

Gender in Global Perspective (070:225)

Summer 2020: July 6 – August 12

Mondays and Wednesdays 1.00 – 4.40 pm

Instructor

Fulya Pinar (she/her)

Contact

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Private Video-Calls with the Instructor

By appointment, over Skype, Zoom, or Webex

The Mode of the Course

- This is an online and majorly asynchronous course, with optional synchronous meetings.
- Watch the video-recorded lectures and see/read/overview/watch the assigned material before 3 pm on the respective class dates (See *Course Schedule* section below). Note that recorded lectures are to be used only for personal study, and is not to be used or distributed for any other purpose.
- Submit weekly summary pieces before 3 pm on Wednesdays (See #1 in *Grades and Expectations* section below).
- Submit each assignment before its deadline (See *Grades and Expectations* section below).
- You will get personalized feedbacks about your assignments privately.

Communication

- The instructor encourages the students to get an appointment for private video chats from her through e-mail, even if it is only for 5-10 minutes. Try to do this especially during the first four weeks of the course so that we can know each other better, understand the expectations of one another, and are on the same page in terms of how the course is going.
- Students are encouraged to ask their questions about the assignments, grades, and course topics during the private video calls with the instructor. If they cannot do the video calls, they can ask their questions through e-mail and should expect a response within 24 to 48 hours and potentially longer on the weekends.
- Participate in our synchronous, shared video-calls from 3.30 to 4.40 pm Wednesdays if you can. This is not required due to the exceptional experiences taking place right now with COVID19 and the general situation in the world. The shared calls are to have a social, supportive, and safe environment where we can informally talk about the weekly class material, or simply catch up and socialize a bit. Let the instructor know if you cannot participate in some or all of the shared calls.

General Information

Description

Gender is a fundamental element of any social phenomenon. Although viewing gender distinctions as natural and fixed appears almost universal in the social lives of humans, what it means to be a woman or man and to be masculine or feminine varies widely and is difficult to identify even in the smallest social setting. The impacts of gender on division of labor, family and societal order, mobility, rights, power relations, and social movements also differ from one interactive environment to another. In this course, we will explore anthropological approaches to sex and gender and their lived experiences around the world, going well beyond the binary distinctions and norms that we also are subjected to and we construct ourselves.

Our multidisciplinary and self-reflexive standpoint will open up discussions on the intricate connections among gender, sexuality, ethnicity, race, class, health, religion, mobility, and globalization. Some of the topics we will examine include: Relationships between gender and capitalism, globalization, and the nation-state; scientific, economic, political, and normative formations of gender; intersections of gender, race, class, sexuality, and religion; embodiment and expression; militarization and violence; rights and ways of caring; agency, resistance, activism, and political action. After this course, students will come to detect gender as a central aspect of human interaction and social, political, and cultural questions.

Expectations and Goals

This 200-level course will provide students with an introduction to the field of gender studies from a multidisciplinary and ethnographic perspective. Through this course, students will learn to critically analyze both historical and 21st century issues related to gender around the world.

Students will fulfill the following SAS Core Learning Objective:

- Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world.

For anthropology majors, this course will address the following department goals:

- Demonstrate proficiency in the use of critical thinking skills (Goal 2)
- Express knowledgeably and proficiently in writing about central issues in major field (Goal 4)
- Express knowledgeably and proficiently in speaking about central issues in major field (Goal 5)

Course Materials

Keeping up with assigned materials (See *Course Schedule* below) is essential for success. There is no required textbook for this course. Articles and other materials will be posted on Canvas.

