

Feminist Anthropology
(ANG 6930/ANT 4930)
Spring 2019
R | Period 9 - 11 (4:05 PM - 7:05 PM)
TUR 2303

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Office hours: Tuesday 2-3 pm and by appointment

Course description

This seminar offers an introduction to feminist anthropology. We will explore the historical developments of feminist anthropology and the transformations and expansions that characterizes feminist anthropology in the twenty-first century. Particular emphasis will be given to how feminist anthropology, both theoretically and methodologically have challenged and contributed to the wider field of anthropology. Through a close reading of selected classic and contemporary anthropological texts we will explore a wide range of issues such as politics of representation, our positionality as researchers, race, class, gender, sexuality, violence, marginalization, embodiment, power and agency.

You will also be introduced to N-Vivo, (a qualitative research software) and to pedagogical tools associated with Team-Based-Learning.

Student Learning Outcomes

By the end of the course a successful student will have:

- 1) Acquired knowledge about
 - a. The history of feminist anthropology
 - b. The relationship between feminism(s), activism and anthropology
 - c. Key theoretical and methodological debates within feminist anthropology
 - d. The contribution of feminist anthropology to debates about ethnographic writing
- 2) Developed the ability to critically analyze and discuss
 - a. Different theoretical positions within feminist anthropology

- b. Key concepts such as gender, embodiment, positionality, representation, power, equality, identity etc.
 - c. The interplay between structure and agency in feminist anthropology
- 3) Developed an ability to
 - a. Reflect on the influence of personal identity and positionality on ethnographic research and writing
 - b. Employ theoretical perspectives from feminist anthropology to critically discuss key issues relevant to your own research interest
 - c. Use relevant research to explore and test ideas and to support or refute generalization
- 4) Developed familiarity with N-Vivo as a tool for qualitative research
- 5) Gained an understanding of key principles and techniques in ethnographic research, with a particular focus on analysis of qualitative data and literature
- 6) Improved ability to research a topic in anthropology and write a scholarly paper that presents the research

Required texts

Abu-Lughod, Lila (1993) *Writing Women's Worlds*

Behar, R. & Gordon, Deborah A. (1995) *Women Writing Culture*

Hodgson, D. (2017) Gender, Justice, and the Problem of Culture. From Customary Law to Human Rights in Tanzania

Hurston, Zora Neale (2008 edition) *Mules and Men*

Lewin, Ellen & Silverstein, Leni M. eds. (2016) *Mapping Feminist Anthropology in the Twenty-First Century*

Mahmood, Saba (2005) Politics of Piety. *The Islamic Revival and the Feminist Subject*

Stout, Noelle (2014). *After Love: Queer Intimacy and Erotic Economies in Post-Soviet Cuba.*

Wolf, Margery (1992) *A Thrice Told Tale. Feminism, Postmodernism & Ethnographic Responsibility*

PDF files of other required readings will be made available on Canvas

Class schedule

(Note: I reserve the right to modify the course schedule).

Week 1

Introduction: Course preview and expectations

Week 2

Lewin, Ellen & Silverstein, Leni M. eds. (2016) Introduction: Anthropologies and Feminisms: Mapping our Intellectual Journey. In *Mapping Feminist Anthropology in the Twenty-First Century*

Lamphere, Louise (2016) Feminist Anthropology Engages Social Movements: Theory, Ethnography & Activism. In *Mapping Feminist Anthropology in the Twenty-First Century*

Bolles, A. Lynn (2016) The Curious Relationship of Feminist Anthropology and Women's Studies. In *Mapping Feminist Anthropology in the Twenty-First Century*

Roberts, Elizabeth F. S. (2016) When Nature/Culture Implodes: Feminist Anthropology and Biotechnology. In *Mapping Feminist Anthropology in the Twenty-First Century*

Where are the Ladies, Didier Fassin? #EASA2016 Keynote <http://allegralaboratory.net/where-are-the-ladies-didier-fassin-easa2016-keynote/>

Week 3

Ortner, Sherry B. (1972) Is Female to Male as nature is to Culture? *Feminist Studies*, 1 (2): 5-31

Rogers, Susan Carol (1975) Female Forms of Power and the Myth of Male Dominance: A Model of Female/Male Interaction in Peasant Society. *American Ethnologist*, 2 (4): 727-756

Rosaldo, Michelle Z. (1980) The Use and Abuse of Anthropology: Reflections on Feminism and Cross-Cultural Understanding

Mohanty, Chandra Talpade (1988) Under Western Eyes: Feminist Scholarship and Colonial Discourses

Narayan, Uma (1998) Essence of Culture and a Sense of History: A Feminist Critique of Cultural Essentialism

Week 4

Behar, R. & Gordon, Deborah A. (1995) *Women Writing Culture* (selected chapters – more information to be given in class and on Canvas)

Week 5

Hurston, Zora Neale (2008 edition) *Mules and Men* (Part I)

Hernandez, Graciela (1995) Multiple Subjectivities and Strategic Positionality: Zora Neale Hurston's Experimental Ethnographies. In *Women Writing Culture*

