

University of Wisconsin, Madison
 Department of Gender and Women's Studies

Fall Semester, 2017
 Professor Maria Lepowsky

Women in Cross-Societal Perspective
 Gender and Women's Studies 420

Tuesday and Thursday 1:00-2:15
 587 Van Hise
 Office hours: Tuesday 2:30-4:30; and by appointment
 Office: 5454 Social Science Building
 Phone: 262-6347 and 262-2866 (messages)
 Email: lepowsky@wisc.edu

This course focuses on gender ideologies and gender roles cross-culturally, drawing on examples from foraging to post-industrial societies. Engaging with ethnographic research, historical research, life histories, and other primarily qualitative methods and approaches, we will consider the range of human gender arrangements past, present, and potentially future. Our analyses will take us from small-scale, gender egalitarian societies to the rise of social inequality in agrarian and industrial societies. Taking a holistic approach, we will focus on gender variation in historical, economic, political, and religious perspectives. We will consider the cultural and impacts of social movements and globalization on constructions of gender and sexuality in a range of societies, with particular attention to intersections with race, ethnicity, and indigeneity.

Required texts

Shostak, Marjorie
 2000 *Nisa: The Life and Words of a !Kung Woman*. Cambridge, MA: Harvard University Press.

Lepowsky, Maria
 1993 *Fruit of the Motherland: Gender in an Egalitarian Society*.
 New York: Columbia University Press.

Ehrenreich, Barbara, and Arlie Hochschild, eds.
 2002 *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*.
 New York: Metropolitan Books/Henry Holt.

Hoang, Kimberly Kay
 2015 *Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work*. Berkeley: University of California Press.

Boehm, Deborah
 2013. *Intimate Migrations: Gender, Family, and Illegality among Transnational Mexicans*. NYU Press.

All texts are paperback. They are available at A Room of One's Own Bookstore, 317 West Johnson, just west of State Street, and online.

Copies of the required texts will be on reserve at the Social Science Reference Library,

8432 Social Science Building.

There will be no course reader. Instead, assigned articles and chapters of books will be placed on electronic reserve for this course. You will be able to access and print out this material online via MyUW and your GWS 420 link to library reserves. You will also be expected to read and discuss current news articles and other online material on women and gender in cross-cultural perspective that will be distributed electronically during the semester.

Student Responsibilities

There will be a **take-home essay midterm** due in class on **Thursday, October 19**.

There will also be a **take-home essay final**. The final exam is due in my office, 5454 Social Science, during our assigned examination period, Monday, December 18, from 12:25-2:25.

Each student will write a **book review**, about 3 pages in length, that critically analyzes a book focusing on the study of women, or on gender issues in a particular culture. A list of suggested books will be circulated early in the semester so that you may choose one to review. You may choose a book that is not on the list, but your selection must be approved in advance by the instructor. The book review will be due in class on **Tuesday, October 3**.

Graduate students, and undergraduate students taking the class for honors credit, will also write a **term paper**, approximately 10-12 pages in length excluding bibliography, on a topic related to the study of women or gender in cultural or cross-cultural perspective. The topic must be approved in advance by the instructor after you have submitted a one-page outline or summary plus working bibliography, due **Tuesday, October 3**. The term paper is due **Tuesday, December 5**. No late papers will be accepted. A bibliography will be circulated early in the semester to assist you in choosing a paper topic and locating references.

Each student will act as a **team discussion leader** during one class meeting. Students will form teams of 3-4, then take responsibility for stimulating and leading discussions of readings assigned for their chosen week. Team members will carefully read the material ahead of time, discuss it before class with one another, contextualize the material with other class readings or lectures, and jointly draw up a list or page of questions or points for discussion. The team will email the list of suggested discussion points or questions to the instructor, as well as directly to the class email list, by 5 p.m. the day before class.

Each student in the class is responsible for looking over the discussion points before coming to class. In class, team members will offer brief, informal remarks and then open the floor to class discussions, which they (backed up by the instructor) will facilitate. Team presentations are intended to promote more in-depth critical reading, peer learning, discussion participation, and dialogue.

