information - the advancement of women and their integration in the development process both as active participants and as beneficiaries. The Institute assists the efforts of intergovernmental, governmental and non-governmental organizations in this regard. INSTRAW's policy is to bring the results of its work to the attention of policy-making bodies involved in socio-economic development, both within and outside the United Nations. Its aim is that women are included as active participants and beneficiaries in all sectors of development. INSTRAW's programmes are in conformity with the Nairobi Conference's Forward-looking Strategies (the culminating document emerging from the 1985 conference that marked the end of the UN Decade for Women) and this permits the objectives of these Strategies to be translated into pragmatic action, at international, regional and national levels.

INSTRAW advocates the introduction of new systems of conceptual analysis, data collection and research, and training methodologies. Some of its most notable achievements have involved data and statistics: As part of the programme in the area of improving statistics and indicators on women, significant breakthroughs have been made in the classification of occupations and in measuring and evaluating the contribution of women to development through their work in the informal sector.

United Nations Development Fund for Women (UNIFEM)

Originally created as the Voluntary Fund for the United Nations Decade for Women in 1976, the United Nations Development Fund for Women (UNIFEM) was transformed into an autonomous funding agency within the United Nations Development Programme in 1984. The fund was created in recognition of the fact that economic growth, productive employment and social equity for all people were fundamental and indivisible elements of development, but that the critical contributions of women to their economies and societies had not been adequately taken into account in programmes of development and cooperation. Like INSTRAW, UNIFEM is financed by voluntary contributions so its budget when compared to other development funds is small. Yet although UNIFEM has supported over 800 activities for women in over 100 developing countries from ca. 1976-1991 (UNIFEM 1991:7), its limited budget permits it to respond to less than half of the deserving appeals it receives for assistance.



UNIFEM is the only mechanism for development cooperation in the United Nations system set up specifically to channel financial and technical resources to women. Its mandate is twofold: a) to serve as a catalyst, particularly at pre-investment stage, to ensure the appropriate involvement of women in mainstream development activities; and b) to support activities directly benefiting women in line with national and regional priorities. Its programmes seek to make women's work more productive and to free them from low-productive tasks that waste time, energy and talent. Activities are concentrated on the rural and urban poor, especially in the least developed countries.

Division for the Advancement of Women (DAW)

The Division for the Advancement of Women is the focal point in the United Nations system for activities relating to women. It acts as secretariat both to the Commission on the Status of Women and to the Committee on the Elimination of

Discrimination Against Women. Its programmes relate particularly to monitoring and appraising the implementation of the Nairobi Forward-looking Strategies for the Advancement of Women. The Division is not a funding agency and has no part in field projects. Activities concentrate on research studies and coordination of research, expert group meetings and advisory seminars. Special stress is laid on the priority themes selected by the Commission on the Status of Women each year, one under each of the following rubrics: Equality, Development and Peace.

Committee on the Elimination of Discrimination Against Women (CEDAW)

*Mainstreaming
women
in all
areas of
programme
and
project
activities*

On 18 December, 1979 the General Assembly adopted the Convention on the Elimination of All Forms of Discrimination Against Women. This Convention, containing 30 articles, sets out in legally binding form internationally accepted principles and measures to achieve equal rights for women everywhere. The Convention calls for national legislation to ban discrimination, recommends temporary special measures to facilitate de facto equality between men and women and action to modify social and cultural patterns that perpetuate discrimination. By 1993, 118 nations had ratified the Convention.

A committee of experts, the Committee on the Elimination of Discrimination Against Women (CEDAW), was established for international supervision of the implementation of the Convention. These experts review national reports submitted by States Parties and are thereby able to monitor the progress made in the implementation of the Convention. The review powers of CEDAW potentially subject these governments, one by one, to public scrutiny.

UNDP/Gender-in-Development Programme (GIDP) [formerly Division for Women in Development]

The United Nations Development Programme (UNDP) is the central development funding agency of the UN. Although its budget comes from voluntary contributions from member governments of the UN or its affiliated agencies, it is substantial: \$1 billion in 1989 (Kardam 1991:18); it typically funds over 5,000

projects a year (ibid:23). In 1987, the UNDP's Division for Women in Development began operating with a professional staff consisting of the division chief and two others (ibid:28). (Actually, the UNDP had a principal officer on Women in Development, Ulla Olin, long before even the International Women's Year in 1975 (Pietila and Vickers 1990:102) and had issued its first WID guidelines in 1977 (Kardam 1991:19).) Since the establishment of the Division, emphasis on WID in UNDP increased: not only is there some WID input into new programmes and projects, but WID training workshops in both New York and the field have increased.



In fact, the goal of WID strategy continues to be the mainstreaming of women and women's issues in all areas of programme and project activities (UNDP 1993:2). Toward that end, in 1992 UNDP renamed the WID Division and adopted a gender approach. This puts emphasis "on socially constructed relationships between women and men which form the basis of their differential access to society's resources and which in turn determine power relationships between them" (GIDP brochure).

Moreover, the increased attention to women's issues in UNDP now has been documented statistically. A baseline study conducted in 1990 on the inclusion of WID in fourth-cycle country programmes found that the majority did not incorporate **any** reference to women and women's concerns. A follow-up questionnaire in late 1992 and a review of all approved country programmes for the fifth cycle show substantial progress: about two-thirds of fifth-cycle programmes have expressed some commitment to WID issues (UNDP 1993:2).

This improvement, perhaps, reflects the greater institutionalization of WID in UNDP. Its Governing Council passed decision 90/19 on June 22, 1990, requesting the Administrator to report about progress in implementing its WID mandate made since the 1990 baseline study. This reporting is to be on a triennial basis, beginning in 1993. And while the majority of the new country programmes selectively address WID in only one or two priority areas, the new reporting requirements clearly have made it less likely for field programmes to ignore WID altogether.

Moreover, the Governing Council recently approved \$8 million for the five-year period 1992-1997, earmarked from its Special Programme Resources (SPR), for building WID national capacities and mainstreaming women's concerns in UNDP-funded activities (INSTRAW 1992:36). The availability of SPR funds has empowered GIDP in its relationship with field offices (UNDP 1992:5). Coupled with the fact that in 1990 WID was named one of six UNDP-identified "advocacy themes" (in Governing Council decision 90/34 of June 23, 1990, *ibid.*), these actions show a rising curve of institutional commitment.

Other UN Agencies

Other UN entities also have been devoting increasing attention to integrating women into their development efforts. The Food and Agriculture Organization (FAO), the International Fund for Agricultural Development (IFAD), the International Labour Organisation (ILO) and the World Institute for Development Economics Research (WIDER) all have been characterized by intensifying efforts aimed at Women in Development. As an example, IFAD, whose mission is to help the rural "poor majority", has increasingly directed its efforts toward women, with credit as a key element. Between 1978 and 1984, 27% of IFAD projects with credit components served women; since then, the figure has risen to 86% (INSTRAW 1992).



FAO provides another example of evolving and escalating concern with Women in Development (WID). FAO has its



Women in Agricultural Production and Rural Development Service. Over the past decade, it has shifted from a heavy orientation on home economics to a focus on women as economic producers. It also is moving from a strictly WID approach to one that involves gender. It is relevant that a review of 65 "illustrative" UNDP-funded projects that involved women and were operational between 1978 and 1989 showed that the largest number- 20 - were FAO projects (Kardam 1991:23, 35; this compares with 11 ILO projects, 8 UNICEF projects, and a scattering from the other UN agencies).

Further information on the WID-related activities of a variety of other UN agencies is found in INSTRAW 1992. At this point, however, mention should be made of an important inter-agency effort of UNIFEM, the United Nations Children's Fund (UNICEF), the United Nations Population Fund (UNFPA), the Division for the Advancement of Women (DAW), and the United Nations Statistical Division that culminated in a landmark 1991 publication: *The World's Women 1970-1990: Trends and Statistics*. (INSTRAW and UNDP provided supplementary funding for a wall chart of selected indicators from the report, thus further enhancing the scope and impact of this collaborative effort.) This is the most complete presentation to date on how women fare - in relation to men - in different parts of the world (INSTRAW 1991:58; UNIFEM 1991:6).

A few examples illustrate both some of the principal findings of this report and its use of gender-disaggregation (rather than women-only data).

- Women in Asia and Africa work 13 hours a week more than men and are mostly unpaid.
- Women earn 30 to 40 per cent less than men for doing equal work.
- Women hold between 10 and 20 per cent of managerial and administrative jobs world-wide and less than 20 percent of the jobs in manufacturing.
- Women make up less than 5 per cent of the world's heads of state.
- Women's unpaid housework and family labour, if counted as productive output in national accounts, would increase measures of global output by 25 to 30 per cent (as summarized in UNIFEM 1991:7).

As will be discussed in subsequent sections of this document, the same evolutionary process from women to gender noted above for UNDP, FAO and *The World's Women* has occurred in many of the international development agencies and among scholars and practitioners who began with an exclusive concern with helping **women**. This does not indicate any lessening of commitment to women, but rather the often greater utility of moving development efforts from a "gender-blind" to a "gender-sensitive" posture.

*Gender
sensitive
approaches*

"Gender-blind" approaches may take the monolithic household as the basic unit of assistance, oblivious to the fact that there is an "internal economy of the household," organized primarily along axis of gender and age, so that the burdens and benefits of development are not equally distributed among all members. In contrast, "gender-sensitive" approaches would examine such information as the gender/age division of labour, time, resources and income in order to see who would be helped and who would be hurt by given development initiatives.

Increasingly, it is being recognized that statistics dealing exclusively with women in countries of the South (Third World) may languish on the shelf, whereas statistics that are **gender-disaggregated** may prove useful to numerous audiences, from development policy makers to grass roots non-governmental organizations (NGOs). Moreover, efforts that are confined to women, whether women-only projects, or separate women's components of mainstream development assistance efforts, are likely to be small, under-funded and prone to emphasize welfare over productive or income-generating concerns.

In the curricular pieces which follow, the importance of the substantive contributions of the United Nations to the growing and evolving body of knowledge about women, gender and development also will be clearly evident.

In the last couple of decades, substantial ferment in scholarship and activism around women's issues has developed rapidly around the world. These women's movements are linked in a

complex manner to civil and human rights movements, to economic, political and cultural development, and to networking among women themselves. Such networking activities have been facilitated by United Nations events and activities which bring WID constituencies together at regional and international meetings. Also in the 1970s and 1980s, a wave of women's studies teaching began to appear on the campuses of European and North American colleges and universities, quickly followed by varying approaches in research, teaching and activism in Latin America, Asia and Africa. As the twentieth century moves to a close, continuing research, activism, academic teaching and applied training on women and gender issues can be found virtually around the world, both in donor sponsored programmes and in indigenous developments in most nations.

This document focuses on one aspect of this new teaching about and for women, namely the field of "Women in Development" (WID), which is interpreted broadly enough to incorporate the growing focus on gender and development. The perspective grows out of the North American experience, where the development of WID thought somewhat preceded its development in other parts of the world. As a result, as Women's Studies emerged in developing countries, WID thought was embodied within these programmes.

The description and dissemination of information on women/gender and development is the purpose of this portfolio. Through university teaching, research and service, with their wide potential for further dissemination, women and men everywhere can share more broadly this new body of thought. WID curricula and their modification for other purposes will systematically facilitate students' learning from one another around the world. Citizens of all nations will thus be enabled to understand better the commonalities and diversity of women's lives everywhere on the globe, their relations to men's lives, and their implications for human society. Furthermore, whether the focus is on women or gender, the best WID curricula also show the impact of class, race/ethnicity, age and other differentiating factors. The development agenda of the world - which is at risk on many fronts with which gender issues interact in complex and vital manner - demands such WID knowledge, as well as its efficient sharing and its effective utilization.

For Further Information on the United Nations History and Contributions:

Claude, Inis L. From Swords Into Plowshares: The Problems and Progress of International Organizations. New York: Random House, 1956.

The definitive history of the early years of the United Nations.

Everyone's United Nations. Published in new edition every 4-5 years, with a brief history and good current information on the complex family of specialized agencies and Secretariat divisions.

INSTRAW. "The United Nations and Women," INSTRAW News No. 18, Autumn 1992. Santo Domingo, 1992.

Presents an overview of the work of various United Nations agencies for women as well as their major issues and plans for the Women's Conference to be held in 1995.

Pietila, Hilikka and Jeanne Vickers. Making Women Matter: The Role of the United Nations. London: Zed Books, 1990.

A joint publication of INSTRAW and the UN Non-Governmental Liaison Service (UN-NGLS), the book traces the catalytic impact of the UN, emphasizing the Decade for Women (1976-1985), the Forward Looking Strategies that emerged from the Nairobi 1985 conference ending the Decade, and plans for the 1990s.

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BIBLIOGRAPHY-READER ARTICLES

Part III

IMPLICATIONS OF THE "FACTUAL" FOR POLICY AND STRATEGIES

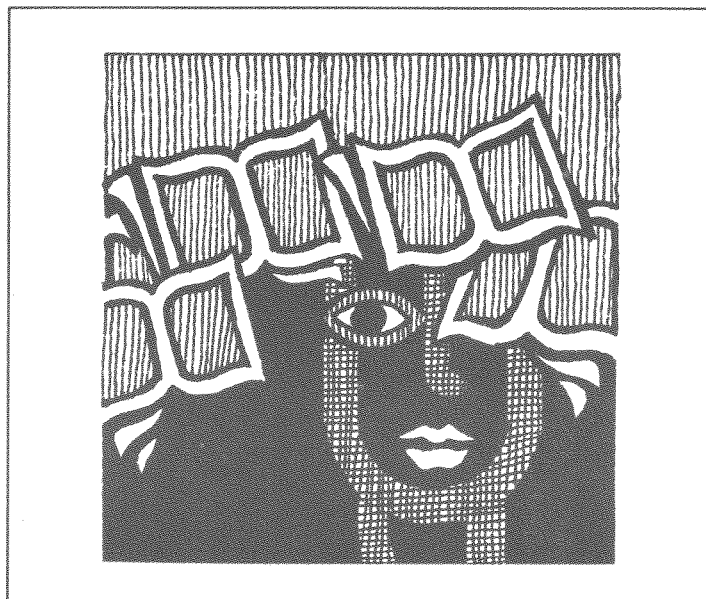
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GENDER TRAINING PORTFOLIO

MODULE II - GENDER AND DEVELOPMENT THOUGHT



The Development of
Thought on Gender and
Women in Development (WID):
Towards a New Paradigm

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GENDER TRAINING PORTFOLIO

MODULE II - GENDER AND DEVELOPMENT THOUGHT

The Development of Thought on Gender and Women in Development (WID): Towards a New Paradigm

Editors:
Rae L. Blumberg
Barbara Knudson

The Development of Thought on Gender and Women in Development (WID): Towards a New Paradigm

While the origins of thought and writing about women, broadly conceived, can be traced back many centuries, the body of knowledge known as "Women in Development" (called WID hereinafter), at least in this explicit formulation as a field for teaching, research and application in the real world, is far more recent. In fact, many date the birth of WID to the pioneering book, *Woman's Role in Economic Development*, published in 1970 by the Danish economist, Ester Boserup (New York: St. Martin's Press, 1970; republished London: Earthscan, 1989). Despite the recent origin of the field, it is certain that very different definitions of WID content will be found in different parts of the world, or indeed, in different regions of nations, on different campuses and classrooms, and in different development agencies or organizations. The purpose of this section is to describe and hopefully unravel some of those different perceptions and evolving definitions.

