

Gender in Global Perspective (070:225)

Summer 2021: 1 June- 9 July

Instructor	Contact	Office Hours (Zoom)
Fulya Pinar (she/her)	fulya.pinar@rutgers.edu	Friday 3.30-4.30 pm or by appointment

The Mode of the Course

- This is a remote and asynchronous course. Canvas will be used, and Modules, Assignments, and Files sections will be utilized on a weekly basis. A video-recorded lecture will be posted each week.
- Each assignment with its deadline and the office hour link will be on your Canvas Calendar.
- See/read/overview/watch the assigned material before Wednesday mornings.
- Submit weekly comments on assigned material (films, videos, readings) before 3 pm on Wednesdays (See *Grades and Expectations* section below).
- Submit weekly comments on the lecture recordings before 3 pm on Fridays (See *Grades and Expectations* section below).
- Submit each assignment before its deadline (See *Grades and Expectations* section below).
- Extended details on the expectations of each assignment will be posted on the Assignments section of Canvas.
- You will have a rubric to work with and receive detailed and personalized feedback on your assignments.

Communication

- The instructor encourages the students to attend the office hours or get an appointment for video chats, especially during the first four weeks of the course, to introduce themselves and understand the expectations better.
- Students are encouraged to ask their questions about the assignments, grades, and course topics during the zoom meetings with the instructor. If they cannot attend the video calls, they can ask their questions through e-mail and should expect a response within 24 hours and potentially longer on the weekends.

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 often end up reproducing in our daily lives.

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 care; 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 - Files.

Grades and Expectations

- 1) **20%:** Weekly comments on assigned material:
 - a. ~200 words on each week's assigned material and how they work together. Exact questions to write on will be posted on Canvas.
 - b. Due 3 pm on Wednesdays.
- 2) **15%:** Weekly comments on the video-recorded lecture
 - a. ~100 words on each week's lecture recording and how it informs your interpretation of the assigned material. Exact questions to write on will be posted on Canvas.
 - b. Due 3 pm on Fridays.
- 3) **5%:** 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 11 June 2021, Friday, 11.59 PM.
 - c. Write, in your own words, about how this diverse gender experience is different to you and how you relate this difference to what you have learned with that week's assigned material.
- 4) **25%:** Contextual reflection essay on 2 articles and 1 film (assigned in the course).
 - a. A three-pages (double-spaced) analytical essay on the contexts and contents of 2 articles and 1 film. Students will choose the 2 articles and 1 film that they would like to write on from the course material (except from the material of the first week).
 - b. Due 18 June 2021, Friday, 11.59 PM.
 - c. Write, in your own words, about the content, context, how the texts and other materials speak to one another, what and how certain methods are used, as well as what you have learnt different than the materials of the previous week(s).
- 5) **25%:** Methodological reflection essay on 3 articles and 1 film (assigned in the course).
 - a. A three-pages (double-spaced) analytical essay on the methods used and shared in 3 articles and 1 film. Students will choose the material that they would like to write on (except from the material assigned for the first week and the ones used for the contextual reflection essay).

- b. Due 2 July 2021, Friday, 11.59 PM.
 - c. Write, in your own words, about the methods used in the articles and film. 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.
- 6) **10%:** Short research essay on a contemporary activist platform in U.S., which works for gender equality.
- a. 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.
 - b. Due 9 July 2021, Friday, 11.59 PM.
 - c. Write, in your own words, about what this platform does, what are some of its projects and methods, and how it distinguishes itself from others. Reflect on the assigned material of Week 6 while discussing the aims and activities of this platform.

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

Classroom Respect

In this course, we will discuss many challenging topics that may take students out of their comfort zones 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.

Academic Integrity

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:

Read: Read the entire assigned piece carefully and take notes.

Watch: Watch the entire film/video carefully and take notes.

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

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 about 10 to 30 minutes.

Recommended: You are not required to view the recommended material, however, they could help you understand better and go beyond the lecture discussion.