Grades and Expectations

- 1) **30%:** Weekly summary pieces.
 - a. 6 to 10 sentence summary of each week's assigned material and how they work together.
 - b. Due 3 pm on Wednesdays.
 - c. Please do not copy sentences from the readings. Summarize with your own words.
- 2) **10%:** Short research essay on a gender-diverse experience.
 - a. A one double-spaced page research essay on a diverse gender experience in a culture you do not know about and are not familiar to. You may use the *Map of Gender Diverse Cultures* (See the link next to 07.08.20 in the *Course Schedule* section below) or search for one yourself.
 - b. Due July 20, 2020.
 - c. Write, with your own words, about how this diverse gender experience is different to you and what you have learnt from it.
- 3) **25%:** Contextual reflection essay on the materials of two weeks that the student will choose.
 - a. A two-pages (double-spaced) analytical essay on the contexts and contents of the materials of two weeks.
 - b. You will choose two weeks' worth class material you want to write on (apart from the first week of the course).
 - c. Due August 15, 2020. Earlier submissions are encouraged.
 - d. Write, with your own words, about the content, context, how the texts and other materials speak to one another, what methods are used and what certain methods serve to, as well as what you have learnt different than the materials of the previous week(s).
- 4) **25%:** Methodological reflection essay on the materials of two weeks that the student will choose.
 - a. A two-pages (double-spaced) analytical essay on the methods of materials of two weeks.
 - b. You will choose two weeks' worth class material you want to write on (apart from the first week of the course).
 - c. Due August 15, 2020. Earlier submissions are encouraged.
 - d. Write, with your own words, about the methods used in the texts and other materials. Reflect on the language used (general or particular), what method is used, whether that method works to

study that group/person or not and why, what is included and what is left out, and how this is related to the method used, what is the author trying to promote and how the knowledge is organized for that purpose, how is the work funded and would the funders expect a certain kind of outcome or argument.

- 5) **10%:** Short research essay on a contemporary activist platform in U.S., which works for gender equality.
- A one-page (double-spaced) essay on a contemporary activist platform based in U.S. The students will choose and find out about this platform themselves. The platform can be in any form, from a LGBTQ+ student club to an NGO against militarization, but it needs to be actively working towards gender equality.
 - Due August 15, 2020. Earlier submissions are encouraged.
 - Write, with your own words, about what this platform does, what are some of its projects and methods, and how it distinguishes itself from others.

*A note on late assignments: Please submit each assignment before the respective deadline. Any late submission without an arrangement with the instructor will cause 5% deduction of the assignment points per day.

Classroom Respect and Academic Integrity

In this course, we will discuss many challenging topics that may take students out of their comfort zone or challenge their expectations. Therefore, it is vital that all students make a conscious effort to create an inclusive, safer, and supportive environment for their fellow classmates and instructor at all times. For a successful course, the instructor expects that all students will maintain this sense of integrity in their language, actions, and responses to other students and to the professor.

Please keep in mind that academic misconduct includes cheating, plagiarism, failure to cite sources accurately, fabrication and falsification, stealing ideas, re-use of yours or another's earlier work, and deliberate slanting of research designs to achieve a pre-conceived result. The Rutgers Department of Anthropology takes this misconduct very seriously, and to do well in this course the instructor expects all students to respect this policy. When in doubt, please consult the professor. Please review Rutgers' Academic Integrity policies at: <https://academicintegrity.rutgers.edu/students.shtml>

Course Schedule

Course Schedule Vocabulary:

Watch: Watch the film/video in the shared link. Take notes about how it relates to the topic and material of that class. The instructor will share particular instructions for each video.

See: Look at a webpage carefully, read the materials in the particular link, and explore maps and sections within it.

Read: Read the entire text. Readings will be on the Canvas page.

Overview: Read the first paragraph, the headings and first sentences of paragraphs and sections, alert yourself to the structure and content through an awareness of paragraph patterns, through transitions, and clue words. This should take 10 to 30 minutes.

*Please do not take the videos, websites, and materials to be overviewed lightly. They are required as much as the assigned readings, as they all provide important theoretical and methodological insights for this course.