While the WID field is new enough that a "sociology of knowledge" approach is hardly possible, certain trends can be perceived in the emerging literature and will be identified and discussed. The field of inquiry is firmly rooted in the United Nations values of "faith in fundamental human rights, the dignity of the human person [and] the equal rights of men and women," which exemplify the desire of humankind everywhere for a better life for all people. Based on those values, WID thought is a logical development in this latter half of the twentieth century. The ideas which characterize WID, growing out of research and practice, have evolved very substantially in the period. This development will be sketched briefly here to provide context for a potential

instructor of academic courses on the topic. In addition, the emergence and evolution of WID are relevant for broader training purposes as well.

The development of WID thought, much of which emerged earlier in the U.S. than elsewhere, is clearly related everywhere to the current "wave" of feminist thought, research and activism dating back to the late 1960s. These developments were intertwined with the Civil Rights movement, with student unrest, and with people's liberation efforts around the world (as indeed, had been true a hundred years earlier when 19th century feminism in many parts of the world was closely associated with the global movement to abolish slavery). At first a trickle and then a flood of women's studies courses were designed and taught on United States campuses in the 1970s; the process was later repeated in many other parts of the world, with varying timetables. In the U.S. today, many thousands of such offerings exist, with over 700 undergraduate Women's Studies degree programmes and a number, though far smaller, of graduate level course and degree programmes. Women's Studies courses form the backdrop against which **separate** WID courses began to be offered in the United States, although in other countries WID has been embodied **within** the conceptual framework of Women's Studies.

Ester Boserup, author of the ground-breaking 1970 study that provided the early conceptual foundations for the field of women in development, has had an extensive and distinguished career, both with her own government and with the UN Economic Commission for Europe. Her WID volume was published as one of three books on economic development, each of which drew heavily on published statistics from different parts of the world over several decades or more. Her classic 1965 study, *The Conditions of Agricultural Growth*, makes the case that population growth leads to the intensification of cultivation, rather than vice versa. This book turned around the then-extant paradigm linking agriculture and population -but the 1970 WID volume went even farther and launched a whole new field.

Specifically, in her 1970 book *Woman's Role...*, she also turned around the then-prevailing view that development and "modernization" would disproportionately benefit women, e.g.,

by freeing them from subjugation to the extended family. Boserup first describes changing patterns of agriculture primarily related to population growth: in low population density areas, shifting cultivation and largely "female farming" prevails; this characterizes much of sub-Saharan Africa. With somewhat greater population densities and plow cultivation, largely "male farming" prevails (as in much of Latin America). Finally, in densely populated irrigated/intensive agricultural areas (e.g., in Southeast Asia), both men and women work hard in agriculture. Moreover, she calls particular attention to the shifts in the roles of women with changes in agricultural patterns. For example, when modern technologies led to enhanced cash cropping, men benefitted as wage labourers, while women's work in subsistence agriculture increased to meet family needs. She also notes that rather than specially favouring women, development often disproportionately marginalized them, especially those who previously had had the greatest degree of economic autonomy (e.g., African women farmers).

While Boserup's work started the train of thought, initially providing the idea that economic development was not a "gender-neutral" process, her work has been both praised for its originality and scholarship, and criticized for an unquestioning acceptance of modernization and free market approaches to development, as well as for lack of attention to cultural factors. But without question, Boserup is considered the founder of the field for her universally praised paradigm-shaping contribution.

The idea was picked up with considerable speed in the U.S. and elsewhere. In the early 1970s, special editions of scholarly journals in several disciplines focused on the topic of women. Many new books also appeared presenting feminist views in anthropology, history, sociology and political science. Much of the work focused on women around the world, providing content appropriate for use in the teaching of WID coursework. The years leading up to the World Conference on Women held in Mexico City (1975) were characterized by a growing awareness of women's issues, not only at the national level, but globally as well. Funding agencies, both donor governments and the public foundation community, began to make funds available for research on aspects of the WID agenda, with a heavy focus on the

economic contributions of women. This included such topics as women's work in subsistence agriculture, as small-scale entrepreneurs (engaged in home-based production, street vending, and service occupations of many types), and as employees of multinational corporations worldwide. From its inception, the body of thought known as WID has been different from other women's studies teaching in the emphasis it placed on the situation of women **internationally**, and in the opportunity it provided for women everywhere to place their own history and status in an international context, thus adding to world knowledge of both commonality and diversity.

Another way in which WID differs from other teaching on women's issues was in its strong emphasis - indeed, its very reason for being - on the **application** of knowledge. As research accumulated, it provided an empirical basis for policy formulation and its implementation. Since WID issues did not occur in a vacuum, attention turned to development theory and practice; WID scholars and activists have critiqued both. Over the years, theoretical underpinnings have changed and developed, with new feminist thought interacting with a range of competing political and development ideologies. Many of the controversies still exist as reflected in contemporary WID literature. These controversies concern very basic ways of viewing the topic, i.e., are women a "category" for analytical purposes, or do the major differences based on class, race, national origin, etc. invalidate thinking universally about women? With the exception of reproductive aspects, are women and men basically similar or inherently different? These and other related issues, as basic premises, continue to underlie different theoretical approaches. But across ideologies and conceptual frameworks, an emphasis on the application of knowledge in the pursuit of improving human life on the planet has been a major theme in the development of WID thought.

On the governmental front, the World Conference on Women held in Mexico City in 1975, the International Women's Year, sharply focused the attention of the world on women's issues, and all of their controversies. Sometimes thought of as a global "consciousness raising" event, the Mexico City meetings, and the Decade for Women which followed, did spotlight the situation,

the needs and the potential contribution of women in a way which clearly challenged existing world views and contributed to a new paradigm of world thought about the lives of this hitherto far less visible half of the globe's population.

A first of its kind workshop on Women in Development was sponsored by the American Association for the Advancement of Science, immediately preceding the Mexico Conference. Two very early publications were produced in connection with that meeting. One is a conference report containing essays by selected participants as they considered this "new" topic, as well as a variety of materials about the seminar (Irene Tinker and Michele Bo Bramsen, eds., *Women and World Development*, Washington, D.C.: Overseas Development Council/American Association for the Advancement of Science, 1976). The other is a compilation of scholarly materials on the topic (Mayra Buvinic, ed., *Women and World Development: An Annotated Bibliography*, with the same publisher and date). These documents, following Boserup, are clearly "firsts" in the WID field.

From the mid to late 1970s, relatively little published material could be located for instructional use, and early teachers hunted hard for content, largely in anthropological work. Ester Boserup's 1970 book, as the classic work in the field, was clearly the most commonly used text for some time. But in the years since then, a substantial base of information and theory has developed. In the manner of many new emerging fields and sub-fields, much of the original literature was found in field case studies. In the case of WID, these were heavily anthropological in nature. Many of these early studies explored the gender division of labour and showed that women were far more economically active and productive than extant studies and statistics had revealed.

This body of work was followed by books which were collections of such studies, the so-called readers, often organized either by sector (i.e., agriculture, industry, service), by social institution, (i.e., family, education, work, religion) or by geographical region of the world. Only in the 1980s did the first actual textbooks emerge; they remain in short supply. Training content, based on the emerging WID literature but adapted for non-collegiate

audiences such as government policy makers, practitioners, planners, etc. also appeared at this time. By the 1990s, a very substantial information base - involving both women alone and gender-disaggregated data - enables a strong, empirically-based rationale to be made for the importance of WID.

This study of women, internationally and comparatively, has many sub-components and thus a wide range of possible organizational frameworks. Early literature can be characterized rather strongly as in the vein of "woman as severely discriminated against." The studies looked occasionally at women leaders, to be sure, and some early emphasis was placed on the work of women's organizations for community and family betterment. But the bulk of the WID content of the 1970s and, to a lesser extent, the 1980s focused on women's disadvantages, and hence, the need for equity and social justice, to promote women's "advancement." This approach has come to be called the "equity" approach. As that term implies, the major rationale for WID in this context is that it is the "right thing to do" on the grounds of simple justice.

The documents of the World Conferences on Women held in Mexico City (1975) and Copenhagen (1980) well illustrate this view. First, Irene Tinker's much-cited essay in *Woman and World Development*, "The Adverse Impact of Development on Women," provides an early and influential statement at a time (the mid-1970s) when solid empirical studies were few and far between. Her article reflects the early emphasis of the field on how not only the unplanned trends of the world economy but also planned development projects often were harming, rather than benefitting, women: undermining their economic resource base while lengthening their toil. Here, the equity approach called for positive rather than negative impacts on women. The well-known statement from the 1980 Copenhagen World Conference on Women that "women and girls are one half of the world's population, perform two-thirds of the world's work hours, earn one-tenth of the world's income, and own one-hundredth of the world's property" perhaps best epitomizes a later statement of the equity position: it cites data, showing the fruits of the half-decade of WID research since Mexico City. And these data show that women are getting the "short end of the stick."

*The equity
approach
to WID
called for
positive
impacts on
women*

As a further example, early United Nations documents quite consistently call for the "integration of women into development," implying that women were not involved in, not contributing to, their nation's struggles to maintain and improve the quality of life for all. Similarly, the language of the 1973 "Percy Amendment" (Section 113 of the U.S. Foreign Assistance Act) emphasizes equity and integration. It mandates that U.S. bilateral development aid (largely the province of the U.S. Agency for International Development, USAID):

...shall be administered so as to give particular attention to those programs, projects and activities which tend to integrate women into the national economies of foreign countries, thus improving their status and assisting the total development effort.

The efficiency approach emphasized that the goals of development would not be achieved without the participation of women

However, after the political climate changed in the beginning of the 1980s, the era of conservatives, a perceptible shift occurred in the language of WID literature, and in the policies and practices they inform. This next generation approach came to be known as the "efficiency" argument. Its basic premise was not the dire straits of women, but rather that development projects and programmes would not achieve their goals without the full participation of women. The logic of development programmes aimed at meeting basic human needs, enhancing popular participation, and achieving national and local self sufficiency all meshed well with this efficiency approach, since women's contributions are most visible at grassroots or popular levels. The 1982 WID Policy paper by the U.S. Agency for International Development epitomizes this "efficiency" approach and emphasizes the importance of women as economic actors.

The "efficiency" approach was far easier to see; the more difficult question was the provision of "how to" guidance for policy makers, development agencies and organizations. The need for guidance arose from the fact that the efficiency argument did not translate as easily and obviously into practice, particularly in the short term, as had the equity argument - which required rather straightforward welfare programming. Over time, the "how-to's" did emerge. They emerged in formal and informal education which empowered women (as well as having other positive consequences for health, fertility, nutrition, etc.). They emerged

in credit projects which overcame barriers to female economic productivity, and in agriculture projects which provided technical assistance and, sometimes, inputs for the crops and animals raised by women. Guidance also emerged in projects promoting labour- and energy-saving technologies (piped water, improved cook stoves, solar energy, etc.); these reduce time burdens, freeing women's energy while contributing to environmental sustainability in the process.

As the information base has expanded and improved, as additional and more sophisticated analyses and conceptualizations emerged, the emphasis on women as "victims," as persons in need of "advancement," thus perceptibly shifted to a new and more positive view of women being important for efficient and effective development.

Meanwhile, the women of the South, the focus of so much WID concern, entered the debate with a strong voice of their own. This can be considered the third major thrust in the evolution of the WID field. Although much of the literature of the women of the South does not circulate beyond the city or country of origin, there are some bold exceptions. The most noteworthy is the statement by the DAWN group. DAWN - Development Alternatives with Women for a New Era - is a group of 22 Third World women researchers and activists, representing Africa, Asia and the Pacific, and Latin America and the Caribbean. The DAWN group prepared an independent report for the Nairobi conference that ended the UN Decade for Women in 1985 (Pietila and Vickers 1990). Their report, *Development Crises and Alternative Visions: Third World Women's Perspective* (Sen and Grown 1987), rejects the view of development as an essentially benevolent process into which women have had insufficient participation.

Instead, the DAWN group argues that women have their own contribution to make toward a reconceptualized vision of development - a contribution very different from that of men. Accordingly, it is crucial that women have equal input into the planning and implementation of development in their countries. Moreover, true development will require some radical changes, because "equality for women is impossible within the existing

economic, political and cultural processes that reserve resources, power and control for small sections of people. But neither is development possible without greater equity for and participation by women" (ibid.:36).

*Third
World's
Women's
vision
offers a
development
alternative
based on
equity in
decision-
making*

In a sense, the holistic framework of Beneria and Roldan's 1987 study, *The Crossroads of Class and Gender*, embodies the redefinition of development called for by DAWN. It calls for a new vision of development that includes non-economic as well as economic dimensions, that "redistributes resources and eradicates the roots of oppression and discrimination within countries as well as between the center and the peripheral countries" (p. 170), that incorporates women's reproductive concerns into the development process, and that promotes more humane and just (and less militaristic, violent and ecologically wasteful) societies. In order that such a vision can materialize and acquire legitimacy, they call for a democratic decision-making process that begins from the bottom up (as is "inherent to feminism" [p. 171]). In this process, women's needs, **as expressed by women themselves**, would be included in any programme for change.