Performance of team discussion leaders will be graded on a satisfactory or unsatisfactory basis. After the class discussion, each team member will write a **2-3 page individual essay** reflecting on the team's analyses of the readings and suggested discussion points and on the in-class discussion. The report will be due in class one week later.

Each student will also be graded on her/his/their **class participation** over the course of the semester. An attendance sheet will be circulated during each class. **Regular attendance**, and

active participation in class discussions plus as part of your discussion team, are required. You are expected to keep up with required readings. Read the assignments for each week before class so that you may participate meaningfully in class discussions and better understand lectures. When appropriate, you will be notified ahead of time which of the week's readings we expect to discuss in class on a given Tuesday or Thursday.

Academic standards and grading policy:

This class will adhere strictly to prevailing academic standards, UW regulations, and civil law regarding plagiarism, fair use of other people's intellectual property, and cheating on class assignments. Please ask if you have any questions about what constitutes fair use or proper behavior. The basic rules are to do your own work, respect the work of others - whether that of a classmate or a published author - and do not attempt take unfair advantage of your classmates as you complete the assignments for this class. Any suspected violations of academic standards will be promptly investigated. Confirmed offenses will result in a failing grade for the course and will be reported to the Dean of Students Office.

Classroom etiquette: So that you will not be a distraction to your classmates or to your instructor, and so that you are able to focus on class while in class, **no non-class-related use of the Internet, or of any communication device, is allowed.** This means no texting, Tweeting, or checking email, Facebook, or other websites. No online searches for non-class purposes. Remember to turn all your phone/electronic device ringers off before class. Also, **no reading of newspapers or other non-GWS 420 material is permitted** once class has begun. **Violation of these rules will be counted against your class participation grade.** Please respect your classmates and your instructor and avoid embarrassment by adhering to these standards of classroom etiquette without having to be reminded in class.

Grades will be based on the following:

- Take-home essay midterm 25%
- Book review 10%
- Individual essay on team research and class discussion 10%
- Take-home essay final exam 30%
- Overall class participation, including regular attendance, participation in class discussions, and participation in team research and discussion 25%

In the case of borderline grades, your improvement over the course of the semester will count in your favor.

[For students submitting term papers, your paper will count for approximately 20% of your grade, your midterm and final 20% each, your book review 10%, your individual report on team research 10%, and your overall participation 20%.]

If you have questions about a grade, please discuss it with the instructor first.

If the question is not resolved, speak with the Department of Gender and Women's Studies Chair or Associate Chair. One of them will attempt to resolve the issue informally, and will inform you of the Appeals Procedure if no resolution can be reached informally.

CLASS SCHEDULE

September 7, 12, 14

Women in the field. Studying women's, men's, and trans lives and gender issues in cultural and cross-cultural perspectives. Feminist anthropology. Field research and cross-cultural understanding. Documenting women, men, and gender relations: ethnographies, life histories, archival and historical research, and ethnographic films. Women - and ideas about women - in early anthropology. The "study of man": twentieth century androcentrism in anthropology. Images of "primitive women." Stereotypes of "Man the Hunter" and "Woman the Gatherer." Sex roles and evolution. Non-human primates and human ancestors: what we can learn from studying them. The interplay of biology and culture. The archaeology of gender. Foraging societies, ancient and modern. Egalitarian societies. Matrilineality.

Readings for September 12, 14

Shostak 41-92

Slocum, Sally, 1971, Woman the gatherer: male bias in anthropology. In S. Jacobs, ed., Women in Perspective: A Guide for Cross-Cultural Studies. Urbana: University of Illinois Press. Pages 36-50

Joyce, Rosemary

2017 The past is a foreign country: Archaeology of sex and gender. In Gender in Cross-Cultural Perspective. Caroline Brettell and Carolyn Sargent, eds. 7th edition. New York: Routledge.

Weismantel, Mary

2013 Towards a transgender archaeology: A queer rampage through prehistory. In The Transgender Studies Reader, Vol. 2. Susan Stryker and Aren Aizura, editors. New York: Routledge. Pages 319-334.

