

**ANTHROPOLOGY BY WOMEN**  
**Gender and Women's Studies 443**  
**Anthropology 443**

Tuesday and Thursday 1:00-2:15  
5230 Social Science Building  
Office hours: Tuesday 2:30-4:30 and by appointment  
Office: 5454 Social Science Building  
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This course considers both the history of anthropology and current issues in contemporary anthropology by using the lives and works of women in the field to examine gendered dimensions of knowledge production, canon formation, and their transformations within a relatively new academic discipline. The course offers an alternative, sometimes subterranean, history of a discipline that for the last century has been significant well beyond its borders to scholars and broader reading publics, including both feminists and anti-feminists. We will trace several generations of women field researchers and the ways their biographies and careers have shaped and reflected their cultural settings, the discipline of anthropology, and histories of feminist (and anti-feminist) thought. We will consider women in anthropology from the nineteenth century to the present. We will begin with early women travelers and writers, continuing with an examination of women's research and careers during the rapid rise of a modernist professional anthropology out of its early entanglements with empires and internal colonialisms. We will consider women anthropologists and women scientists in the academy over the past century, then examine the gendered careers of contemporary women anthropologists and the connections of their research topics, methods, analyses, and biographies to feminist and other social movements and intellectual currents. Our focus will be on women anthropologists' contributions to broader cultural debates, especially the impacts of recent research on gendered social relations from prehistory to the present.

**Required Texts:**

Golde, Peggy (ed.)  
1986 Women in the Field: Anthropological Experiences. Second edition. Berkeley:  
University of California Press.

Behar, Ruth, and Deborah Gordon (eds.)  
1995 Women Writing Culture. Berkeley: University of California Press.

Required texts are available at A Room of One's Own Bookstore  
<<http://www.roomofonesown.com>> 315 West Gorham (608-257-7888), other local booksellers,  
and online.

Other required articles and chapters will be available on electronic reserve, listed under Gender and Women's Studies 443, Spring, 2018, and accessible for downloading via My UW. Copies of the required texts will be on short-term reserve at the Social Science Reference Library, 8<sup>th</sup> Floor, Social Science Building <<https://lcp.library.wisc.edu/viewer/show/58681>>  
No Canvas link.

### **Course Requirements:**

This is an upper-division undergraduate 3 credit course that will meet for the equivalent of 3 50 minute classroom hours per week for approximately 15 weeks, with a minimum of two additional out of classroom hours, per classroom hour per week, of student preparation and study. Instructional mode is face to face.

There will be a **take-home essay midterm** due on **Thursday, March 22** and a **take-home essay final examination**, due in **5454 Social Science Building on Wednesday, May 9, 12:25-2:25 p.m.**

Each student will also write **three book reviews**, approximately three pages each in length, during the course of the semester. Students will choose the books they wish to review, subject to approval. Lists of suggested books will be distributed early in the semester.

- The first book review, due on **Tuesday, February 27**, will be based on an ethnography written by a woman anthropologist before 1960.
- The second book review, due on **Thursday, April 12**, will be based on the biography or autobiography of a woman anthropologist.
- The third book review, due on **Tuesday, May 1**, will be of either an ethnography written by a woman anthropologist after 1960 or a theoretical or comparative work written by a woman anthropologist.

Each student will act as a **team discussion leader** during one class meeting. Students will form small teams, taking responsibility for stimulating and leading class discussions of selected readings that are part of the week's assignment. Team members will read material, discuss it before class with team members, contextualize the material with other class readings or lecture/discussions, and jointly draw up a list or page of questions or points for in-class discussion. The team will email this list of suggested discussion points or questions to the instructor and the classlist by 5 p.m. the day before the class. Each student in the class is expected to look 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 and the instructor will facilitate. Team presentations are intended to promote more in-depth critical reading, individual participation, and dialogue in a class of about forty people, each of whom has something unique to contribute. 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 one week after your in-class team discussion**.