As the world approaches a new century, yet a fourth generation of WID thought is emerging. This formulation goes beyond the efficiency argument, premised on data which clearly illustrate that women are absolutely essential contributors to societal and economic life. Indeed, in the strongest version, argued here, women are shown to be persons without whose appropriate and unimpeded participation, the rapid economic, social and cultural development desired by all nations cannot, and will not, occur.

The argument is formulated in a variety of ways. Statistical analysis correlates measures of the status of women with a range of indices of the "well being" of nations (Blumberg 1989). Clear relationships between aspects of women's lives and the major global problems of the world, i.e., unwanted population growth, world hunger, and environmental degradation, can be empirically and conceptually linked. For example, greater female education and control of economic resources (especially income) are shown to have substantial negative correlations with fertility. (See the literature on population issues, agriculture, and environmental

problems in the bibliography below.) The new formulation might be called a "necessity" or "imperative" argument, stating forcefully that without women's full and unimpeded participation as family members, as workers, as citizens, the world cannot achieve its universally desired goals of social and economic justice for all.

Also in the current period, a new debate over the terms themselves has come into being, with a gradual shift away from the more or less exclusive use of the term "woman" as the subject of study and analysis. Increasingly, there is a movement to the substantial use of the term "gender," referring to societally designed relationships and appropriate roles for both women and men. The shift is far more than a semantic one; the focus on women, given the biological implications of the term, encouraged, or at least permitted, attitudes about the inevitability of the status quo. The implications of using the term gender are quite different, suggesting that the terms of reference are societally determined. And with societies being in continuous change, redefinitions of the roles and reciprocal relationships of males and females change as well.

Challenging the stereotypes and traditional views of the past may well be facilitated by this shift in terminology. Through the use of gender analysis, perhaps women will no longer be invisible as farmers, ignored as heads of households, nor thought of as "not working" while engaged in domestic activities. Certainly, providing **gender-disaggregated data** on the division of agricultural labour, household headship and informal sector activities will show the relative importance of women and men in activities that are the target of development assistance.

The conceptual framework of gender roles, societally assigned to men and women in richly varying manners around the globe, is perhaps both more accurate conceptually and more useful analytically in its application to societal problems than the approach focusing on women alone.

Moreover, the gender approach permits a focus on gender **stratification** that is also relevant for development policy and

practice. Considerable research documents that women's relative control of key economic resources (e.g., income, land) in comparison to the men of their group seems to be the single most important - albeit not the sole - factor affecting their overall gender equality (Blumberg 1984, 1988, 1991). In other words, women who do not earn income or own and control land or animals tend to be more subordinated than those who do. Conversely, the greater the amount and proportion of economic resources controlled by women in a family, a village, or a society, the less subordinated they tend to be. But equally relevant for development purposes are the **consequences** of low vs. high levels of gender stratification. Specifically, research has shown that increased income under women's control is associated with a rise in women's self-confidence, their influence on household decision-making, and their say in fertility matters.

Furthermore, women's greater influence on household decisions has important additional consequences for family welfare. First, if they have children, women are more likely to push for greater expenditures on children's nutrition, education, and health. In fact, women with provider responsibilities tend to spend income under their control rather differently than men, generally holding back less for themselves and focusing more singlemindedly on children's well-being (e.g., spending a higher proportion of their income on food for their children, as well as their schooling, health care and clothing; see references in Blumberg 1988, 1989). Second, except in some sub-Saharan African areas where women are very dependent on their children for labour, they generally use an increased say in fertility decisions to **lower** it. Empirical studies have found that with increased economic power from income under their control, women have a bigger "voice and vote" in the use of contraception and number (and spacing) of children. And the outcome of their stronger voice is, overwhelmingly, fewer children (see references in Blumberg 1988, 1989). The implication of these findings is that it makes a difference whether development assistance channels income benefits through men's hands, women's, or both.

However, it must be stated that a conceptual shift from a focus on women to a focus on gender has not been without conflict, or universally accepted. Some feminist scholars and practitioners

argue that using gender implies that all women are lumped into a single category, denying the diversity and richness of differences as related to class and caste, to race and ethnicity, to geographical origins, to age and other variables. The word woman was frequently used with modifiers, i.e., women of colour, poor women, etc., which, it is argued, is harder when using gender terminology. Postmodern thought, in particular, argues against the generalizing implicit in gender terminology, which does not reflect the particularity of each individual's experience, background, and view of the world. On this issue, the debate goes on, and strongly so, especially in the world of feminist theory construction.

Yet others argue that shifting to gender will inevitably take the spotlight off women, just at the time when their contribution to society is becoming visible. Proponents of the term argue that the use of gender is more palatable to males (who quite obviously still make the majority of decisions affecting the lives of humankind on earth); others argue that using "palatability" as criterion displays women's continuing subordination in the patriarchy. From this perspective, who cares about "palatable"? Another version sees the shift to gender as a part of what may be a world-wide "backlash," as postulated by Susan Faludi and others, against the very substantial progress women have made in this century.

The position of this document, illustrated in the prototype course outline presented in Module IV, is that the underlying conceptualization implied in the usage of WID is enriched substantially by utilizing the concept of gender for analytical purposes. But not using the terminology of "women" - with the heightened visibility such usage brings - would be a mistake. Hence, both words, and the concepts they connote, will be retained and utilized in this document. Both have value for the "necessity" argument described above, which in our opinion, is the vital concept to be promoted around the world. The shift in thinking from "women needing help" to the "world needs women" is a dramatic one, utilizing both the more biologically based idea of "woman," the female sex, and the sociological concept of "gender."¹

*The shift
from
"women
needing
help"
to the
"world
needs
women"
is a
dramatic
one*

Against this background of evolving thought in the teaching of Women in Development coursework, the reader is referred to the section containing a presentation of the "state of the art" of WID teaching in the U.S. (Module III). The document provides an analysis of two small data bases on the topic. The first comes from a workshop on WID curricula. The second involves the results of a small survey about course outlines, materials used, pedagogical techniques, etc. Module III of the portfolio also provides a selected sampling of syllabi, including topics and textbook choices, drawn primarily from the second data base. These illustrate the commonalities and differences in courses in this emerging field - the varying organizational and theoretical choices and the range of differing emphases currently being offered in WID instruction.

For further discussion on the evolution of WID thought see:

Women 2000, Division for the Advancement of Women, "Women in Development," No. 1, 1992.

Rathgeber, Eva M. "WID, WAD, GAD: Trends in Research and Practice." Journal of Developing Areas, 24(4) July 1990.

For a further look at the development of WID in selected international development agencies, see:

A.I.D. Policy Paper. Women in Development. Washington, D.C.: U.S. Agency for International Development, October 1982.

Pietila, Hilkka and Jeanne Vickers. Making Women Matter: The Role of the United Nations. London: Zed Books, 1990.

For material on the link between women's education and fertility, see:

United Nations. Fertility Behaviours in the Context of Development. New York: U.N. Department of International Economic and Social Affairs. (ST/ESA/SER.A/100), 1987.

For material on gender stratification, male/female control of income and its consequences, see:

Blumberg, Rae Lesser. "Toward a General Theory of Gender Stratification." Pp. 23-100 in Randall Collins (ed.), Sociological Theory 1984. San Francisco: Jossey-Bass, 1984.

-----, "Income under Female vs. Male Control: Hypotheses from a Theory of Gender Stratification and Data from the Third World." Journal of Family Issues, 9(1) March 1988.

-----, Making the Case for the Gender Variable: Women and the Wealth and Well-being of Nations. Washington, D.C.: Agency for International Development, Office of Women in Development, 1989.

-----, Gender, Family and Economy: The Triple Overlap. Newbury Park, CA: Sage, 1991.

Other references cited in this Section (where full publication information was not included in the text):

Beneria, Lourdes and Martha Roldan. The Crossroads of Class and Gender: Industrial Homework, Subcontracting, and Household Dynamics in Mexico City. Chicago and London: The University of Chicago Press, 1987.

Sen, Gita and Caren Grown. Development, Crises, and Alternative Visions: Third World Women's Perspectives. New York: Monthly Review Press, 1987.

¹ It would be an exaggeration to suggest that all scholars, teachers and practitioners have made the shifts in thinking herein described - away from "women in need of advancement/ assistance" to "women - needed by the world to solve its problems." But the growing body of thought would appear to be moving in these directions. Perhaps a few illustrative titles of monographs in the WID field arranged by date of publication will help make the point. While titles do not always tell the full story, a shifting trend is clearly visible.

Women in Need of Advancement/Assistance:

1976 Mernissi, Fatima. "The Moslem World: Women Excluded from Development". Women and World Development. Washington: Overseas Development Council.

1979 Rogers, Barbara. The Domestication of Women: Discrimination in Developing Societies. New York: St. Martin's Press.

1982 Johnson, Hazel and Henry Bernstein, eds. Third World Lives of Struggle. New Hampshire: Heinemann Educational Books Inc.

1984 Young, Kate, Carol Wolkowitz, and Roslyn McCullagh, eds. Of Marriage and the Market: Women's Subordination Internationally and its Lessons. London: Routledge and Kegan Paul.

1989 Tinker, Irene. Persistent Inequalities: Women and World Development. New York: Oxford University Press.

Women: Needed by the World to Solve its Problems

1985 Jenkins, Jerry, Brigitte Berger and Shelly Green. Paths to the Future: Women in Third World Development. Washington: The Sequoia Institute (under contract to USAID).

1987 Yudelman, Sally, Hopeful Openings. New Haven: Kumarian Press.

1989 Blumberg, Rae Lesser. Making the Case for the Gender Variable: Women and the Wealth and Well-being of Nations. Washington, D.C.: Agency for International Development/Office of Women in Development.

1989 Buvinic, Mayra and Sally Yudelman. Women Poverty and Progress in the Third World. New York: Foreign Policy Association (advertised by a flyer which reads "Third World Women: Front Line Warriors Against Poverty").

1989 UNIFEM. "Strength in Adversity: Women in the Developing World." United Nations: UNIFEM report.

1990 Kardam, Nuket. Bringing Women In: Women's Issues in International Development Programs. Bolder CO and London: Lynne Rienner Publishers.

1990 Stamp, Patricia. Technology, Gender and Power in Africa. Ottawa: International Development Research Centre.

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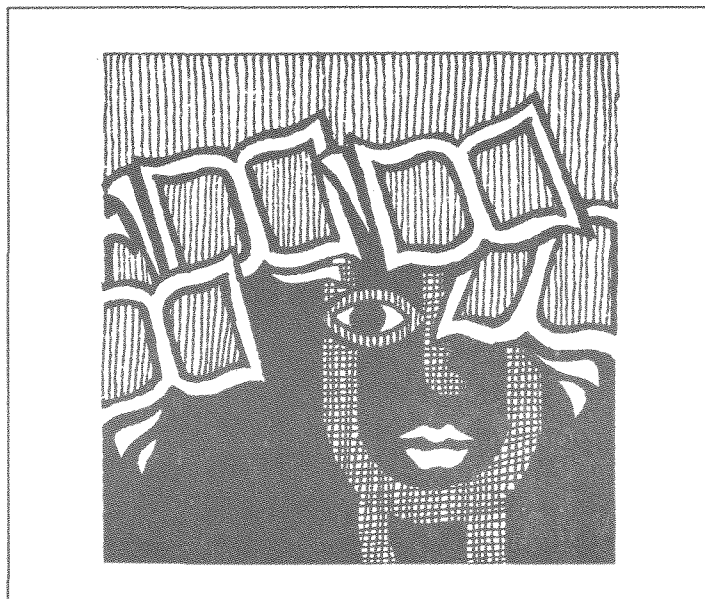
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GENDER TRAINING PORTFOLIO

MODULE III - GENDER TEACHING



B. Selected Syllabi
for Gender Teaching

GENDER TRAINING PORTFOLIO

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GENDER TRAINING PORTFOLIO

MODULE III - GENDER TEACHING

B. Selected Syllabi for Gender Teaching

Editors:
Rae L. Blumberg
Barbara Knudson

Selected Syllabi for Gender Teaching

From the workshop and study described in Module III - A, six syllabi are presented to provide additional information on WID courses for the prospective teacher in this field. Each of the six illustrates a somewhat different mode of thought, with differing emphases by topic, by disciplines, and by utilized theoretical perspective. In the larger sets of syllabi from which these were selected, yet more variation was found, of course. This is because each university instructor everywhere combines her/his own talents and background with students' circumstances to create unique course designs. Some of the other syllabi reflect the teaching of WID with a focus on a particular region or country; others emphasize one of the major societal institutions, i.e., the family, health care or the political milieu; yet others are more slanted towards conceptual frameworks of a specific discipline. Even with that substantial variation, the syllabi chosen for presentation here are, to a degree, representative of the others, and provide a sense of both that variation and the uniqueness of each. In addition, one 1993 syllabus on gender and development is included for further illustration.

For each syllabus, the textbook used is reported. Full bibliographical citations are not always included in each syllabus, because there is much substantial overlap. Rather a selected bibliography representing the most commonly used supplementary materials is presented in Module IV - B. In addition to the description and organization of topics, the instructor's narrative, describing her vision of the content and objectives of the course is presented in the person's own words. In several cases, full details about the assignments are included for their illustrative value in showing common modes of

encouraging student learning and the manner in which faculty evaluate that learning. The last two decades have seen major changes in some classrooms in the U.S., though by no means in all disciplines and professional schools. The syllabi taken together reflect, as indicated in the "state-of-the-art" paper presented in Module III - A, a distinctive pattern of teaching which characterizes women's studies teaching and the related field of Women in Development.

The name and address of each syllabus' author is available upon request. Since the six original syllabi are a few years old, no doubt each author is using updated bibliographies, films, data sets, etc. The reader of this portfolio should think of these curricular materials as examples of ways of presenting a topic, not curricular models to be followed precisely. Rather, the syllabi illustrate the thought processes the authors went through as they prepared to teach their courses on this important topic of Women in Development.

Following the actual syllabi, in Module IV A., all of which have been taught (and no doubt revised several times), a prototype syllabus is presented in a short essay which is intended to present very practical assistance to the individual thinking about offering a WID course for the first time.

This syllabus illustrates the most common course structure: presentation of theoretical formulations, followed by issue or sector oriented topics, and concluding with drawing implications for public policy and implementation strategies. It is aimed at juniors and seniors (upper division).