September 19, 21

Gender in egalitarian societies. Definitions and cross-cultural variations. Foragers and horticulturalists in small-scale societies. Matrilineality: kinship systems that center on women. Film - N!ai: The Story of a !Kung Woman. [Namibia/South Africa]

Readings for September 19, 21:

Shostak 1-39, 309-332

Lepowsky vii-xviii, 1-80

Endicott, Kirk, and Karen Endicott

2008 The Headman Was a Woman: The Gender Egalitarian Batek of Malaysia. Long Grove, IL: Waveland Press. Pages 111-126.

September 26, 28:

Gender and the life course. Growing up female, male, trans in cross-cultural perspective. Culture, personal autonomy, and social transformations.

Readings for September 26, 28

Shostak 95-157

Lepowsky 81-124

Gottlieb, Alma

2017 From pollution to love magic: The new anthropology of menstruation. In Gender in Cross-Cultural Perspective. Caroline Brettell and Carolyn Sargent, eds. 7th edition. New York: Routledge.

October 3, 5

Gendered economies. Social inequality, gender roles, and gender ideologies. The sexual/gendered division of labor. Who is supposed to do what, and why? Women, men, and work in households, communities, and states. Women, gender, and the global economy. Globalization and the rise of feminism.

October 3: Book review due - all students.

October 3: Outline/abstract of term paper due (honors and graduate students only)

October 5: Guest lecturer Professor Lydia Liu, Columbia University

Readings for October 3, 5

Hoang: Introduction and Chapters 1-3, Pages 1-77

Boehm: Chapters 1-3, Pages 1-70

Ehrenreich and Hochschild:

Introduction 1-14

The care crisis in the Philippines 39-54

Maid to order 85-103

Liu, Lydia, 2016 Chapter excerpt.

October 10, 12

Gender ideologies. Sexualities and sexual meanings. Gender symbolism and gendered values. Nature and culture. Gender and myth. Ideologies and practice.

October 12: Take-home midterm questions distributed in class.

Film: Tales of the Waria [Indonesia 56 minutes]

Readings for October 10, 12:

Shostak 159-270

Lepowsky 125-166

Ortner, Sherry, 1974, Is female to male as nature is to culture? In Michelle Rosaldo and Louise Lamphere, eds., Woman, Culture, and Society. Stanford: Stanford University Press. Pages 67-87.

Ortner, Sherry, 1996, So, *is* female to male as nature is to culture? In Making Gender: The Politics and Erotics of Culture. Boston: Beacon Press. Pages 173-180, 234-235.

October 17, 19

Gender symbolism (contined). Is male dominance universal? Women, religion, and ceremonial life. Autonomy, choice, and resistance.

October 19: Take-home midterm due in class.

Film – Pilgrims and Tourists [Winnemem Wintu, California] 30 minutes]

Readings for October 17, 19:

Lepowsky 167-205

October 25, 27

Gender in religion and ritual (continued). Religion and gender ideologies. Goddesses, shamans, priestesses, healers, witches.

Readings for October 24, 26:

Lepowsky 206-306

Shostak 270-306

Magliocco, Sabina, 2004, Making magic: training the imagination. In *Witching Culture: Folklore and Neo-Paganism in America*. Philadelphia: University of Pennsylvania Press. Chapter 3, pages 95-121.

October 31, November 2:

Historical perspectives on gender and sexuality. Gendered intersections of race, ethnicity, indigeneity, sexuality.

Readings for October 31 November 2:

Stoler, Ann

2002 Carnal knowledge and imperial power: Gender, race, and morality in colonial Asia. In *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule*. Berkeley: University of California Press.

Johnson, Susan

2000 *Roaring Camp: The Social World of the California Gold Rush*. New York: W.W. Norton. Chapter 3, Bulls, Bears, and Dancing Boys; pages 141-183; endnotes pages 376-387.

Ipsen, Pernille

2013 "The Christened Mulatresses": Interracial Marriage in a Slave Trading Town. *The William and Mary Quarterly* 70(2): 371-398.

November 7, 9, 14, 16

Feminist perspectives on gender, history, and sexuality (cont.). Gender and social transformations. Feminism and anti-feminism. Gender and politics. Global economies, global cultures.

