

Feminist Anthropology
(ANG 6930/ANT 4930)
Spring 2021
R | Period 9 - 11 (4:05 PM - 7:05 PM)
LIT 0201

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Office hours: Zoom, Tuesday/Thurs 12-2 pm

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 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) Gained an understanding of key principles and techniques in ethnographic research, with a particular focus on analysis of qualitative data and literature
 - 5) Improved ability to research a topic in anthropology and write a scholarly paper that presents the research

Required Books (most are available on course reserve, either as e-books or hard copies)

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

Behar, R. & Gordon, Deborah A. (1995) *Women Writing Culture* (Available on course reserve as e-book and hard copy)

Barnes, R. J. D. (2015) *Raising the Race: Black Career Women Redefine Marriage, Motherhood, and Community* (Available on course reserve as hard copy)

Hurston, Zora Neale (2018) *Barracoon. The Story of the Last "Black Cargo"*

Karim, L. (2011) *Microfinance and its Discontents. Women in Debt in Bangladesh*

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 (January 14)

Introduction: Course preview and expectations

Week 2 (January 21)

Tong, R. (2011) Introduction: The Diversity of Feminist Thinking & Post-modern and Third-Wave Feminism

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*

Williams, E. L. (2020) The practical ethics of Johnnetta Betsch Cole: The life of a Black feminist anthropologist

Week 3 : (January 28)

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

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

Week 4: (February 4)

Behar, R. & Gordon, Deborah A. (1995) *Women Writing Culture* (selected chapters – see Canvas)

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

Brown-Vincent, Layla D. (2019) Seeing It for Wearing It: Autoethnography as Black Feminist Methodology

Week 5: (February 11)

Hurston, Zora Neale (2018) *Barracoon*. The Story of the Last "Black Cargo"

Week 6: (February 18)

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

Week 7: (February 25) RECHARGE DAY - NO CLASS

Week 8: (March 4)

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

Week 9: (March 11)

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

Week 10: (March 18)

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

Week 11: (March 25)

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

Adely, F. (2019) *Decolonizing our questions/decolonizing our answers*

Mohanty, C.T. (1988) *Under Western Eyes: Feminist scholarship and Colonial Discourses*

Week 12: (April 1)

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

Week 13: (April 8)

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

Week 14: (April 15)

Last day of class. No readings.

RECOMMENDED READINGS

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

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

Barnes, R. J. D. (2015) Raising the Race: Black Career Women Redefine Marriage, Motherhood, and Community

Davis, Dána-Ain (2019) Reproductive Injustice: Racism, Pregnancy, and Premature Birth

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*

Karim, L. (2011) *Microfinance and its Discontents. Women in Debt in Bangladesh* (1st half)

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

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

Trinch, Shonna and Cassidy, Barbara (2020) Engaging F-words to create change: Rape, representation, and performance

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

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

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 later in your professional career.

Formal Proposal for Research Paper

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.

Poster presentation (100 points)

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. (You must engage with readings or theoretical perspectives that you have been introduced to in class). 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>