Syllabus 1

Title: Seminar in Gender Roles and International Development

Overview:

The seminar brings together in creative tension two literatures: that on world development and that on the social construction of gender roles.

For two decades there has been limited exchange between scholars in the two fields, but until recently there have not been the data necessary for a rigorous analysis of the interactions between gender roles and the structural transformations of the economy and society that accompany world development. Development data tended to be macro data, while the literature on women in non-industrial countries was primarily micro data.

As a result of the UN Decade for Women, there is now a substantial body of gender disaggregated macro data of the types used in comparative studies of economic and social development. At the same time, development scholars have focused increasing amounts of research attention at the micro level, trying to understand the decision making process of the individual and the household. A body of comparable data is increasingly available to both scholars and policy makers, and it is these data that the class will explore.

The goal of the seminar is to acquire a set of conceptual tools for understanding and analyzing the interaction between gender and international development. Research and policy papers will be read critically, both for the quality of the analyses, and for the quality of the data on which the analyses rest.

Yet this emphasis on rigorous analysis alone is not enough. We must also hear the voices of those caught up in change, and glimpse the ways in which they make sense of their reality. Emphasis on the personal and the particular is a feminist legacy of great value, and its use will enrich our understanding of the enormous changes occurring in the lives of women and men all over the world.

Organization and Requirements

Each week we will read a series of studies on a common topic. Most sessions will consist of a brief presentation followed by class discussion. Several will include films or case discussion. The interdisciplinary nature of the class means that much of the material will be unfamiliar, the concepts and information new. Differing paradigms, different methodologies, and differing points of view are represented in the readings. Therefore, students are encouraged to take careful notes, to outline the main points in the arguments, to reflect on the connections and contradictions between the readings, and to be prepared to discuss them. Emphasis is on finding the right questions rather than the right answers.

Textbooks:

World Bank. World Development Report. New York: Oxford University Press, 1980.

Sivard, Ruth. Women - A World Survey. Washington, D.C.: World Priorities, 1985.

Topics

- 1 Framing the Issues, Framing the Discussions
- 2 Gender Roles
- 3 Structural Transformation
- 4 The Interaction of Gender Roles and Structural Transformation
- 5 The Not-so-Private Sphere: The Household as Locus of Production and Reproduction
The Demographic Transition: Asia
African Agriculture
Small Enterprise/The Informal Sector: Latin America
- 6 International Feminism: A Vision of Development
- 7 Differing Strategies: National Investments in Household Production and Child Care
Differing Strategies: Gender and the Labour Force
Differing Strategies: Investments in Human Capital
Who Decides? Who Benefits?

The instructor who created this syllabus utilized published case studies in Section 6, illustrating the issues of production and reproduction, and again in the final section on strategies. Films on women's lives were used in Section 2. The students in the class were required to write a research paper on an aspect of the relationship between structural transformation (largely an economic concept in this use) and the lives of women.

*This syllabus illustrates a different organizational framework, that of the **participants** in the development profession, so to speak. In addition to the text required, the instructor utilized a set of additional readings, principally articles from feminist or development periodicals, and selected sections of research monographs. The course is designed for juniors and seniors.*

Students were required to keep a notebook recording critiques and opinions about the readings. Another portion of the grade was related to small group presentations in three areas: rural poor, urban poor and working/middle classes.

Syllabus 2

Title: Women and World Development

Texts:

Beneria, Lourdes, ed. Women and Development: The Sexual Division of Labor in Developing Societies. New York: Praeger, 1982.

Beneria, Lourdes and Martha Roldan. Crossroads of Class and Gender: Industrial Homework, Subcontracting and Household Dynamics in Mexico City. Chicago: University of Chicago Press, 1987.

Charlton, Sue Ellen. Women and Third World Development. Boulder, CO: Westview, 1984.

Tinker, Irene. Persistent Inequalities: Women and World Development. New York: Oxford University Press, 1989.

The rapidity of planned and unplanned development around the world is resulting in profound change in the way that women and

men live and work in both rural and urban settings and among all income levels. Stereotypes of women's roles in the minds of both donors and national planners have too often resulted in development programmes which do not help, and may adversely affect, women.

Three distinct groups of women and men began to address this issue twenty years ago: advocates, scholars, and practitioners. The course first traces efforts of advocates from the women's movement to change both the theory and practice of development. Then, efforts of practitioners to incorporate women's concerns in development programmes run by development agencies at the national and international levels and the growing role of non-governmental organizations will be examined. Finally, the United Nations Decade for Women will be analyzed for its impact on the growing field of women in development.

This historic review of women in development will reveal the differing values and concepts implicit in the literature as seen by the different players. Understanding of these various viewpoints is essential in order to give a context for the study of women's actual lives in the South.

The bulk of the course will focus on the importance of women's economic roles in rural societies in the South, and document their changing roles, drawn from field studies and programme evaluations as well as scholarly writings. Because of the richness of materials, students will form groups to specialize in a particular geographical area, and will present their findings in class. Throughout the discussion, the facts presented will be contrasted with assumptions about women's lives reflected in the advocacy of the women in development movement, both liberal and Marxist theorists, and by development practitioners.

Finally, the types of programming instituted by the practitioners over time will be examined in light of the reality of women's lives. Classroom debates will reflect the varying viewpoints of what **really** helps women.

Topics

Introduction: Issues and Definitions:

The women's movement and international issues:
advocates.

Early development programming and women:
practitioners.

Women's work investigated: scholars.

Part I. ADVOCATES affecting policy

Development policies and agencies over four decades:

The Percy Amendment and the WID Office.

UN resolutions.

Allies in reaching the poor: Basic Needs, Appropriate
Technology.

UN Decade for Women and Three World Conferences

United Nation's development agenda.

UN Commission on the Status of Women.

The politics of conferencing between North and South.

The impact of the Decade on development agencies and on the
international women's movement.

Part II. SCHOLARS investigating reality

Basic issues for survival

Agriculture and technical change

Food and nutrition policy

Credit and micro-enterprise

Industrialization

Education

Population and health

These topics will focus the overall discussion on theories of
development and modernization and how they see women; the
origins and adaptations of the sexual division of labour; the

persistence of non-economic views of women; and the differing problems and solutions identified by different groups of scholars.

Case studies of women's lives in the South

Student groups will research and present to the class pertinent details of lives of women living in different regions of the world. The groups will divide their presentation to include rural and urban women, rich and poor, and of varying ethnic or religious groups if relevant.

Part III: PRACTITIONERS changing programmes for women.

Issues in development programming

Separate or integrated programmes
Debate over gender

Other issues

Women headed households
Feminization of poverty
Education
Population
Income generation and the welfare trap
Women's organizations: empowerment or development?

Challenges and alternative development

Similarities and differences toward priorities and programming as seen by feminists in the South
Impact of structural adjustment on women
Strategic versus practical needs/empowerment versus welfare

Women, growth and values. Conclusion and review

This syllabus was designed for an audience of lower division students, that is, U.S. students in their first or second year of university studies. As such it should be thought of as introductory to more detailed study of women and development.

The information about assignments, including the keeping of logs, is reproduced as an example of the pedagogy used in many women's studies and WID courses in the U.S. The instructor utilized a number of films; the texts and other readings assigned consist of literary pieces (stories and autobiographies) as well as social science works, and feminist theoretical materials.

Syllabus 3

Title: Women and World Cultures

Course Description:

We will examine the major factors affecting women's lives throughout the world, with careful attention to both the diversity of experiences and shared features within an historical framework.

Course objectives include:

- an increased understanding of the lives of women in cultures other than our own;
- a greater awareness of the problems of bias and ethnocentrism in generalizations about "women;" and
- acquisition of intellectual skills related to both comprehension and analysis of information about women in the world.

Texts:

Barrios de Chungara, Domitila with Moena Viezzer. Let Me Speak! New York: Monthly Review Press, 1978.

Hartmann, Betsy. Reproductive Rights and Wrongs. New York: Harper and Row, 1987.

Seager, Joni and Ann Olsen, Women in the World: An International Atlas. New York: Simon and Schuster, 1986.

Course Expectations:

Students are strongly urged to pay regular attention to one or more forms of media (newspapers, radio, T.V., news magazines) in order to become more aware of:

- the absence or presence of women in articles or news reports on "international affairs" or Third World countries;
- the possible consequences for women of U.S. foreign aid and related decisions made by our government;
- the impact of major economic, health or population control issues/decisions on women;
- the particular problems of women with respect to war, revolution, famine or natural disasters, and
- "success stories" and their details.

Students are also strongly urged to keep a "log" or "journal" reflecting on the required reading and films. This log is a useful learning tool in the course and especially for preparing

thoughtful responses to exams and written assignments. It might include:

- major points of information you wish to remember from readings and films;
- questions you want to raise, whether about certain "facts" or for clarification or because you find the material especially interesting and would like to know more;
- your criticisms of the approach, terms or apparent bias in the readings, films, etc;
- changes in your own understanding of women's lives, of major issues and problems, and of how women perceive their own situations and conditions.

To get the most out of a log, it is best to write regularly, while you are reading or immediately after finishing an assignment or viewing a film. This conscious process will help to ensure that you are thinking about and absorbing information and ideas. Such a log can either be kept in a separate notebook or integrated into your lecture/discussion notes.

Topics

THE STUDY OF WOMEN IN WORLD CULTURES: APPROACHES AND ISSUES

Introduction to course content, requirements and expectations.

Preliminary "test" and self-correction, discussion.

Issues and problems in the study of women.

Factors and conditions shaping women's experience.

WORK - FOR WHAT, FOR WHOM, AND UNDER WHAT CONDITIONS?

What constitutes "women's work": and how do we understand changes in the gender division of labour?

Unpaid family labour; agricultural labour; "service" and "alternative" sectors

EDUCATION - FOR WHAT, FOR WHOM, AND UNDER WHAT CONDITIONS?

What determines the kind of education girls receive, the numbers of girls who have access to it, and the extent to which such education is useful to them.

CHANGING FAMILIES AND SOCIAL CHANGE

Family forms and family ideology; daughter, wife, mother and mother-in-law; "relational" politics.

RELIGION

Women's experiences of organized religion in comparative contexts.

SEX, GENDER, AND WOMEN'S HEALTH

Why do women have "too many" children?
Issues: primary health care, maternal mortality, female infanticide.

POLITICS; FOCUS SOUTH AFRICA

Race, class, sex and gender - the intersecting bases of women's oppression.

WOMEN AND "DEVELOPMENT"

Myths and realities of women's "progress."
Sources of control over decision-making regarding women.

WOMEN AND "DEVELOPMENT" REVISITED

Pinpointing sources of women's oppression.
Identifying examples of and conditions for women's
empowerment.

INTERNATIONAL FEMINISM(S): PROBLEMS AND POSSIBILITIES

Looking to the future, towards global feminism.
Local, national and international organizing.
Understanding differences.

This syllabus illustrates a course offered at the graduate level, hence presuming a somewhat more advanced degree of ability to analyze and synthesize, and to present materials to other students. The student, in essence, is thought of as capable of contributing to the collective learning of the class members, along with the faculty member, who thinks of herself as "co-student," in her words.

Full details of class requirements are provided for the reader, as a more complete illustration of the manner in which a WID graduate seminar is conducted.

Syllabus 4

Title: Women and Development

This course examines the major issues posed by the categories "women" and "development." We will begin with historical and macro-orientation (of a more theoretical nature) as the "framework" for contextualizing empirical data, development project case studies, and the cross-cultural diversity of women's life experiences. Responding to the question of "what is to be done" remains the primary objective, but effective and emancipatory answers to that question require understanding the **systems** that constrain and enable us.

The course will be conducted as a seminar, with the expectation of active participation by all members. There are many complex issues to be acknowledged and as much as possible addressed; I anticipate an intensive and stimulating learning experience. Reading assignments will be extensive; their "difficulty" will depend on what background individual students bring to the literature. While there are no specific prerequisites, knowledge of economic development theories and feminist theories (both literatures will be addressed) would facilitate participation and enrich the seminar discussions. I also hope that a diversity of

development experiences, cultural backgrounds and perspectives on development are represented in the group.

Required Books:

Mies, Maria, Veronika Bennholdt-Thomsen and Claudia von Werlhof. Women: The Last Colony. London and New Jersey: ZED Books, 1988.

Nash, June and Maria Patricia Fernandez-Kelly, eds. Women, Men and the International Division of Labor. Albany, NY: State University of New York Press, 1983.

Sen, Gita and Caren Grown. Development, Crises and Alternative Visions: Third World Women's Perspectives. A Dawn Project. New York: Monthly Review Press, 1987.

Skjonsberg, Else. Change in an African Village: Kefa Speaks. West Hartford, CN: Kumarian Press, 1989.

Recommended Books:

ISIS: Women's International Information and Communication Service. Women in Development: A Resource Guide for Organization and Action. Philadelphia, PA: New Society Publishers, 1984.

Seager, Joni and Ann Olsen. Women in the World: An International Atlas. New York: Simon and Schuster, 1986.

Course Requirements/Evaluation:**Journal.**

Students are expected to maintain a journal throughout the semester. I will collect and review them, providing feedback

approximately every three sessions; complete journals will be turned in at the last class session.

Journals should include:

- 1 Brief (1-2 paragraph) summaries of assigned readings; these should evidence your comprehension **and** critical analysis of the readings (i.e., not simply a descriptive rendering); the process of reading/analyzing/summarizing the materials should generate the issues/points/questions (an additional paragraph or outline notes) that you are expected to bring to classroom discussions. Journals will be evaluated on the basis of the quality of these entries.
- 2 Brief (at least once a week) reflections/personal evaluations of the class sessions (how is the process working/not working for you? what is most/least valuable? what changes could be made?) and comments on connections between the course activities/reading etc. and your thoughts/experiences **outside** the class. I will not "grade" these personal comments; I include a request for them because a) the feedback is useful for **me** as a teacher and co-student, and b) I think - especially with the topic of "development" - that consciously **reflecting** on the relationships between academic coursework and our lives more generally is a valuable part of the learning process.