Each student will also be graded on her or his **class participation** over the course of the semester. Your **regular attendance**, and your active participation in team research and in overall **class discussions**, are expected. You are expected to keep up with the required readings, and to read the assignments for each week before class so that you may participate meaningfully in class discussions and better understand the lecture portions of the class. 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.

You are required to **attend one lecture or talk by a woman anthropologist**, to discuss the talk informally in class, and to submit a one-page reflection paper. A list of talks by women anthropologists on campus during Spring, 2018 will be circulated in class and updated periodically.

Students taking the course for **honors credit** should discuss requirements with the instructor during the first two weeks of the semester. Honors students will write a **term paper** twelve to fifteen pages in length, plus references, in place of the third book review. The term paper will be due **May 1**. Honors students will also **complete the first two book reviews**. The term paper topic must be discussed with and approved in advance by the instructor. Honors students will also serve twice as a team discussion leader.

**Graduate student course requirements:** Graduate students will read all required and all recommended readings. Graduate students are required to write a term paper, due May 1, twelve to fifteen pages in length, plus references, in place of the third book review. Graduate students will also complete the first two book reviews. The term paper topic must be discussed with and approved in advance by the instructor. Graduate students will serve twice as a team discussion leader. All graduate students taking this course for credit will meet as a small group with the instructor outside of regular classes several times during the semester.

**Learning outcomes:** Students should be able to assess the gendered dimensions of knowledge production, canon formation, and their transformations as they relate to the history of anthropology and contemporary anthropology as well as, by implication, to other disciplines. Students should also be able to assess women anthropologists' contributions to broader cultural debates, especially the impacts of research on gendered social relations from prehistory to the present.

**Academic standards and grading policy:** We 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 fair use or proper behavior are. The basic rules are to do your own work, respect the work of others, whether that of a classmate or a published author, and not to take unfair advantage of your classmates as you complete the assignments for this class. Suspected violations of academic standards will be investigated. Confirmed offenses will result in a failing grade for the course and will be reported to the Dean of Students Office. Notes taken in this course are for personal use and may not be sold or published online. Publishing notes or any other course materials online may constitute academic misconduct under the UW System Academic Misconduct Code.

**Classroom etiquette:** So that you won't be a distraction to your classmates or your instructor, and so that you may focus on class material, **no non-class-related use of the Internet, or of any communication device, is allowed**. No texting, messaging, Tweeting, checking email or voicemail, or accessing Facebook, YouTube, or other social network websites. No Internet searches for non-class purposes. Please turn your phone/electronic device ringers off before class. No reading of newspapers or other non-GWS/Anthropology 443 material once class begins. **Violation of these rules counts against your class participation grade**. Please respect your classmates and instructor and avoid embarrassment by adhering to these standards of classroom etiquette without having to be reminded in class.

**Undergraduate Class Grades** will be based on:

- Take-home essay midterm 20%
- Book reviews each 10% for a total of 30%
- Individual essay on team research and class discussion 10%
- Take-home essay final exam 20%
- Overall class participation, including regular attendance, active participation in class discussions,

discussion of woman anthropologist's talk, and participation in team research and discussion 20%

In the case of borderline grades, your improvement over the course of the semester will work 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 two book reviews 10% each, your individual report on team research 10%, and your overall participation 10%.]

If you have questions about a grade, please discuss it with the instructor first. If the question is not resolved, speak with Gender and Women's Studies Program Chair Aili Tripp or Associate Chair Christine Garlough; or to Anthropology Chair Sissel Schroeder or Associate Chair Claire Wendland. They will try to resolve the issue informally, and will inform you of the Appeals Procedure if no resolution can be reached.

### **COURSE SCHEDULE**

#### **January 23, 25 Anthropology by women. Women in the field: Pioneers.**

Anthropology, "the study of man." Science and gender. Images of women in Western and non-Western societies. Social evolutionism. "Notes and Queries on Anthropology." Why anthropologists need feminist research, and why feminist thinkers need anthropologists. The Golden Past mystique. The ethnographic method and field research. Gendered perspectives on scientific revolutions and canon formations. Nineteenth-century women travelers: defying convention, crossing cultural boundaries, giving testimony. A voyager out: Mary Kingsley in Africa. Daisy Bates in the Outback.