**Students are advised to follow the order in the course schedule while preparing for the classes.

Date	Topic	Readings and other Materials
07.06.20 M	The “Global” in Gender in Global Perspective?	<ol style="list-style-type: none"> 1) Watch: <i>Sent Away Boys</i>, 2016, Harjant Gill (40 mins): https://www.harjantgill.com/sent-away-boys 2) Listen and read the lyrics: <i>Are my Hands Clean?</i> 1985 Bernice Johnson Reagon. <u>Lyrics at Rootfolks:</u> https://www.rootfolks.com/2017/05/are-my-hands-clean/ <u>Song at XartsProjects by Liz Sergeant:</u> https://www.youtube.com/watch?v=ev733n-5r4g 3) Overview: <i>Outsourced Wombs</i>, Judith Warner, 2008
07.08.20 W	Constructing Sex & Gender	<ol style="list-style-type: none"> 1) See: <i>Comprehensive* List of LGBTQ+ Vocabulary Definitions</i>, by Sam Killermann: https://www.itspronouncedmetrosexual.com/2013/01/a-comprehensive-list-of-lgbtq-term-definitions/ 2) Read: “The Five Sexes”, 1994, Anne Fausto-Sterling 3) Read: Pages 3-5 and 9-17, overview the rest, of “The Medical Construction of Gender”, 1990, Suzanne J. Kessler. 4) Watch: <i>Muxes – Mexico’s third gender</i>, 2017, Reel Peak Films (13 mins): https://www.youtube.com/watch?v=iiek6JxYJLs 5) Watch: <i>Two Spirits</i>, 2007, Ruth Fertig: https://video-alexanderstreet-com.proxy.libraries.rutgers.edu/watch/two-spirits 6) See: <i>A Map of Gender-Diverse Cultures</i>, 2015, PBS: https://www.pbs.org/independentlens/content/two-spirits_map-html/ 7) Read: “Is Female to Male as Nature Is to Culture”, 1974, Sherry B. Ortner 8) Overview: “Female Forms of Power and the Myth of Male Dominance: A Model of Female/Male Interaction in Peasant Society”, 1975, Susan C. Rogers
07.13.20 M	Intersectionality	<ol style="list-style-type: none"> 1) Watch: <i>The Urgency of Intersectionality</i>, 2016 Kimberlé Crenshaw: https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality 2) Overview: “Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color”, 1993, Kimberlé Crenshaw 3) Read: “Under Western Eyes: Feminist Scholarship and Colonial Discourses”, 1988, Chandra Talpade Mohanty 4) Read: “Who is a Muslim Woman? Questioning Knowledge Production on ‘Muslim Woman’”, 2018, Esra Özcan
07.15.20 W	Intersectionality	<ol style="list-style-type: none"> 1) Read: “‘Like a Mother to Them’: Stratified Reproduction and West Indian Childcare Workers and Employers in New York”, 1995, Shellee Colen 2) Read: “Muslim Women’s Agency and Feminist Anthropology of the Middle East”, 2017, Sertaç Şehlikoğlu 3) Overview: “Sitting at the Kitchen Table: Fieldnotes from Women of Color in Anthropology”, 2013, Navarro et al.