Class Presentations

Each student will make a class presentation of individual research extending beyond the required readings for particular course topics. Topics include, for example, "economic development theories," "feminist theories of subordination," as well as empirical case studies. Presentations should comprehensively introduce/lay out the topic, and lead to extended group discussion, with the presenter acting as chair and responding to questions. Evaluation will be based on the presentation itself as well as the quality of a written component to be distributed to **all** seminar participants. The latter should accompany the presentation, consist of 3-5 page outlines condensing the substantive material covered in your research for the presentation, and serve as "learning/reference guides" for the other students.

Final Paper and Peer Evaluation

Students will identify a development project case study and prepare a 10-12 page paper briefly summarizing and analyzing the project with reference to issues raised throughout the course. Three copies of these papers are required, one for me, the other two to be distributed to other participants. Each participant will then write a one page evaluation of two other papers; these peer evaluations are due at the end of the class. Evaluation will be based on the quality of your 10-12 page paper and the quality of your two one-page critiques.

Outline of Topics

(The following represents an anticipated scheduling of topics and assignments; as the semester progresses, changes may be made to suit the interests and competencies of the class. Seminar participants are encouraged to share their ideas and concerns in terms of optimizing the learning experience.)

INTRODUCTION OF COURSE, READINGS, ANTICIPATED SYLLABUS.

Introduction of seminar participants; sharing information on our backgrounds, interests, areas of specialization.

HISTORICAL SKETCH OF DEVELOPMENT OF GLOBAL POLITICAL ECONOMY.

"Economic development" approaches/dynamics since WWII
Overview of "Women in Development" issues/orientations. Begin to familiarize yourself with the diversity and patterns of women's lives around the world. Think about the data sources, questions asked, and embedded assumptions.

ECONOMIC DEVELOPMENT THEORIES.

FEMINIST THEORIES. PART 1:

The varieties of feminist theories/frameworks for analyzing gender.

FEMINIST THEORIES. PART 2:

Feminist theories of gender inequality and the "origins" of oppressive divisions of labour.

FEMINIST THEORIES. PART 3:

Feminist critiques and reconstructions of malestream theories of development and/or inequality.

OVERVIEW: WOMEN IN THE WORLD.

Indicators of women's status worldwide.
Third World women's voices.

OVERVIEW: THE IMPACT OF DEVELOPMENT
ON WOMEN.

WOMEN'S WORK. PART I

Invisible? Uncountable? Undervalued? Abominable?

WOMEN'S WORK. PART II

Subsistence, Agriculture, Food Production.

WOMEN'S WORK. PART III

Transnational corporations, Export-processing zones,
Industrialization.
Urban women.

WOMEN'S WORK. PART IV

Women-headed households.
Intra-household distribution and control.
Informal Sector.
Food-fuel-water crisis.

WOMEN'S WORK. PART V

Global Political Economy and Household Consequences.
Housewifization.

**FROM HERE TO WHERE? STRATEGIES AND TOOLS
FOR STRUGGLE AND TRANSFORMATION**

This syllabus for an upper division course (for juniors and seniors) was selected as illustrative of WID content with a heavy emphasis on political economy/political science explanations. The organization follows the framework of first presenting explanatory concepts, then turning to various aspects of women's lives. However, there is a heavier focus on explanatory concepts than in other syllabi, and only a final session devoted to strategies.

Syllabus 5

Title: Women and Development

In this course we will examine the impact of international development on gender relations and some of the ways in which women are organizing to challenge and redirect these processes of "development." We will read a variety of perspectives from the new interdisciplinary "Women and Development" field which critique existing development theory, try to fit women into Marxist and liberal theories of development, and/or try to reconceptualize development theory. No prior background in this subject is required.

The course objectives include understanding:

- (1) the feminist critiques of development theory;
- (2) the strengths and weaknesses of the various perspectives within the international Women's Studies literature, e.g., of liberal feminists, Marxist feminists, Third World feminists;
- (3) the impact of the processes of state and economic development/decay on gender relations; and
- (4) the roles of Third World women in efforts to resist and reorient international development.

Textbooks:

Agarwal, Bina, ed. Structures of Patriarchy: The State, the Community and the Household in Modernizing Asia. London: Zed Books, 1988.

Benería, Lourdes and Martha Roldan. The Crossroads of Class and Gender: Industrial Homework, Subcontracting and Household Dynamics in Mexico City. Chicago: University of Chicago Press, 1987.

Charlton, Sue Ellen, Jana Everett and Kathleen Staudt, eds. Women, the State and Development. Albany, NY: State University of New York Press, 1990.

Davies, Miranda, ed. Third World, Second Sex. London: Zed Books, 1987.

Topics

1 Introduction

- A. What is this all about?
- B. Contending Theories of Development, Feminist Critiques and Perspectives

2 Historical Perspectives on Macro Structures and Gender Relations

- A. Evolution of the Sexual Division of Labour
- B. Development of the State and Capitalism in Europe: Impact on Gender Relations

The sixth example presented here is a syllabus for an upper division course which links women and development to a specific sub-topic of the field. This illustrates a way in which Women in Development coursework can be taught in a fairly specialized context. The course outline and description is also interesting in terms of the pedagogical approach it suggests. The assignments are reproduced in detail, for the value they may provide to instructors in planning similar exercises for students.

Syllabus 6

Title: Women, Development and Fertility

This course is about the interrelationships among three important global issues, population growth/decline, socio-economic development, and the status of women. It is especially concerned with the widespread assumptions that with higher status, women will have fewer children, and that lower fertility will lead to a reduction of many of the world's problems. In fact, theory, research and data in these areas are murky, and today low fertility is as great a concern as is high fertility. Consequently, this course will be more like working a puzzle: as we go along, we will compare conventional theory and social myths (ideology) with reality through a survey of the situation of men and women around the world, and we'll try to solve this puzzle by applying a different theory about the relationship of fertility to development, the status of women and reproductive rights.

GOALS for the course include:

- 1 A global perspective.
- 2 Understanding of conventional (western, capitalist, patriarchal) and alternative (sociological, feminist, systems) views regarding stratification, development, and fertility.

- 3 Understanding of the situation of women around the world and parallels to your own life (i.e., to distinguish between surface vs. deep structure; context vs. process).
- 4 Experience with inductive, deductive, hypothetical and theoretical thinking.

Textbooks:

Seager, Joni and Ann Olsen. Women in the World: An International Atlas.

Morgan, Robin. Sisterhood is Global.

At least one book from a region: e.g., Don't Be Afraid, Gringa (Central America); And Still They Dance (Southern Africa); Staying Alive: Women, Ecology and Development (South Asia), or others of your choice.

Atwood, Margaret. The Handmaid's Tale.

Reserve readings on many topics are available in the library.

Topics

INTRODUCTION

A. Overview

B. Worldviews and Definitions of Development

Separateness

Cartesian mechanistic worldview, modernism, capitalist and socialist industrial society

C. Women in Development: technological change, division of labour, women's work and gender stratification

D. Alternatives

Grassroots, participatory development Gaian development (holistic/"green"/feminist)

FERTILITY

- A. Measurement
- B. Theories
- C. Real and imaginary population problems
- D. Reproductive technology
- E. Sexual politics and the "feminist dilemma"

INTERRELATIONSHIPS AND ALTERNATIVE EXPLANATIONS: DEVELOPMENT, FERTILITY, GENDER STRATIFICATION, GLOBAL ECONOMY, POPULATION AND SEXUAL POLITICS

- A. Context: economic/political system, social structure, culture, natural environment, place in world system
- B. Reproductive network - beyond the nuclear family
- C. Private interest in reproduction - value, meaning of children
- D. Public interests in reproduction - value, meaning of aggregate births
- E. Intrusion into the reproductive network - state, ideology, reproductive technology industry, law

WRAP-UP: A SECOND LOOK AT THE U.S. AND OUR LIVES

Assignments for Class

REGION PROJECT

Students will be divided into small working groups. Each group is responsible for one region of the world. Begin with *Sisterhood is Global*, which provides an intense introduction to nearly 70 countries via a detailed statistical preface, "gynography" (reproductive issues from a female perspective), mythography, "herstory" and articles by a woman from each country. You should update this information. For each region, please do the following:

A. COLLECT DATA

Make a chart containing the data for each nation of the region (found in the chapters of Morgan and other statistical sources) under DEMOGRAPHY, GOVERNMENT AND ECONOMY and the basics of GYNOGRAPHY. Please provide the following data, with handouts for the rest of the class:

DEMOGRAPHY (population, birth rate, death rate, natural increase, doubling time, infant mortality rate, total fertility rate, per capita GNP, % under 15, % over 64, % urban, male and female literacy, female education as a % of male in first/second/third levels, ratio of women to men.)

GOVERNMENT (ratification of Convention on Elimination of all Forms of Discrimination Against Women, women in national legislatures and cabinets)

ECONOMY (women's and men's labour force participation (LFP) rate; female LFP as a % of male; women in total labour force.)

ALSO PAY ATTENTION TO GYNOGRAPHY: (major laws/norms regarding marriage, adultery, divorce, family, welfare, contraception, etc., noting particularly if/how women are controlled to control reproduction.

B. ANALYZE DATA

- 1 Discuss similarities and differences among the countries for the data you have recorded. This requires lots of looking and thinking. The emphasis is on logical, rational, categorical thinking.
- 2 Look for important contextual variables; e.g., is the gender status of women always high when GNP/capita is high or only under certain circumstances? Is fertility always low when women's education is high?
- 3 What do these data say about the current world status and gender status (to be defined) of the men and women in these countries? Use the various statistical sources to determine rankings and comparisons between countries and regions.
- 4 Comparing data over time, what do these data say about the effects of development on world status, gender status and fertility?
- 5 Use the narratives of Morgan and others together with your charts as overview of the region. What has development done for the status of women? What important roles do children play in these societies? What factors (e.g., religion, economic system, technology, population policy) might contribute to high or low fertility, to high or low gender status?
- 6 Each group should be prepared to compare their region with others in class discussion, noting similarities and differences, offering explanation of nations that do not fit well within regional patterns.

THEORY PROJECT

This is an individual project - the development of hypotheses and theory regarding national development, the status of women, fertility and reproductive rights. The starting place is the regional data. There is no right answer - the purpose of this exercise is to stimulate your thinking effort. At first your thoughts will probably be quite speculative, and you may change your mind more than once. As we go along, you will start to see patterns and make connections. The emphasis should be on integrative, holistic, even intuitive thinking to uncover important links and sets of circumstances, to get beyond the WHAT of the data and try to explain the WHY. As your theory develops, it will increasingly guide your understanding of the data.

Conclude by looking inside: How did you react to what you have learned? What made you excited, happy, sad, angry, proud, etc.? What did you learn that was new to you? Is it important to make connections between your life and the lives of the people you are reading about? How are we interrelated?

POSITION THINKPIECE

Make a list of all the "isms" you can think of, and how they are ranked in your society. Now categorize yourself. For each one, where do you fit? how are you ranked? (high or low; valued or not valued, in the middle/neutral position). Taking all of those "isms" together, how do you think this society ranks you? How does it feel?

What about your own "isms" regarding others? How do you usually rank people? Do you have second thoughts now or are "isms" useful and helpful in your daily life?

The final example is a syllabus for a 1993 course on gender and development. It is aimed at upper division students (juniors and seniors). Enrollments include at least one-fifth men, reflecting gradually rising male involvement in gender courses at the university in question.

Syllabus 7

Title: Gender and Development

Overview:

This course attempts to weave together four quite different types of information in order to get a comprehensive view of the topic.

(1) It presents an overview of the gender division of labour and power throughout human history, from our foraging ancestors to the present. The purpose is to establish a measuring rod for assessing the situation of the genders in countries around the world today. Theories of gender stratification (including the instructor's) are presented, to account for the fact that although biology is a constant, the position of women vis-a-vis men varies widely within and between the main types of human societies, from foraging to post-industrial. Both theories and data indicate that relative control of major economic resources (land, income, etc.) is the most important -although not the sole - variable affecting the degree of gender stratification.

(2) Concurrently with the historical overview, we read a recent assessment of the position of women in our own society, Faludi's *Backlash*. This "then vs. now" format helps us create a broader angle of vision with which to view gender and development.

(3) The course then turns to the topic of gender and development in the Third World. First, the creation of the Third World in the wake of Western capitalist and colonialist expansion is presented.

Next we survey the highlights of world development since World War II, including the major (gender-blind) paradigms of development, and the main post-war development policies (from Import Substitution Industrialization to Structural Adjustment).

(4) Finally, we explore the field of Women in Development (WID)/Gender and Development (GAD). We review the rise of the WID field in the 1970s, from its origins in Ester Boserup's *Woman's Role in Economic Development*. She was the first to propose that both the unplanned trends of the world economy and planned development efforts tended to disproportionately marginalize women, eroding their economic resource base and increasing their workload. Those most affected were those who previously had enjoyed the greatest autonomy, e.g., the African women horticulturalists we learn about in the early part of the course. We see that "early WID" tended to focus on "women as victims," ignored and/or undercut by most planned development aid and in need of assistance/equity. Moreover, it attempted to document empirically that women were much more productive than extant statistics showed. We see how gradually, the emphasis changed from "equity" to "efficiency": bringing women in helped planned development assistance to achieve its goals. By the mid-1980s, this emphasis was evolving in three principal directions.

First, it focused on **gender**, not just women, examining the social construction of gender and the relative position of women and men. Second, WID researchers began looking inside the "black box" of the household, and found differential power and privilege based on gender and age; they also found that increases or decreases in women's relative control of income and other economic resources were related to their degree of empowerment vis-a-vis household (and sometimes community) decisions. Third, women who were productive - and controlled the income from their endeavours - were found to contribute more than anyone had suspected to family and even national wealth and well-being. For example, they tended to devote more of their income to children's welfare (nutrition, health, education). So directing development resource flows to women (as well as men) not only had a positive economic effect, it enhanced indicators of well-being. The WID paradigm shifted toward a view of "women:

needed by the world to solve its problems" (INSTRAW 1993). This new view is often termed "gender and development" (GAD).

In the latter part of the course, a theory is presented on gender and development that attempts to account for the conditions under which women are empowered to contribute the most not just to growth-oriented capitalist development, but also to more earth-friendly "sustainable development." Then, specific issues of development are examined through the lens of the evolving "gender and development" paradigm. For all issues, what the major development agencies are doing vis-a-vis both women and men is considered and related to the track record of the projects and programs involved. Case studies are presented.