#### **Readings:**

Golde, Preface and Introduction, 1-15; Briggs, in Golde, 19-44.

Frank, Katherine, 1986, *Mary Kingsley: A Voyager Out*. New York: Ballantine. Pp. 34-48.

White, Isobel, 1981, *Mrs. Bates and Mr. Brown: an examination of Rodney Needham's allegations*. Oceania 51:193-210.

#### **January 30 ; February 1, 6, and 8 Women in the field: Pioneers (continued)**

Women and the rise of a new discipline, anthropology. Matilda Coxe Stevenson and the American Indians. Daughters of the desert: Elsie Clews Parsons and Barbara Freire-Marreco Aitken. Women in early archaeology. Parsons: Inventing modern life. Women, the professionalization of anthropology, and the struggle for credibility in the early twentieth century. The influence of Franz Boas, Elsie Clews Parsons, and Ruth Benedict on American anthropology. Columbia University and canon formation. Patterns of culture. Sex roles and cultural determinism. Margaret Mead: case study of a committed life. Sex and temperament. Women anthropologists as public figures.

**Thursday, February 1: Film** - Margaret Mead: Taking Note [59 minutes]

#### **Readings:**

Lurie, Nancy, 1966, *Women in early American anthropology*. In *Pioneers of American Anthropology*. June Helm (ed.). American Ethnological Society Monograph Series No. 45. Seattle: University of Washington Press. 31-81.

Babcock, Barbara and Nancy Parezo, 1988, *Daughters of the Desert: Women Anthropologists and the Native American Southwest 1880-1980*. Albuquerque: University of New Mexico Press. Entries on Matilda Coxe Stevenson, Barbara Freire-Marreco.

Lamphere, on Parsons, in *Women Writing Culture*, 85-103.

Deacon, Desley, 1997, *Elsie Clews Parsons: Inventing Modern Life*. Chicago: University of Chicago Press. Pages 193-242, 441-51.

Babcock, on Benedict, in *Women Writing Culture*, 104-13

Mead, on herself, in *Golde* 291-332

**February 13, 15, 20, 22 Anthropology by women: the 1920s through 1940s**

Mead, Benedict, and their influence on American anthropology and American public culture. Zora Neale Hurston: Harlem Renaissance, African roots, and "native anthropology." Ella Deloria, Native American anthropologist. Ruth Landes on the Ojibwa woman and Afro-Brazilian religion. "American Men of Science, 1938." Women archaeologists (continued). Women and the anthropological canon. Sex and racial discrimination in anthropology and the academy before World War II.

Thursday, February 15: Film - Zora Neale Hurston: Jump at the Sun  
[84 minutes; final section February 20]

Readings:

Lutkehaus, on Mead, in *Women Writing Culture*, 186-206

Lutkehaus, Nancy, 2008, *Margaret Mead: The Making of an American Icon*. Princeton, NJ: Princeton University Press. Introduction, pages 1-24.

Hurston, Zora Neale, 1990 [1938], *Tell My Horse: Voodoo and Life in Haiti and Jamaica*. New York: Harper Perennial/Modern Classics. Pages 139-177.

Hurston, Zora Neale, 1942, *Dust Tracks on a Road*. Chapter 10, Research. New York: Arno Press [1969 reprint]. 182-213.

Boyd, Valerie, 2003 *Wrapped in Rainbows: The Life of Zora Neale Hurston*. New York: Scribner. Pages 142-183, 455-461.

Landes, on herself, in *Golde*, 117-142.

Cole, on Landes, in *Women Writing Culture*, 166-185.

Finn, on Deloria, in *Women Writing Culture*, 131-148.