Date	Topic	Weekly Material Assigned and Recommended
Week 1 1-6 June	<p>-The “Global” in Gender in Global Perspective?</p> <p>-Constructing Sex and Gender</p>	<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) Overview: <i>Outsourced Wombs</i>, Judith Warner, 2008 3) Read: “The Five Sexes”, 1994, Anne Fausto-Sterling 4) Watch: <i>Muxes – Mexico’s third gender</i>, 2017, Reel Peak Films (13 mins): https://www.youtube.com/watch?v=üiek6JxYJLs 5) Watch: <i>Two Spirits</i>, 2007, Ruth Fertig (22 mins): 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/
	Recommended	<ol style="list-style-type: none"> 1) 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/ 2) <u>Song at XartsProjects by Liz Sergeant:</u> https://www.youtube.com/watch?v=ev733n-5r4g 3) Read: “The Medical Construction of Gender”, 1990, Suzanne J. Kessler. 4) Read: “Is Female to Male as Nature Is to Culture”, 1974, Sherry B. Ortner 5) Overview: “Female Forms of Power and the Myth of Male Dominance: A Model of Female/Male Interaction in Peasant Society”, 1975, Susan C. Rogers
Week 2 7-13 June	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) Read: “Under Western Eyes: Feminist Scholarship and Colonial Discourses”, 1988, Chandra Talpade Mohanty 3) Read: “Who is a Muslim Woman? Questioning Knowledge Production on ‘Muslim Woman’”, 2018, Esra Özcan 4) Overview: “Like a Mother to Them’: Stratified Reproduction and West Indian Childcare Workers and Employers in New York”, 1995, Shellee Colen
	Recommended	<ol style="list-style-type: none"> 1) Read: “Muslim Women’s Agency and Feminist Anthropology of the Middle East”, 2017, Sertaç Şehlikoğlu 2) Overview: “Sitting at the Kitchen Table: Fieldnotes from Women of Color in Anthropology”, 2013, Navarro et al. 3) Overview: “Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color”, 1993, Kimberlé Crenshaw
Week 3 14-20 June	Bodies and Materialities	<ol style="list-style-type: none"> 1) Read: “The Body Nearer the Self”, 1995, Janice Boddy 2) Read: “The Production of Possession: Spirits and the Multinational Corporation in Malaysia”, 1988, Aihwa Ong

Date	Topic	Weekly Material Assigned and Recommended
		3) Overview: “The Other Side of the Looking Glass: The Marginalization of Fatness and Blackness in the Construction of Gender Identity”, 2005, Andrea Shaw
	Recommended	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) Overview: “Middle-Class Compassion and Man Boobs”, 2013, Thaïs Machado-Borges
Week 4 21-27 June	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 3) Overview: “Health at the Intersections of Precarious Documentation Status and Gender-Based Partner Violence”, 2016, Parson et al.
	Recommended	1) Read: “Fear as a Way of Life”, 1994, Linda Green
Week 5 28 June- 4 July	Human Rights and Humanitarianisms	1) 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 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
	Recommended	1) Read: “Vernacularization in Action: Using Global Women’s Human Rights Locally”, 2009, Sally Engle Merry and Peggy Levitt 2) Read: “The Gendered Human of Humanitarianism: Medicalising and Politicising Sexual Violence”, 2011, Miriam Ticktin
Week 6 5-9 July	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) Read: “Intimate Weapons of the Weak”, in <i>Untidy Gender</i> , 2001, Gül Özyeğin 3) See: <i>Women on Waves: Meet the Dutch Physician who Defied Abortion Bans by Bringing Her Clinic to the Sea</i> , 2015
	Recommended	1) Overview: “Feminist Theory, Embodiment, and the Docile Agent: Some Reflections on the Egyptian Islamic Revival”, 2001, Saba Mahmood 2) 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 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	Weekly Material Assigned and Recommended
		https://humanityhouse.org/en/event/femicide-in-mexico/

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/>