Specific development issues covered include:

- The "black box" household posited by the main development paradigms, vs. the "internal economy of the household" found by WID researchers.
- The importance of gender disaggregation, as well as class, race/ethnic and age disaggregation.
- The African food crisis and environmental degradation (including why African women raise up to 80% of the locally grown food but get only a tiny per cent of the agricultural assistance - and why their fertility is increasing).
- Gender and rural development, including the problems and "feminization" of low resource farming; environment and gender; the gender division of time as well as work and resources, and the rise of agribusiness/non-traditional agricultural export crops (which often have high proportions of female workers and major pesticide-caused health problems).
- The new international division of labour, including the increasing numbers of Third World export processing zones (EPZs), with their largely female labour forces.

- The explosive growth of the informal sector, whose bottom reaches frequently have a female majority, and the microenterprise credit projects aimed at this sector.
- "Sustainable development" vs. the gendered impact of Structural Adjustment.

As final topics, we consider "alternate visions" of development, such as those of DAWN and the ecofeminists, and how all this "comes home" to us in the U.S., to affect our gendered lives and futures.

Readings (not all parts of every book will be read):

Blumberg, Rae Lesser. Making the Case for the Gender Variable: Women and the Wealth and Well-being of Nations. Washington, D.C.: Agency for International Development/Office of Women in Development, 1989.

Faludi, Susan. Backlash: The Undeclared War Against American Women. New York: Bantam/Doubleday/Dell, 1992.

O'Kelly, Charlotte G. and Larry S. Carney, Women and Men in Society: Cross-Cultural Perspectives on Gender Stratification (2nd ed.). Belmont, CA: Wadsworth Publishing, 1986.

Sen, Gita and Caren Grown. Development, Crises and Alternative Visions: Third World Women's Perspectives. New York: Monthly Review Press, 1987.

Tinker, Irene. Persistent Inequalities: Women and World Development. New York/Oxford: Oxford University Press, 1990.

United Nations. The World's Women 1970-1990: Trends and Statistics. New York: United Nations, ST/ESA/STAT/SER.K8, 1991.

In addition, there will be a reading packet containing the articles on the theories of gender stratification and gender and development; the case studies of the African food crisis, urban informal sector/microenterprise credit, agribusiness/non traditional agricultural exports, and a historical piece on how Spanish and U.S. colonialism affected the relative position of different groups of women and men in the Philippines. These will count for bonus credit.

Evaluation: Two exams and a paper; possible 5 per cent bonus points.

Topics

PART I: THE GENDER DIVISION OF LABOUR AND POWER IN WORLD HISTORY AND "HERSTORY" PRECAPITALIST SOCIETIES AROUND THE WORLD AND *BACKLASH* IN THE U.S.

Overview:

Then: Woman the gatherer, man the hunter and the basis for equality and partnership; a brief introduction to theories of gender stratification

Now: Where the U.S. fits in the Big Picture

Then: From woman the gatherer to woman the cultivator work, wealth and war in horticultural societies; why the "mainline" moves toward hierarchy, patriarchy and war but a few societies remain egalitarian and peaceful

Now: *Backlash*

Then: "Hitting bottom" - pastoral and agrarian "dominator"/patriarchal societies; why most women and men lost but women lost more

Now: *Backlash* and beyond

PART II: THE RISE OF CAPITALISM AND COLONIALISM- DEVELOPMENT, UNDER DEVELOPMENT AND TWO GENDER-BLIND PARADIGMS

Rise and expansion of the capitalist world system; colonialism and more gender-egalitarian societies, from African foragers to S.E. Asian rice farmers

Capitalism and colonialism come to more patriarchal agrarian and pastoral societies

Post World War II-now: two gender-blind paradigms of development, and four decades of gender-blind development policies, from Import Substitution Industrialization to Structural Adjustment

PART III: THE EVOLUTION OF WOMEN IN DEVELOPMENT (WID) AND GENDER AND DEVELOPMENT (GAD)

The "Boserup Thesis" and the birth of WID; the rapid adoption of WID policies by the "international donor community" vs. their slow implementation in development projects; "invisible women" and "WID horror stories" (what happened when projects ignored or undercut women)

Women and the Wealth and Well-being of Nations: production/income under female control and the "synergy bonus;" female education and the "freedom and fertility" bonus; evolution of WID and GAD

Gender-disaggregated data on development - including, where relevant, class, race-ethnic and age disaggregation - and the theory and practice of gender analysis (including the case where gender analysis explained why the **men** of El Angel, Ecuador wouldn't adopt a dairy project's recommendations, and what happened next)

PART IV: A FEMINIST THEORY OF DEVELOPMENT, CONCRETE DEVELOPMENT ISSUES, AND ALTERNATIVE VISIONS

A feminist theory of development (Blumberg) and the African food crisis; gender and rural development: low resource farming; environmental degradation; shifts in the gender

division of time, resources, labour and income; the rise of agribusiness and non-traditional agricultural exports

The new international division of labour: Third World export processing and U.S. repercussions; the explosive growth of the informal sector and the rise of microenterprise credit projects

World economy/world ecology: "sustainable development" vs. the (gendered) impact of Structural Adjustment policies

The intersection of gender, class, and race/ethnicity: development issues in a world of multiple bases of power and privilege

Alternate visions: DAWN, ecofeminism and beyond "Bringing it all back home": the future of gender and economy in the U.S.

Brief summaries of student papers and discussions

Conclusions

The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of the Secretariat of the United Nations or the United Nations International Research and Training Institute for the Advancement of Women (INSTRAW) concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

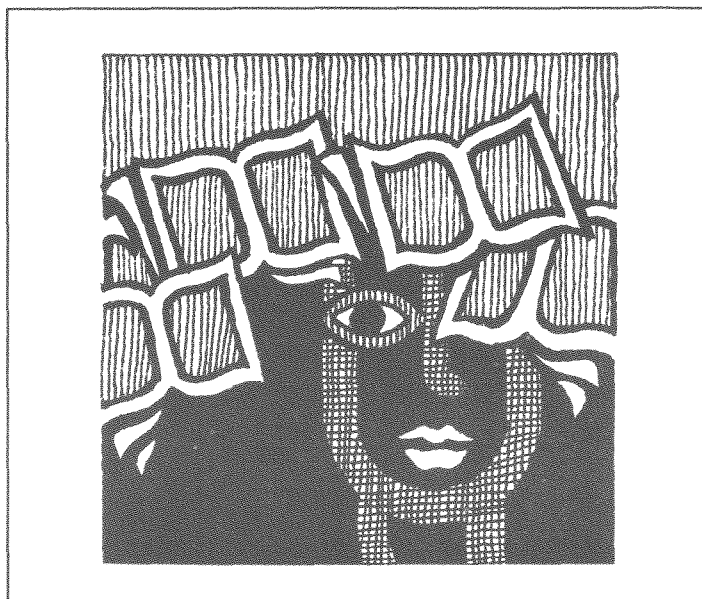
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INSTRAW



GENDER TRAINING PORTFOLIO

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GENDER TRAINING PORTFOLIO

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GENDER TRAINING PORTFOLIO

MODULE IV - RESOURCES

C. Media Resources

Editors:
Rae L. Blumberg
Barbara Knudson

Media Resources

Resources in various media add a great deal to the WID classroom. A number of the syllabi presented in Module III - B indicate the use of films or videos as ways to make the lives of women in other parts of the world more real to students. Everywhere, in our era of global cable television, the use of the visual is both the custom and a potentially powerful teaching tool.

However, the purchase or rental of commercially produced films, videos, slides, tapes, etc., is costly and thus to be used sparingly for maximum benefit of students. Knowing that media resources are both difficult to access and expensive to use, only a small list of important materials for WID teaching are presented here. An attempt has been made, as possible, to list materials from a wide range of regions of the world. However, the instructor preparing herself for such teaching may well be able to locate locally or regionally produced media which will be both more appropriate and more readily available than the list below.

The materials will be useful in the prototype class principally in Part II, illustrating visually for the student those "facts" about women in the world. While surely the films and videos deal with multiple aspects of women's lives, they are presented in the categories of women as individuals and family members; as workers, and as citizens - as is the other bibliographical content. The distributor and rental cost (where available) of the various media is noted in each case; the addresses of distributors follows the listing of media.

On Women as Individuals and Family Members

"Family Ties" (50 minutes, in Arabic with English subtitles)

Changing gender roles in the Arab world are explored through interviews with both modern and traditional women and their family members. Rare views of Arab women seeking independence outside the family. (Landmark Films, Inc., \$50)

"Holding our Ground" (51 minutes, in Tagalog with English subtitles)

A community of squatters in a Philippine city is profiled, with a focus on the work of a woman activist who struggles to empower women, to help them locate secure housing, and to help street children. The film demonstrates the responsibility of women for family survival, despite difficult economic circumstances which tear families apart. (International Film Bureau, \$75)

"Kume Kuche: From Sun-Up" (28 minutes, in English)

Describes the lives of women in Tanzania, women who work from dawn to dusk and into the night to support and feed their families. Presents women as strong and intelligent, with never-ending work, but who support one another nonetheless. A strong testimony to the universal message of sisterhood as a strong connecting bond. (Maryknoll Films, \$25)

"Small Happiness: Women in a Chinese Village" (58 minutes, in English)

Women in China speaking frankly about the traditional patterns of male dominance which continue. Women's double day of work inside and outside the home, family rituals, and a dramatic demonstration of the old custom of foot-binding: all contribute to making this an outstanding film. (New Day Films, \$75)

"Women of El Planeta" (30 minutes, in Spanish with English subtitles)

This film tells the story of women helping others in their community on the outskirts of Lima, Peru, in combatting the daily problems of hunger, inadequate water, and illiteracy. (Women Make Movies, \$60)

On Women as Workers

"The Double Day" (56 minutes, in Spanish with English subtitles)

Women's working conditions in Latin America are illuminated, utilizing the articulate voices of women themselves. They work in agriculture, mining, commerce, domestic services and manufacturing. Most are mothers also; hence, the "double day." The film reveals their increasing social and political awareness, as well as its potential confrontation with the traditions of their societies. (The Other Cinema)

"The Global Assembly Line" (58 minutes, in English)

Describes the situations of "free trade zones" in Mexico and the Philippines, 90% of whose workers are women. Rigorous analysis of labour patterns in global capitalism, showing workers' futile attempts to organize for better working conditions and wages. (New Day Films, \$100)

"The Price of Change" (26 minutes, in Arabic with English subtitles)

Profiles three women who work at different socio-economic levels in Egypt: a health worker, a member of Parliament, and a female head of household. Addresses many issues, including reproduction, migration, and the needs of poor neighborhoods, as well as the economic contribution of these women. (First Run/Icarus, \$55)

"With our Own Eyes" (58 minutes, in Bengali and English with English subtitles)

The Grameen Bank in Bangladesh is one of the success stories in terms of women's access to credit. This film is an introduction to the work of Grameen and the topic of women's access to credit. (Gateway Films, series of four \$69.95; no price given for one.)

"With These Hands" (33 minutes, in English)

Shows the lives of women in three African countries, a continent where women perform 80% of the agricultural work. An excellent introduction to the role of women in national economies. (Filmmakers Library, \$55)

"Where Credit is Due" (69 minutes, in Swahili with English subtitles)

Examines African women's access to credit using the story of Francesca, who gets a loan through the Women's World Banking affiliate in Nairobi. (Indiana University, \$35)

On Women as Citizens

"Elvia: The fight for Land and Liberty" (30 minutes, in English and Spanish)

Based on the award-winning book, *Don't Be Afraid, Gringa*, this film looks at landless Hondurans who are trying to change their lives. The story of Elvia is the story of a woman who fought valiantly for survival against enormous odds. (Global Exchange, \$50 to purchase)

"Gabriela" (67 minutes, in Tagalog and English with English subtitles)

The story of a large and very powerful mass organization of many women's groups in the Philippines. This film illustrates the empowerment of women and their work on such topics as sex tourism, basic survival skills, electoral politics and others. (Women Make Movies, \$90)

"No Longer Silent" (57 minutes, in English)

The story of women activists in India (including a professional who works for FAO of the United Nations system) who work against the abuses that women face: bride burning, sex selection abortions, extreme poverty. Women are shown organizing and performing political street theater in scenes which are testimony to women's potential collective power. (International Film Bureau, \$75)

"The Power to Change" (58 minutes, in Hindi with English subtitles)

Stories from India and Bolivia about women's roles in community projects, the first dealing with water resources, the second with literacy programmes. (Gateway Films, series of four \$69.95, no price given for one.)

"Speaking of Nairobi" (60 minutes, in English)

In 1985, 17,000 women from all over the world gathered in Nairobi for ten days of planning and networking. This film focuses on those activities, and also shows many of these women traveling to rural Kenya to hear the poignant stories of their sisters. The film ends with a look ahead to the Year 2000 and its possibilities for women and men the world over.

"Video SEWA: A People's Alternative" (15 minutes, in Gujarati with English voiceover)

This is video with a difference. Shot by women who do not have electricity in their homes, but learned to produce, direct, shoot and edit videotapes as another mode of empowerment. While it is not technically perfect, the video inspires others to copy the technique, thereby helping to demystify technology. (Martha Stuart Communications, \$50)

"You Have Struck a Rock" (28 minutes, in English.)

Black South African women suffer the triple oppression of race, class and sex, but are neither silent nor powerless. From the 1950s, women have mobilized to fight apartheid; this film presents that inspiring story. (International Development Education Resources Association (IDERA) films)

Postscript:

And finally, the WID instructor's attention is called to a major U.S. resource, The Glenhurst Collection. The work of this group of teachers and scholars is particularly useful since it addresses multiple audiences from young girls to adults, and offers varied media and teaching resources as well as textbooks. Their original work was on Women's History, aimed at a secondary audience which was not exposed to information about women in the world in any social studies context. A unique aspect of all their books on women of the various regions of the world is their heavy reliance on original source materials, thus making the contents valuable for a busy instructor.

More recently, the group's work has focused on WID topics, aimed at an adult audience. In virtually every piece of the curricular materials available from Glenhurst, excellent visual material is available, making this a comprehensive source for instructors.