Cole, Sally, 1994 Introduction. In *The City of Women*. Ruth Landes. [Originally 1948.] Reprinted by University of New Mexico Press, Albuquerque. Pages vii-xxxiii.

Recommended:

Kuhn, Thomas, 1970, *The Structure of Scientific Revolutions*. Second edition. Chicago: University of Chicago Press. Pages 92-110.

**February 27; March 1, 6, 8 Shadows of Our Forgotten Ancestors**

Excavating the lives and works of early and mid-twentieth century women anthropologists. Charlotte Gower, UW's first woman anthropologist: subterranean histories of anthropology. British-trained women anthropologists in the field: Hortense Powdermaker, Audrey Richards, and Camilla Wedgwood. Zora Neale Hurston: celebrity and its eclipse. Katherine Dunham, race woman and anthropologist of dance.

**Tuesday, February 27: First book review due**

Readings:

Walker, Alice, 1975, "In search of Zora Neale Hurston." Ms. Magazine, volume 3, March. Pages 74-90.

Lepowsky, Maria, 2000, Charlotte Gower and the subterranean history of anthropology. In Excluded Ancestors and Inventible Traditions: Essays Toward a More Inclusive History of Anthropology. Richard Handler, ed. History of Anthropology, Volume 9. Madison: University of Wisconsin Press. Pages 123-170.

Lutkehaus, Nancy, 1986, "She was very Cambridge": Camilla Wedgwood and the history of women in British social anthropology. American Ethnologist 13(4): 776-798.

Bolles, A. Lynn, 2014, Katherine Dunham's first journey in anthropology. In Katherine Dunham: Recovering an Anthropological Legacy, Choreographing Ethnographic Futures. Elizabeth Chin, ed. Santa Fe: School for Advanced Research Press. Pages 31-49.

Powdermaker, Hortense 1950 Hollywood: The Dream Factory: An Anthropologist Looks at the Movie-Makers. New York: Little, Brown and Company. Chapter on Stars. Pages 228-253.

Recommended:

Rossiter, Margaret, 1982, Women Scientists in America: Struggles and Strategies to 1940. Baltimore: Johns Hopkins University Press. Chapter 7, Pages 160-217.

**March 13, 15, 20, 22 Anthropology and "the women's movement," before and after**

Women anthropologists and World War II. Postwar retrenchments and cultural conservatism. Cold War anthropology, area studies, institution building. Women in the academy: the 1950s and 60s. Paradigm shifts and scientific communities: inclusions and exclusions. Fieldwork, identity, and second wave feminism: Late 1960s to 1980s. From sex roles to feminist anthropology and the anthropology of gender. Why feminists need anthropologists (continued). Sex discrimination in anthropology (continued). Sex, gender, fieldwork. Women as biological anthropologists and archaeologists.

**Thursday, March 15: Take-home midterm distributed in class**

**Thursday, March 22: Take-home midterm due**

Readings:

Nader, in Golde, 97-116; Friedl, in Golde, 193-217; Du Bois, in Golde, 219-238.

Slocum, Sally, 1975. Woman the gatherer: male bias in anthropology. In Toward an Anthropology of Women. Rayna Reiter (ed.). Pp. 36-50. New York: Monthly Review Press.

Haraway, Donna, 1988, Situated knowledges: the science question in feminism and the privilege of partial perspective. *Feminist Studies* 14(3):575-599.

Rosaldo, Michelle, 1974, Introduction; and Woman, culture, and society: a theoretical overview. In *Woman, Culture, and Society*. Michelle Rosaldo and Louise Lamphere, eds. Stanford: Stanford University Press. Pp. 1-42.

Ortner, Sherry, 1974, Is female to male as nature is to culture? In *Woman, Culture, and Society*. Michelle Rosaldo and Louise Lamphere, eds. Stanford: Stanford University Press. Pages 67-88.

Newton, Esther, 2000, Marginal woman/marginal academic [1973]. In *Margaret Mead Made Me Gay: Personal Essays, Public Ideas*. Durham: Duke University Press. Pp. 103-112.