Date	Topic	Readings and other Materials
07.20.20 M	Bodies and Materialities	1) Read: “Introduction”, in <i>A Companion to the Anthropology of the Body and Embodiment</i> , 2011, ed. Frances E. Mascia-Lees 2) Read: “The Body Nearer the Self”, 1995, Janice Boddy 3) Read: “The Production of Possession: Spirits and the Multinational Corporation in Malaysia”, 1988, Aihwa Ong 4) Read: “The Other Side of the Looking Glass: The Marginalization of Fatness and Blackness in the Construction of Gender Identity”, 2005, Andrea Shaw
07.22.20 W	Bodies and Materialities	1) See: <i>History of Abortion in the U.S.</i> , 2018, Obos Abortion: https://www.ourbodiesourselves.org/book-excerpts/health-article/u-s-abortion-history/ 2) Read: “Sport, Modernity, and the Body”, 2012, Niko Besnier and Susan Brownell 3) Read: “Middle-Class Compassion and Man Boobs”, 2013, Thaïs Machado-Borges 4) Read: “Digital Spaces, Material Traces: How Matter Comes to Matter in Online Performances of Gender, Sexuality, and Embodiment”, 2011, Niels van Doorn
07.27.20 M	Gender-Based Violence	1) Watch: <i>Southern Comfort</i> , 2001, Kate Davis: https://transguys.com/videos/southern-comfort 2) Read: “Reconstructing Masculinities: The Disarmament, Demobilization, and Reintegration of Former Combatants in Colombia”, 2009, Kimberly Theidon
07.29.20 W	Gender-Based Violence	1) Read: “Fear as a Way of Life”, 1994, Linda Green 2) Read: “Health at the Intersections of Precarious Documentation Status and Gender-Based Partner Violence”, 2016, Parson et al.
08.03.20 M	Human Rights and Humanitarianisms	1) Read: “Vernacularization in Action: Using Global Women’s Human Rights Locally”, 2009, Sally Engle Merry and Peggy Levitt 2) Read: “‘These are not Our Priorities’: Maasai Women, Human Rights, and the Problem of Culture”, in <i>Gender and Culture at the Limit of Rights</i> , 2011, Dorothy L. Hodgson
08.05.20 W	Human Rights and Humanitarianisms	1) Read: “The Gendered Human of Humanitarianism: Medicalising and Politicising Sexual Violence”, 2011, Miriam Ticktin 2) Read: “The Active Social Life of ‘Muslim Women’s Rights’”, in <i>Gender and Culture at the Limit of Rights</i> (ed. Dorothy L. Hodgson), 2011, Lila Abu-Lughod
08.10.20 M	Resistance, Activism, and Political Action	1) Read: “Women’s Rights are Human Rights: The Merging of Feminine and Feminist Interests among El Salvador’s Mothers of the Disappeared (CO-MADRES)”, 2006, Lynn Stephen 2) Overview: “Feminist Theory, Embodiment, and the Docile Agent: Some Reflections on the Egyptian Islamic Revival”, 2001, Saba Mahmood 3) See: <i>Disappearing Daughters, Hijas de Juarez</i> , 2020, Corinne Chin and Erika Schultz: https://projects.seattletimes.com/2020/femicide-juarez-mexico-border/ 4) See: <i>Feminist Voices and Revolutionary Music</i> , 2019, Humanity House:

Date	Topic	Readings and other Materials
		https://humanityhouse.org/en/event/femicide-in-mexico/
08.12.20 W	Resistance, Activism, and Political Action	1) Read: “Intimate Weapons of the Weak”, in <i>Untidy Gender</i> , 2001, Gül Özyeğin 2) Overview: “Women Responding to the Anti-Islam Film ‘Fitna’: Voices and Acts of Citizenship on Youtube, 2011, Vis et al. 3) See: <i>Women on Waves: Meet the Dutch Physician who Defied Abortion Bans by Bringing Her Clinic to the Sea</i> , 2015, Democracy Now: https://www.youtube.com/watch?v=TcapuJY6OIU 4) See: <i>Beyond Museum</i> , 2019: http://beyond-museum.com

Additional Information and Resources

- COVID-19 Resources: <https://njaes.rutgers.edu/covid-19/>
- Rutgers Division of Student Affairs: <http://studentaffairs.rutgers.edu/for-students/>
- Information and Support for Undocumented Students: <http://deanofstudents.rutgers.edu/student-advocacy/information-support-undocumented-students/>
- Counseling Services: <http://rhscaps.rutgers.edu/>
- Center for Social Justice Education and LGBT Communities: <http://socialjustice.rutgers.edu/>
- Disability Services: <https://ods.rutgers.edu/>
- Violence Prevention and Victim Assistance: <http://vpva.rutgers.edu/>
- Dean of Students (temporary illness, absence reporting, bias incidents, student advocacy): <http://deanofstudents.rutgers.edu/>