Glenhurst Publications
Central Community Center
6300 Walker Street
St. Louis Park, Minnesota 55416

Addresses of Distributors of Films

Filmmakers Library
124 E. 40th St.
Suite 901
New York, NY 10016

First Run/Icarus Films
153 Waverly Place, 6th Fl.
New York, NY 10014

Gateway Films, Inc.
P.O. Box 540
2030 Wentz Church Road
Worcester, PA 19490

Indiana University
AudioVisual Center
Attn: Chris Wagner
Bloomington, IN 47405-5901

International Development Education
Resources Association
2524 Cypress Street
Vancouver, British Columbia
V6J 3N2, Canada

International Film Bureau
332 S. Michigan Ave.
Chicago, IL 60604-4382

Maryknoll World Productions
Gonzaga Building
Maryknoll, NY 10545

Martha Stuart Communications
147 West 22nd St.
New York, NY 10011

New Day Films
121 W. 27th St. Suite 902
New York, NY 10001

The Other Cinema
79 Wardour Street
London W1V 3TH, England

Women Make Movies
225 Lafayette Street
Suite 207
New York, NY 10012

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Multimedia Training Materials

Women, Environment and Sustainable Development

The link between women, environment and sustainable development is established in addition to the presentation of an overview of the main issues. Available in both VHS-PAL (European system) and VHS-NTSC (American system) this 25 minute video features a dynamic cross-fading technique.



Women, Water Supply and Sanitation

Promoting the integration of women's needs with their participation in sustainable water supply and sanitation programmes as well as in the management of water resources, is the objective of this multi-media training package. The package is aimed at senior officials of ministries; development planners and authorities and engineers in charge of water supply and sanitation projects. Since the modules are designed to provide a general overview of the subject matter, they should be adapted by trainers to the particular needs of a given country. In addition to substantive text, bibliographical references, and training tools, the package also contains a sound/slide presentation which can be used separately for short sensitization sessions.



Women and New and Renewable Sources of Energy

The objective of this multi-media package is to promote the integration of women's needs and their participation in energy project planning and implementation, particularly in the development and use of New and Renewable Sources of Energy



(NRSE). This package contains materials aimed at two different target groups: 1) senior officials of ministries; development planners and authorities involved in the development and management of energy programmes and projects; and 2) senior officials of women's organizations and institutions. Although the

package has been field tested in developing countries, the modules should be adapted by trainers to the particular needs of a given country. Along with the substantive text, bibliographical references, and training tools, the package also contains a sound/slide presentation which can be used separately for short sensitization sessions.

Women in Development Computer Models

Two computer models, one for an urban setting and one for a rural setting, have been designed as analytical training tools that provide a framework for logical and consistent thinking about WID issues. These models have been designed to assist planners policy makers, politicians, administrators and government decision-makers in their understanding about WID issues by demonstrating with statistics, how policies designed to support women in fulfilling their intrinsic socio-economic development potential, can achieve an equitable, balanced and sustainable development process. Each model consists of a manual with illustrative exercises and a computer diskette containing the model. Since each model involves the use of a personal computer with DOS and LOTUS 1-2-3 programmes, the manual also contains a section on common terms and commands.



The United Nations Department of Public Information (DPI) produces a series of interesting radio programmes and interviews on women's issues. These can be obtained from:

UN Department of Public Information
Radio Section, S-0890A
United Nations
New York, NY 10017

DPI also produces a great number of films and videos on many topics, including women. The following annotated list is a small selection of films on women and is taken from: United Nations. United Nations Film and Video Catalogue 1990-1991, New York: UN/DPI, 1990. Access to these films is facilitated through the 105 regional film libraries located all over the world (see list at end).

"Tommorrow's World" (English, French, Spanish; 1984; 16mm; 25 minutes)

While it is anticipated that world population by the year 2000 will be six billion, the rate of increase has been declining since adoption of the World Population Plan of Action in 1974. The film documents three success stories: in Tunisia, raising the marriage age, outlawing polygamy and other legislation have given women more control over their families' destinies; in Thailand, good humour and innovation are at the heart of the family planning programme; and in Mexico, family planning is integrated into general health programmes with emphasis on mother and child care.

"Focus on Women" (English, French, Spanish; 1980; 16mm; 28 minutes)

In the midst of the United Nations Decade for Women, this film examines the traditional image of women as portrayed in the world's visual media, and looks at the part women play in determining that image. The dependent, submissive heroine of the Indian cinema shows signs of becoming more independent as young Indian women technicians challenge the male-dominated film industry. Women actually form the majority of the professional staff at Egyptian Radio and Television. However, this has had a limited effect on changing the status of women. By contrast, a low-budget television show in the Dominican Republic stresses the achievement of low-income and rural women whose actions affect the future of their communities.

"The Impossible Dream" (No narration, titles in Arabic, English, French, Spanish; 1983; 16mm and 35mm; 8 minutes)

An animated film, co-produced with Dagmar Doubkova of Kratky Films, Czechoslovakia, takes a wry humourous look at a problem faced by women everywhere: the double workload of a full-time job and being a housewife. We see an average family with a baby and two school-age children. Both parents work outside the home. The woman puts in the same hours as her husband, for less money. In addition, caring for the children and all the household duties remain her responsibility.

REGIONAL FILM LIBRARIES

UNDP

Angle rue Gourgas et
avenue Marchand
Abidjan Plateau
ABIDJAN, Cote d'Ivoire
Tel : 33-13-41
Fax: (225)331367

UNDP

Khalifa Street
Bin Hamouda Bldg.
(Flats No. 302 and 303)
ABU DHABI, United
Arab Emirates
Tel: 214-987/326691
Fax: (971-2)320194

UNIC

Gamel Abdul Nassar
Liberia Roads
ACCRA, Ghana
Tel: 666851/665511

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Africa Hall
ADDIS ABABA
Ethiopia
Tel: 510172

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Miswat Street
Khormaksar
ADEN, Yemen
Tel: 32555/32556/32557

UNIC

19, avenue Chahid el
Ouali Mustapha Sayed
ALGIERS, Algeria
Tel: 591100/591936

UNDP

Hirbawi Bldg, Shmeisani
Abdel Hamid Zahrawi St.
AMMAN, Jordan
Tel: 668171/668175
Fax: 676582

UNIC

197 Ataturk Bulvari
ANKARA, Turkey
Tel: 125-53-85
Fax: (90-4)126-13-72

UNIC

22, rue Rainitovo
Antsahavola
ANTANANARIVO
Madagascar
Tel: 241-15

UNIC

Casilla de Correo 1107
ASUNCION, Paraguay
Tel: 93-025/93-026

UNIS

Economic and Social
Commission for Western
Asia
Amiriya, Airport St.
BAGHDAD, Iraq
Tel: 5564282/20

UNDP

Ave. de l'Independance
BANGUI, Central
African Republic
Tel: 61-19-77/61-49-77
Fax: 611-732

UNDP

Ave Ann-Maire Javouhey
BANJUL
The Gambia
Tel: 26223/28782
Fax: (220)28921

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2 Dongqijie Sanlitun
BEIJING, People's
Republic of China
Tel: 532-3730
to 532-3739
Fax: 532-2567

UNIC
Apt. No. 1 Fakhoury
Bldg. Montée Bain
Militaire, Ardati Str.
BEIRUT, Lebanon
Tel: 802-996/802-997

UNIC
Calle 72 No. 12-65
piso 2
BOGOTA 2
Colombia
Tel: 212-1619/212-1579

UNIC
Ave Foch, Case Ortf 15
BRAZZAVILLE
Congo
Tel: 83-58-48

UNIC
Ave de Broqueville 40
1200 BRUSSELS
Belgium
Tel: 770-50-47

UNIC
16 Aurel Vlaicu Street
BUCHAREST
Romania
Tel: 11-34-51/11-52-48

UNIC
Junín 1940, 1er piso
1113 BUENOS AIRES
Argentina
Tel: 803-7671/7672

UNIC
Avenue de la Post 7
Place de l'Indépendance
BUJUMBURA
Burundi
Tel: 2-5018

UNIC
1 Osiris Street Tagher Bldg
(Garden City) CAIRO
Egypt
Tel: 355-0682/354-6288

UNDP
Edificio Torre Central
4to Piso
Ave Luis Roche
con la Transv. de los
Palos Grandes Altamira
CARACAS, Venezuela
Tel: 285-4133
Fax: 283-7878

UNIC
202-204 Baudhaloka
Mawatha
COLOMBO 7
Sri Lanka
Tel: 580-691

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Immeuble Ex-Urbaine
et Seine
CONAKRY
Republic of Guinea
Tel: 44-15-57
Fax: 44-24-85

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37 H.C. Andersen Blvd
DK-1553
COPENHAGEN V
Denmark
Tel: (33)12 21 20
Fax: (45)33 14 07 44

UNDP
Lot III,
Zone Residentielle
COTONOU
People's Republic of
Benin
Tel: 31-30-45/31-30-46

UNIC
Samora Machel Avenue
Matasalamat Bldg
1st floor
DAR-ES-SALAAM
United Republic of
Tanzania
Tel: 25374/27411

UNIC
House 25, Road 11
Dhanmandi
DHAKA 1209
Bangladesh
Tel: 319-469

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Farig Bin Omran
(near English Speaking
School and Doha
Players Theatre)
DOHA, State of Qatar
Tel: 863451/863452
Fax: (0974)861552

UNDP
United Nations House
43 Siaka Stevens Street
FREETOWN
Sierra Leone
Tel: 25311
Fax: 232-22-25331

UNDP
Barclays Bank Building
The Mall
GABORONE
Botswana
Tel: 352-121 to 352-125

UNIS
UN Office at Geneva
Palais des Nations
1211 GENEVA 10
Switzerland
Tel: 49 011 4122-734-6011
Fax: 733-98-79

UNDP
42 Brickdam
GEORGETOWN
Guyana
Tel: 64040/64048

UNDP
Calle 18 No. 110
(entre la y 3a)
Miramar Playa
LA HABANA, Cuba
Tel: 22-2513 to 22-2515

UNIC
Dolphin House
Ground Floor
123 Moffat St./Union Ave.
HARARE, Zimbabwe
Tel: 79-15-21/70-46-79

UNIC
House No. 26, 88th St.
Ramna 6/3
ISLAMABAD
Pakistan
Tel: 820610/823465

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Gedung Dewan Pers
Fifth Floor
32-34 Jalan Kebon Sirih
JAKARTA, Indonesia
Tel: 380-0292/380-0274

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Shah Mahmoud
Ghazi Watt
KABUL, Afghanistan
Tel: 24437

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United Nations House
15 Clement Hill Road
Nakasero
KAMPALA, Uganda
Tel: 233440 to 233442

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Pulchowk, Patan
KATMANDU, Nepal
Tel: 523200-523211
ext 321

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United Nations Compound
University Avenue
KHARTOUM, Sudan
Tel: 77816

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Avenue de l'Armée 12
KIGALI, Rwanda
Tel: 75-381/76-906
Fax: 76263

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1 & 3 Lady Musgrave Rd
KINGSTON 5, Jamaica
Tel: 92-65507/92-76361
Fax: (809)926-8654

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Batimen Deuxieme
Republique Blvd du 30 Juin
KINSHASA
Republic of Zaire
Tel: 30-503

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WISMA UN, Block C
Damansara Offices Complex
Jalan Dungun,
Damansara Heights
50490 KUALA LUMPUR
Malaysia
Tel: 03-355-9122 to 9133
Fax: 03-255-2870

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17 Kingsway Road
Ikoyi
LAGOS, Nigeria
Tel: 01-680-221

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Plaza Isabel La Catolica
Ex-Clinica Santa Isabel
Planta Baja
LA PAZ, Bolivia
Tel: 3-58590 to 95

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Immeuble Nkoussou
Africa No. 1
Boulevard Triomphal
Omar Bongo entre
ministere des Affaires
Etrangeres et
Hypermarche Mbolo
LIBREVILLE, Gabon
Tel: 74-34-97 (241)74-34-99

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Plot No. 7, Area 40
LILONGWE 3, Malawi
Tel: 730-566

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LIMA, Peru
Tel: 41-8735/41-87-45

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LISBON
Portugal
Tel: 57 92 82/57 92 32

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107 Blvrd du 13 Janvier
LOME, Togo
Tel: 21 36 06

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20 Buckingham Gate
LONDON SW1E 6LB
England
Tel: (1)630-1981
Fax: (1)630-1981 ext 34

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P.O. Box 32905
LUSAKA
Republic of Zambia
Tel: 214599/214322

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Ave General Peron 32-1
28020 MADRID
Spain
Tel: 455-8087/455-8142

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Ground floor,
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106 Amorsolo Street
Legaspi Village
Makati Metro MANILA
Philippines
Tel: 85-0611 ext 255-258

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Bolonia, de Plaza España
2 Cuadras Abajo
MANAGUA
Nicaragua
Tel: 660507/661701

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House No. 131
Road 2803 Segaya 328
MANAMA , Bahrain
Tel: 23-10-46

UNIC
Corner Kingsway and
Hilton Roads Opposite
Sanlam Centre
MASERU, Lesotho
Tel: (0501)312496

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Morris S treet
MBABANE
Swaziland
Tel: 42310 to 42304
Fax: 45341

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Pte Masaryk 29-7o piso
MEXICO, D.F. Mexico
Tel: (91)(905)250-13-64

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Via United Nations
MOGADISCIO, Somalia
Tel: 21684 to 21686

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LBDI Bldg, Tubman Blvd.
MONROVIA, Liberia
Tel: 26-23-45/26-23-20

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Edificio Torre Libertad
Plaza Cagancha
1335(Piso 12),1110
MONTEVIDEO
Uruguay
Tel: 92-03-46
Fax: (598)921610

UNIC
4/16 Ulitsa
Lunacharskogo
MOSCOW 121002
Russia
Tel: 241-2894

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House 20, Road 10
Medinat Qaboos (West)
MUSCAT, Oman
Tel : 600-685
Fax: 968-602590

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United Nations Office
Gigiri
NAIROBI, Kenya
Tel:333930/529380

UNDP
Ave du Colonel D'Ornano
(ex-Batiment UEAC)
N'DJAMENA, Chad
Tel: 515-527/515-641
Fax: 516-330

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55 Lodi Estate
NEW DELHI-110003
India
Tel: 69-04-10

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Maison de l'Afrique
United Nations
NIAMEY, Niger
Tel: 73-47-00/73-22-75
Fax: (227)723630

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Government House 22
Demosthenis Severis Ave
NICOSIA, Cyprus
Tel: 40-3188/40-3194
Fax:443-782