Obituary of Annette Weiner. *New York Times*, December 18, 1997. Page A24.

Lepowsky, Maria, 1993, *Fruit of the Motherland: Gender in an Egalitarian Society*. New York: Columbia University Press. Pp. vii-xv, 1-30.

#### Recommended:

Rossiter, Margaret, 1995, *Women Scientists in America Before Affirmative Action, 1940-1972*. Baltimore: Johns Hopkins Press. Chapter 6, Pages 122-148, 423-435.

### **SPRING BREAK**

#### **April 3, 5 Women as Primatologists, Paleoanthropologists, and Archaeologists: From Postwar Science to Second Wave Feminism**

The Jane Goodall factor. Primate visions. Gendering human evolution. Archaeology by women. Gendering archaeology.

Film and discussion: *Jane, the Movie*.

#### Readings:

Haraway, Donna, 1989 *Primate Visions: Gender, Race, and Nature in the World of Modern Science*. London: Routledge. Chapter 7, Apes in Eden, apes in space. Pages 133-185, 400-405.

Goodall, Jane, 1990, *Through a Window: My Thirty Years with the Chimpanzees*. Boston: Houghton Mifflin. Pages 1-31.

Strier, Karen, 1999, *Faces in the Forest: The Endangered Muriqui Monkeys of Brazil*. Cambridge: Harvard University Press. Pages xi-xxii, 15-42, 117-8.

Leakey, Mary, 1984, *Disclosing the Past: An Autobiography*. New York: McGraw-Hill. Pages 97-139.

Morrell, Virginia, 1996, *Ancestral Passions: The Leakey Family and the Quest for Humankind's Beginnings*. New York: Touchstone/Simon and Schuster. Pages 175-209, 574-77.

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.

**April 10, 12      The Personal is Professional: "Native Anthropologists"**

Perspectives of non-Western and minority women anthropologists and their implications for anthropological theory and research. Ethnic/racial identities, anthropological and feminist commitments. Studying your own culture. In the field at home: the blurring of work/life boundaries. Crossing cultural, ethnic, and class lines.

**Thursday, April 12: Second book review due.**

Readings:

Sudarkasa, in Golde, 165-191.

Ong, in *Women Writing Culture*, 350-372, Ebron and Tsing, in *Women Writing Culture*, 390-411.

Altorki, Soraya, 1982, The anthropologist in the field: a case of "indigenous anthropology" from Saudi Arabia. In *Indigenous Anthropology in Non-Western Countries*.

Hussein Fahim (ed.) Durham, North Carolina: Carolina Academic Press. 167-175.

Narayan, Kirin, 1993, How native is the "native" anthropologist? *American Anthropologist* 95(3):671-686.

Bolles, A. Lynn, 1985, Of mules and Yankee gals: struggling with stereotypes in the field. *Anthropology and Humanism Quarterly* 10(4):114-119.

Williams, Brackette, 1996, Skinfolk, not kinfolk: comparative reflections on the identity of participant-observation in two field situations. In *Feminist Dilemmas in Fieldwork*. Diane Wolf, ed. Boulder: Westview Press. 72-95.

**April 17, 19      The personal is professional: Women in the field**

Themes and variations in the experiences of women anthropologists. Gender, sexuality, fieldwork. Partners and children in the field. Research and the anthropological self.

Readings:

Tedlock, in *Women Writing Culture*, 267-286; Frank, on Myerhoff, in *Women Writing Culture*, 207-232.

Dubisch, Jill, 1995, Lovers in the field: sex, dominance, and the female anthropologist. In *Taboo: Sex, Identity, and Erotic Subjectivity in Anthropological Fieldwork*. Don Kulick and Margaret Willson, eds. London: Routledge. Pages 29-50.

Seizer, Susan, 1995, Paradoxes of visibility in the field: rites of queer passage in anthropology. *Public Culture* 8:73-100.