Week 6

Wolf, Margery (1992) *A Thrice Told Tale. Feminism, Postmodernism & Ethnographic Responsibility*

Rofel, Lisa (2003) *The Outsider Within: Margery Wolf and Feminist Anthropology*

Week 7

Abu-Lughod, Lila (1993) *Writing Women's Worlds* (Preface – 125)

Week 8

Abu-Lughod, Lila (1993) *Writing Women's Worlds* (second half)

Abu-Lughod, Lila (1995) A Tale of Two Pregnancies. In *Women Writing Culture*

Week 9 – Spring break

Week 10

Hodgson, D. (2017) *Gender, Justice, and the Problem of Culture from Customary Law to Human Rights in Tanzania* (selected chapters)

Østebø, Marit (forthcoming) *Village Gone Viral*, selected chapters

Karim, L. (2013) *Analyzing Women's Empowerment: Microfinance and Garment Labor in Bangladesh*

Week 11

Hodgson, D. (2017) *Gender, Justice, and the Problem of Culture from Customary Law to Human Rights in Tanzania* (selected chapters)

Østebø, Marit (forthcoming) *Village Gone Viral*, selected chapters

Week 12

Mahmood, Saba (2005) *Politics of Piety. The Islamic Revival and the Feminist Subject* pp. 1 -117

Week 13

Mahmood, Saba (2005) *Politics of Piety. The Islamic Revival and the Feminist Subject* pp. 118 – 199)

Bangstad, Sindre (2011) *Saba Mahmood and Anthropological Feminism after Virtue*.

Week 14

Stout, Noelle (2014). *After Love: Queer Intimacy and Erotic Economies in Post-Soviet Cuba*.

Week 15

Stout, Noelle (2014). *After Love: Queer Intimacy and Erotic Economies in Post-Soviet Cuba*.

Week 16

RESEARCH PAPER DUE. NO CLASS

Class requirements and assignments

Attendance (100 points)

Since the course only meets once a week, full attendance in all classes is essential. More than one absence may lower your grade. If you have an excusable absence (see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) let me know in advance and I will consider whether you have to make up for the absence in one or another way.

Oral Participation in Class (100 points)

You are expected to keep up with the readings and to come to class well prepared and make thoughtful, relevant contributions to class discussions.

Reflections on Canvas/ Preparing applications for class discussions (280 points)

Each week you will, as part of preparation for class, do an individual assignment linked to the readings. Some weeks, your assignment will be to post reflections and responses on the Canvas discussion board. Other weeks, you will be asked to prepare applications that we will use in class. More instruction on how to prepare the applications will be given in class. The applications are modeled after the Team-Based-Learning methodology and preparing the applications and doing them in class will give you a pedagogical tool that you can use in your teaching. The individual assignments are due by 12 PM the day before class.

Formal Proposal for Research Paper (100 points)

For this assignment, you will write a detailed proposal outlining your plans for your research paper. There is no length requirement for this document, but I expect that a successful proposal for this assignment would be around 3 single-spaced pages. See further instructions on Canvas.

Peer-review of Research Paper proposals (50 points)

You will also be assigned to peer-review research paper proposals.

N-Vivo project or Poster presentation (100 points)

For this assignment you have two options. You can either do an N-Vivo project or make a poster.

N-Vivo: At the beginning of the semester you will be introduced to N-VIVO qualitative research software. You can use the software as a tool for your research paper (see below). N-VIVO will help you organize and analyze your research data and/or your literature. The point of this assignment is for you to spend some time getting familiar with NVivo and to determine whether or not it might be useful to you to invest in. Be aware that, unless you decide to purchase a license (which is rather expensive, but may be worth it!) the time you have to work on this project is limited to one month. UF does not have a license to N-VIVO, but QRS is offering a one-month free trial. For this assignment you will turn in an N-VIVO project file, which among others should include an explanation of how you used the software and what you accomplished with it. You will also give a presentation of how you have used N-VIVO in class.

Poster: To present research using posters are becoming increasingly common within academia. This assignment will give you an opportunity to present and visualize key aspects of your research project to the rest of the class. More information about this assignment will be given in class.

Final Research paper (300 points)

The final paper, which should be between 4-5000 words in length, is due at the end of the semester. Choose a topic, which is relevant to the course AND to your research interest. I **strongly** encourage you to meet with me at the beginning of the semester to discuss your research paper. If you already have conducted preliminary research for your graduate research project, I encourage you to write a paper using this data. If you not yet have conducted field

research, your paper can be a systematic literature review of a particular topic related to your field of interest.

UF Policies

Academic Honesty:

When students enroll at UF they commit themselves to honesty and integrity. As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." On work submitted for credit by UF students, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Campus Helping Resources:

Students experiencing crisis or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The UF Counseling and Wellness Center provides confidential counseling services at no cost for currently enrolled students.

1. Counseling and Wellness Center, <http://www.counseling.ufl.edu/cwc/>

2. Student Health Care Center: <http://shcc.ufl.edu/>

For an overview of various resources see <http://www.distance.ufl.edu/getting-help>

Disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Technical assistance:

For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>