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218, rue de la Gare
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OUAGADOUGOU
Burkina Faso
Tel: 306076/336503

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Ave Tercera Sur Casa 17
PANAMA, Panama
Tel: 23-0557/69-6280

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75732 PARIS CEDEX 15
France
Tel: (331)45-68-10-00
Fax: (331)43064678

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PORT-AU-PRINCE
Haiti
Tel: 2-1404/2-14-5/2-0751
Fax: 509-1-3-9340

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PORT LOUIS
Mauritius
Tel: 2-37626/7
Fax : (230)08-4871

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16 Victoria Avenue
PORT OF SPAIN
Trinidad and Tobago
Tel: (809)623-4813

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PRAGUE
Czech Republic
Tel: 22-14 21/22-14-32

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QUITO
Ecuador
Tel: 458-666
Fax: (593-2)441-580

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Morocco
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RJ, Brazil
Tel: 223-5752

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Piazza San Marcos 50
ROME, Italy
Tel: 678-9907/678-0140
Fax: (39-6)6793337

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Complex SANA'A
Yemen Arab Republic
Tel: 215-505 to 215-509

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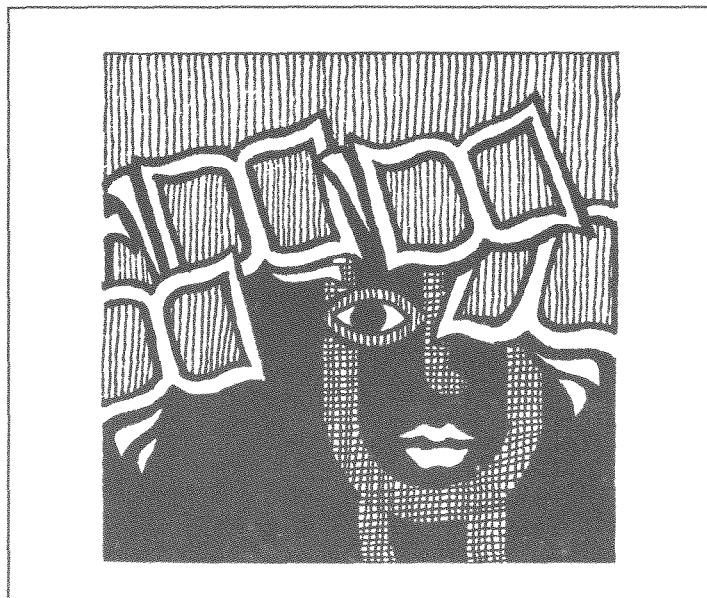
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GENDER TRAINING PORTFOLIO

MODULE V - TIPS ON GENDER SENSITIVITY



B. Thinking about Research on Women

GENDER TRAINING PORTFOLIO

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GENDER TRAINING PORTFOLIO

MODULE V - TIPS ON GENDER SENSITIVITY

B. Thinking about Research on Women

Editors:
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Thinking about Research on Women

The basic question to be asked about research on women is: "Is there a feminist methodology?" The question has varying answers, depending on the respondent. There can be little question that feminist research methods developed in the last decades have in fact, systematically altered the nature of research in all of the social and physical sciences. Some argue that the changes mean there genuinely is "a feminist method." Others argue that feminist thought has only improved what were previously inadequate research methodologies, fraught with systemic male bias, and patriarchal views of topic and mode of thought. These warring points of view - the first suggesting the birth of a truly new paradigm, the second more the "add women and stir" philosophy, creating not a new soup but just a better one - are obviously based on different assumptions. Both, however, agree that the enormous outpouring of new scholarship on women's lives and issues has significantly transformed thought in virtually all of the disciplines of the social sciences and, to a lesser degree, the natural sciences as well. Because such substantial change is not comfortable or easy, the issue of feminist methodology remains a controversial one.

This document does not purport to solve or even review that controversy in detail. It rather will provide a guide to a fraction of the current literature (through the appended bibliography) for those interested in pursuing the topic. The principal purpose of this essay is to relate the issue of research on women, more broadly, to teaching and research on Women in Development (WID).

WID research, while it must be thought of in the broader context of feminist thought, has, in its brief history, utilized varying methodological approaches. Its intellectual origins (in the work of Danish economist Ester Boserup, as detailed in Module II of this portfolio) stem from the discipline of economics. Somewhat ironically, economics is currently the discipline least impacted by feminist or WID thought, hence least involved today in WID teaching and research. Much of the early content of WID stemmed from anthropological sources, i.e., case histories from less developed societies, in which feminist professionals were making women visible, sometimes for the first time. The search for "harder" empirical evidence to support the WID argument brought sociologists and demographers into WID activities.

As the empirical data base improved, additional analytical/theoretical concepts were developed in many of the social sciences, i.e., "social history," looking at the lives of ordinary people by contrast to the former "kings and (occasional) queens" approach; gender analysis, with roots largely in sociology; socialization patterning deriving from psychology, etc. But most notably, WID research has drawn not on any single discipline, but rather on multi-disciplinary perspectives for its concepts and methods. Clearly a major contribution of all this research on women's issues has been demonstration of the richness of combining theoretical frameworks for innovative insights. Examples which might be cited include: (1) household economics, which combines elements of family sociology frameworks and economic explanations; (2) women's organizations as "informal" political agents, which utilizes concepts deriving both from sociology and political science, and (3) the valuation of women's work through time use analysis, which is based on anthropological observation methods, combined with the techniques of statistics and econometrics.

Research on women has, of course, also changed markedly the **content** of research, i.e., that which is studied, as the examples above illustrate well. Framing questions through eyes other than those of the male of the species has brought previously unseen issues to the surface, begging for study. Assumptions that studies based on male subjects apply equally to females are now suspect

everywhere. (The U.S. National Institutes of Health have recently been strongly advised **not** to do so - as was the pattern for many years - in all future research.) Another such example is found in the influential work of Carol Gilligan, whose *In A Different Voice* raised the matter strongly with regard to values testing, in which sex of respondent had not been considered to be a significant variable.

In the WID field, however, current research questions are not focused principally on new issues. Rather, WID research brings new perspectives to old issues, such as the sexual division of labour; the intersection of gender, race and class; inequality in the allocation of societal resources by gender; and so on. Multiple conceptual frameworks are required for analyses of these and similar complex issues.

In concluding this short introduction to a topic of growing interest, one methodological approach should be mentioned, since it is frequently (while not exclusively) used by researchers on women's issues. The "method" is the use of personal narratives, such as oral histories, biographies and autobiographies, diaries, journals and letters. The use of such materials, much in keeping with feminist values, has previously been more common in the humanities than in social sciences. New usage treats such narratives as data for social analysis as well as for their literary value.

Intriguing questions such as clarifying/identifying the "voice" of the source from that of the analyst require solution, particularly since in many cases wide differences in both culture and class (with its correlated indices of education and income level) separate the two. One researcher who uses this method proposes the terminology of "narrator" and "interpreter" for persons who in other methods are called "subject" and "researcher" (see review of *Interpreting Women's Lives: Feminist Theory and Personal Narratives* in *The Women's Review of Books*, 7(2), November 1989). This terminology captures the feminist intent to listen to the voices of women, while attempting to counteract inherent potential subjectivity problems of the method.

Implications of the Above for Student and Faculty Research Activities

Against the above thoughts on research method, it may be appropriate to comment on the roles which faculty and students can play in WID and gender research. As described above, one of the hallmarks which distinguishes WID from other types of university instruction is its strong commitment to action. In the case of university faculty members and students, a major contribution they can make is in furthering the information base on women in their country and/or region through systematically searching for extant data, assessing its quality, identifying gaps where information is missing or inadequate, and eventually undertaking research activities of many types (including qualitative approaches) to add to the baseline data. WID's major content, the international situation of women, is a backdrop against which individuals in all nations can view their own situation. But equally important is the opportunity to contribute to the betterment of one's nation through adding to the information which is critical for continuing national and international development. In this regard, it seems preferable to gather gender-disaggregated data where possible, rather than data confined exclusively to women.

In this data-generating task, students will discover that few, if any, nations have an adequate information base for appropriate policy and planning. This is particularly true in the case of issues which concern women, who have for so long been less than fully visible as contributors to national development. The task of the WID instructor and her students is thus both clear and challenging: it is to add to the "state-of-the-art" of knowledge on women, in their country and ultimately the world. As discussed in the section on feminist pedagogy, students learn best by "discovering" for themselves. In the world of women, there remains much to discover. The challenge here presents wonderful, real-life assignments. At the same time, they make a contribution to knowledge and its application, thus improving the society in which they live. Students will also need, of course, to become skilled analysts and political strategists to insure that their discoveries are logical, persuasively argued and thus utilized.

The task of the WID scholar (including students) is to assist her/his nation in the formulation of its research agenda on women/gender and development, based on existing information or the lack thereof. Beginning with the statistical sources above, students can quickly locate and rank their nation on the vital statistics of birth and death, life expectancy, and population growth; on economic questions such as employment and unemployment, male and female wages and working conditions, the informal sector's size and scope, international indebtedness and its consequences; human development investments such as educational opportunities for girls and boys, literacy training, health services, housing provisions, and social security protection for the elderly and disabled. WID students must learn to formulate questions, to locate answers, to disseminate information, to affect policy. Only then will the WID cycle - of theory, facts, and their application in the real world to improve the lives of real people - be completed.

Bibliography on WID and Feminist Research

The bibliography which follows is but a small part of a growing body of literature on the topic. Pursuing the topic will allow the instructor and her students to arrive at their own answer to the question which began this essay: Is there truly feminist research - or is feminist inquiry principally contributing to more effective research methodologies in all disciplines? In either case, it is clear that current contributions of feminist research have facilitated the scientific pursuit of more adequate understanding of the social realities of the world we all, women and men, live in.

Selected Bibliography

Campbell, Patricia. The Hidden Discriminator: Sex and Race Bias in Educational Research. Newton, MA: WEEA Publishing Center, 1988.

This interesting set of materials is designed for both teachers and students who wish to explore both the overt and covert effects of bias in educational systems. It consists of five separate short pamphlets addressed to different audiences. The work, plus other pieces in the series (i.e., Checklist for Counteracting Race and Sex Bias in Educational Materials) emerges from a Project on Sex Stereotyping in Educating, funded by the U.S. Department of Education.

Farnham, Christie. The Impact of Feminist Research in the Academy. Bloomington IN: Indiana University Press, 1987.

This collection of essays focuses on the impact of feminist research methods and findings on the following disciplines: anthropology, history, religious studies, psychology, economics, political science, sociology, and the humanities. There are separate essays by well known and highly regarded scholars.

Harding, Sandra. Feminism and Methodology. Bloomington IN: Indiana University Press, 1987.

An eminent scholar of the philosophy of science deals in-depth with issues addressed by feminist science. Is science ever "value free"? as touted in earlier eras, or did that "value-freeness" only reflect the views of the powerful patriarchy? The feminist emphasis on "standpoint" or an empirical way of knowing is discussed. The ultimate question addressed in this heuristic work is the basic question of a Feminist Science? a Feminist Methodology?

Harding, Sandra and Jean F. O'Barr, eds. Sex and Scientific Inquiry. Chicago: University of Chicago Press, 1987.

This reader, edited by two well-known U.S. feminist scholars, is a collection of essays on the question of whether science, rooted in a patriarchal structure, can be objective, and offers feminist analyses of several questions linking science and gender.

Hess, Beth and Myra Ferree, eds. Analyzing Gender: A Handbook of Social Research. Newbury Park, CA: Sage, 1988.

This is a collection of essays claiming to be a synthesis of social science research involving gender. More than twenty authors from a wide array of disciplines are among the contributors. Major sub-headings include: gender and ideology, social control of female sexuality, gender stratification, gendered worlds (family, workplace, religion, health institutions), and gender and the state. The book examines the current state of knowledge, examines bias in the social sciences, provides new concepts and theories emerging from research on women, and discusses how such studies are transforming social scientific thought.

Kessler, Suzanne and Wendy McKenna. Gender: an Ethnomethodological Approach. New York: Wiley, 1978.

An older but classic discussion of gender as concept and as social construct - rather than as only a reflection of biological reality.

Nebraska Research Collective. Feminist Ethics and Social Science Research. Lewiston, NB: Edwin Mellen Press, 1988.

A number of academic women worked together on this volume, gathering the thoughts of sixteen scholars on the question of research ethics. Each presents a forthright statement of her own political and ideological commitment, as examples of the issue of unavoidable bias. They collectively examine situations of patriarchal bias and potential ethical responses. Readers should be cautioned about the linguistic device of using the word "wimmin" to describe themselves.

Nielson, Joyce McCarl, ed. Feminist Research Methods: Readings from the Social Sciences. Boulder, CO: Westview Press, 1988.

This book, by contrast to many of the others, is a practical guide to the conduct of research informed by feminist insights. The author discusses how such research differs from the traditional methodology, presents methods which characterize feminist inquiry, and provides examples of policy-relevant, interdisciplinary and multi-methodological studies. In addition she addresses the complex issue of gender bias in the language of presentation.

Personal Narratives Group (University of Minnesota), eds. Interpreting Women's Lives: Feminist Theory and Personal Narratives. Bloomington IN: Indiana University Press, 1989.

The book evolved from a conference on the topic held at the University of Minnesota in 1986. Following the conference, participants re-worked their papers, in collaboration with one another. The result is a rich and innovative collection, recommending personal narratives as "primary documents for feminist research" and as a tool for understanding the lives of women. Some of the articles tell stories, others are essays on method and the sensitivities it requires. The persons whose narratives are discussed range from pro-choice activists to a Xhosa school girl in South Africa to Mary Leakey, a famous archeologist. The collection

well illustrates feminist collaboration on many levels, both in the individual contributions and in the collective effort of the editors.

Tancred-Sherriff, ed. Feminist Research: Prospect and Retrospect. Toronto, Canada: McGill-Queen's University Press. 1987.

This Canadian contribution to the topic is a collection of articles selected from a conference of researchers dealing with the advancement of women. They are exemplars of feminist research focused on many topics, including alcohol abuse, wife battering, medical definitions of the female experience, and the nature of depression in women. In its overall message, describing a strong reaction of Canadian society to the feminist movement of the 1960s and 1970s, it predates today's discovery of the "backlash" against women.

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