Oboler, Regina Smith, 1986, For better or worse: anthropologists and husbands in the field. In *Self, Sex, and Gender in Cross-Cultural Fieldwork*. Tony Whitehead and Mary Conaway (eds.). Urbana: University of Illinois Press. Pp. 28-51.

Scheper-Hughes, Nancy, 1987, A children's diary in the strict sense of the term: managing culture-shocked children in the field. In *Children in the Field: Anthropological Experiences*. Joan Cassell, ed. Philadelphia: Temple University Press.

Obama, Barack, 2004, *Dreams from My Father: A Story of Race and Inheritance*. [Originally 1995] New York: Three Rivers Press/Crown Publishing Group. Chapter 2, Pages 28-52.

Scott, Janny, 2012, *A Singular Woman: The Untold Story of Barack Obama's Mother*. New York: Riverhead. Chapter 4, Initiation in Java. Pages 108-141.

Lepowsky, Maria, 2012, Field and home, self and memory in New Guinea and California. In *The Restless Anthropologist: New Fieldsites, New Visions*. Alma Gottlieb, ed. Chicago: University of Chicago Press. Chapter 3, Pages 49-80.

**April 24, 26 Anthropology by women: feminist research and 21st century**

anthropol

Anthropological and feminist agendas. Knowledge production and canon formation. Mentors, networks, and citation wars. Restudies and situated knowledges. Objectifying others. "Can there be a feminist ethnography?" Gendered theories. Ethnographic authority and fieldworking selves. Ethical implications. Women anthropologists and the academy: the current state of play.

Tuesday, April 24 Film - Adio Kerida [Ruth Behar]

Readings:

Behar, 1-29 and 65-82; in *Women Writing Culture*.

Strathern, Marilyn, 1981, Culture in a net-bag: the manufacture of a sub-discipline in anthropology. *Man* 16:664-688.

Lutz, Catherine, 1990, The erasure of women's writing in sociocultural anthropology. *American Ethnologist* 17(4):611-627.

Stoler, Ann, 2002, *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule*. [Originally 1989.] Berkeley: University of California Press. Chapter 1.

Blackwood, Evelyn, and Saskia Wieringa, 1999, Sapphic shadows: Challenging the silence in the study of sexuality. In *Female Desires: Same-Sex Relations and Transgender Practices Across Cultures*. New York: Columbia University Press. Pages 39-62.

Allen, Andrea, 2012, "Brides" without husbands: Lesbians in the Afro-Brazilian religion Candomblé. *Transforming Anthropology* 20(1):17-31.

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.

**May 1, 3                    Women, the anthropology profession, and canon formation  
21<sup>st</sup> Century Anthropology By Women**

Gender and sexuality studies in biological anthropology, archaeology and cultural anthropology. Hybrid genres, hybrid methods, transdisciplinary research. Feminisms, texts, subjectivities. Ethnographies of globalization, transnational desire, and (post)modernities.

**Third review, and honors and graduate student term papers, due Tuesday, May 1**

**Take-home final distributed in class Thursday, May 3**

Readings:

Pruetz, Jill, 2014, Studying apes in a human landscape. In Primate Ethnographies. Karen Strier, ed. Boston: Pearson. Pages 228-237.

Voss, Barbara, 2012, Imperial policies and sexual practices in San Francisco. In The Archaeology of Colonialism: Intimate Encounters and Sexual Effects. Barbara Voss and Eleanor Casella, eds. New York: Cambridge University Press. The Archaeology of Colonialism: Intimate Encounters and Sexual Effects. New York: Cambridge University Press. Chapter 11, pages 173-192.

Tsing, Anna, 2015, The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins. Princeton: Princeton University Press. Chapter excerpt.

**Take-home final examination is due in the Department of Anthropology Office, 5240 Social Science Building on or before Wednesday, May 9 between 12:25 and 2:25 p.m.**

**Final examinations may also be turned in prior to the final exam period at the Department of Anthropology office, 5240 Social Science Building, during regular business hours. Keep a hard copy of your final exam.**