Readings for November 7, 9, 14, 16

Williams, Patricia

2001 On being the object of property. In *Theorizing Feminism: Parallel Trends in the Humanities and Social Sciences*. Anne Herrmann and Abigail Stewart, eds. Second edition. Boulder: Westview Press. Pages 276-294.

Sinnott, Megan

2004 *Toms and Dees: Transgender Identity and Female Same-Sex Relationships in Thailand*. Honolulu: University of Hawai'i Press. Introduction, pages 1-23, 215-17.

Stryker, Susan

2006 (De)Subjugated knowledges: An introduction to transgender studies. In Stryker, S. and Whittle (eds.), *The Transgender Studies Reader*. New York: Routledge. Pages 1-17.

Kulick, Don

1998 *Travesti: Sex, Gender, and Culture among Brazilian Transgendered Prostitutes*. Chicago: University of Chicago Press. Chapter 3, Pages 96-133.

November 21, 28, 30 [November 23 Thanksgiving]

Global economies, global cultures (cont.). Women and development: redefining development. Urbanization, industrialization, and changing gender relations in city and countryside. Crossing borders. Gender, sexualities, global economies. Feminism and anti-feminism. Women and social movements (continued).

Readings for November 21, 28, 30

Hoang: Chapters 4-7, Pages 78-180.

Boehm: Chapters 4-5, Pages 71-110

Ehrenreich and Hochschild:

Blow-ups and other unhappy endings 55-69

Filipina workers in Hong Kong homes 115-141

Selling sex for visas 154-168

Global cities and survival circuits 254-274

Kelly, Patty, 2004, *Awkward intimacies: Prostitution, politics, and fieldwork in Mexico*. In *Anthropologists in the Field: Cases in Participant Observation*. Lynne Hume and Jane Mulcock, eds. New York: Columbia University Press. Pages 1-17.

December 5, 7, 12

Gender and cultural transformations. Women and social movements (continued). Gender, ethnicity, nationality. Women and cultural revitalization movements. Global feminisms. Gender roles and gender ideologies: cross-cultural perspectives after the millennium.

Term paper due on Tuesday, December 5 (honors and graduate students only)

Take-home final exam questions distributed in class on Tuesday, December 12.

Readings for December 5, 7, 12:

Boehm: Chapters 6-7, Conclusion, Postscript: 111-152

Ferree, Myra Marx

2006 *Globalization and feminism: Opportunities and obstacles in the global arena*. In *Global Feminism: Transnational Women's Activism*. Aili Tripp and Myra Marx Ferree, eds. New York: New York University Press. Pages 3-23.

Mahmood, Saba

2004 *Politics of Piety: The Islamic Revival and the Feminist Subject*. Princeton, NJ: Princeton University Press. Preface and Chapter 2, Topography of the piety movement. Pages ix-xii and 40-78.

Abu-Lughod, Lila

2015 Do Muslim women (still) need saving? In *Do Muslim Women Need Saving?* Cambridge: Harvard University Press. Pages 27-53.

Hobson, Janell

2016 Celebrity feminism: More than a gateway. Signs Feminist Public Intellectuals Project. Currents: Feminist Key Concepts Project.

<http://signsjournal.org/currents-celebrity-feminism/hobson/>

Response to Roxane Gay essay in *The Guardian*: Emma Watson? Jennifer Lawrence? These aren't the feminists you're looking for. October 10, 2014.

<https://www.theguardian.com/commentisfree/2014/oct/10/-sp-jennifer-lawrence-emma-watson-feminists-celebrity> Digital archive at <http://signsjournal.org/currents-celebrity-feminism/#digitalarchive> Hobson article also in Signs Summer 2017 issue.

The final exam is due in the Department of Anthropology Office, 5240 Social Science, during the class's assigned examination period, **Monday, December 18, from 12:25-2:25.**

There is a drop slot below the mailboxes that you can use if you arrive during the lunch hour.

Take-home finals may also be turned in early at the Department of Anthropology office.

Make a copy of your exam for safekeeping.