

ANTH 230: Gender Across Cultures

SPRING 2020
T/TH, 12:00-1:15pm
WALC 1087



PROFESSOR
Dr. Risa Cromer

GRADUATE TEACHING ASSISTANTS

A. COURSE DESCRIPTION

Sex and gender radically shape the world, from our personal identities and expressions to the global systems of power. Through diverse cases and contexts, we will explore common myths and cultural constructions of gender and investigate how they intersect with race, labor, sexuality, science, violence, resistance, and other power dynamics. This course will challenge us to consider how gender does not have a stable or fixed meaning, but is variously produced through historical, social, cultural, economic, and political dynamics in which all of our lives are implicated.

Class Format: This is an introductory survey course that introduces gender as a vibrant area within cultural anthropology, a discipline characterized by creative, critical, and useful modes of inquiry. Class time will be used for a variety of pedagogical activities including lectures, active learning exercises, viewing and discussing documentary films, and collaborative tasks for a group-based project. While some in-class time will be allocated to lecture, we will work together towards developing an active, participatory intellectual space where students help each other shape understanding of the assigned materials. If you are curious to learn more about related topics on or off the syllabus, I would be happy to recommend resources.

Learning Objectives:

This course has been designed to help you learn how to:

- Understand and use theoretical concepts relating to the study of gender as it is constructed, performed, institutionalized, challenged, and experienced by diverse peoples around the world
- Think critically about universalisms, myths of “nature,” and power relations
- Apply anthropological ideas, methods, and modes of inquiry to contemporary issues
- Describe and appreciate contributions of anthropology to ‘wicked’ problems facing peoples around the globe

B. REQUIRED READINGS

The text listed below is required for this course. Copies for purchase are located at the Purdue Bookstore and is on reserve in the library.

- Davis, Dana-Ain (2019) *Reproductive Injustice: Racism, Pregnancy, and Premature Birth*. New York University Press. ISBN-13: 9781479853571

All other required readings and web-based content are linked on Blackboard (see Section C below). Many of the readings are journal articles or book chapters that the library provides access to, and you should download these yourself. Downloading articles from the library databases is part of your training in how to do research, and download statistics help the librarians justify their subscriptions. If you do not know how to do this, we will go over it in class. I will post PDF copies of readings on Blackboard that are not available online. NOTE: Links to readings from library sources must be accessed from a campus IP address or VPN, and require login with your Purdue ID username and BoilerKey passcode.

We will read and watch a variety of sources from scholarly literature, news media, films, and more. Required readings vary in their density and difficulty, so please look over all the materials ahead of time so you can allocate your effort accordingly. Students are expected to come to class at the beginning of the week having already completed the readings and well-prepared to contribute to discussions.

C. BLACKBOARD

Blackboard Learn is our course management system. You can access the course website at <http://mycourses.purdue.edu>. It is strongly suggested that you explore and become familiar not only with the site navigation, but with content and resources available for this course. For example, you will find in the left-hand course menu the items *Student Help* and *Student Success*. *Student Help* contains information about Blackboard Learn, including tutorials to help you learn about Blackboard Learn functionality, as well as a link to the Purdue Libraries. *Student Success* contains many resources offered through programs at Purdue to help you become successful in your courses, such as tutoring, downloadable resources and more.

D. COURSE REQUIREMENTS

Your final grade will be determined by the following distribution of 1000 points:

Participation	150 pts (15 weeks x 10pts each)
Reading Responses	160 pts (8 weeks x 20pts each)
Tweets	100 pts (10 weeks x 10pts each)
Auto-Ethnography	240 pts (4 entries x 60pts each)
<u>Thinking Anthropologically Project</u>	<u>350 pts</u>
TOTAL	1000 pts

Note: Though mathematically possible, you will not pass the class without satisfactorily completing the Auto-Ethnography or Thinking Anthropologically Project.

Grading Scale

Grades will be assigned according to the following scale. Note that percentages are firm floors and are not rounded up; e.g., to get an A requires 94% or above, not 91.5% or above.

A	97%	B+	87%	C+	77%	D+	67%	F	<60%
A	94%	B	84%	C	74%	D	64%		
A-	90%	B-	80%	C-	70%	D-	60%		

Late papers will be penalized one-third of a letter grade per day, so that an A paper becomes an A- paper if it is one day late, a B+ paper if it is two days late, and so on. Late Reading Responses will receive no credit.

Participation – 150 pts

Each of you is an important part of this class and your perspectives are valued here. I take your participation seriously by expecting your ongoing engagement. Participation is demonstrated when you:

- attend class on time
- read and think about the required texts beforehand
- listen attentively to others

- take notes
- contribute to an inclusive learning environment that respects diversities of all kinds
- engage actively during in-class activities and team assignments

Students can earn ten points each week by attending and participating in class assignments and activities. Participation grades will be calculated via cumulative total participation in the in-class iClicker polling and participation in group activities. Polls and group participation are graded not for correct answers but the degree to which you are 'plugged in' and contributing to the course. Participation points cannot be made up. If you need to miss class, please notify Dr. Cromer and the TAs via email as soon as possible beforehand. Even if absent from class, you are still expected to turn in any assignments that are due.

Reading Responses – 160 pts

Research shows that regular, informal, and reflective writing helps people to develop their ideas. To help each of you deepen your thinking about the big ideas presented in this course, students will compose eight written reflections over the semester. Students can submit one response each week during Weeks 2-8 and 11-14. Note: There are eleven possible weeks to submit, so plan accordingly. Reading responses should be uploaded to Blackboard via the "Assignments" tab by 6pm on Mondays about all of the readings listed on the syllabus for that week. In other words, you should complete your weekly reading and written responses before coming to class on Tuesday. *You may submit more than eight responses and I will tally your top graded submissions.*

Reading responses should follow the following format unless otherwise notified in class:

Post a substantive comment of 300-350 words about the week's readings (e.g. discussion of a concept that is new to you, how the author(s) used it, and why it seems important to you; a point you disagree with or think is significant; a connection you make across readings) and a question for consideration by the class about the reading. Please make sure to **bold the question** for easy locating.

Comments such as "I liked this reading" or "This article is just like the one we read last week" are not adequate. Move past impressions and summaries toward critical reflections. If you liked it, what specifically resonated with you and why? If you notice a similarity to another article, what in particular is similar and how does looking at it in this new way add to our understanding of the topic?

Questions should not be rhetorical or close-end/yes-or-no (e.g. "Will the US ever resolve the gender pay gap?"). They should be specific and open-ended to encourage discussion (e.g. "What are the similarities and differences between how black feminist scholar-activists focused birth justice approach the 'afterlife of slavery' and how indigenous women understand and resist the violence of colonization").

For each posting, there is an opportunity to earn 20 points: 16pts for comments, 4pts for questions. Responses will receive partial credit if they are missing a discussion question and/or missing engagement with a required reading or only summarizing the readings. Late and unsubmitted posts will receive no credit (0pts).

Tweets – 100 pts

During Weeks 3-8 and 11-14, students are expected to “tweet” a picture you take, a link to a media or research article, blog post, video, song, advertisement, film excerpt, or some other social/cultural artifact on a topic related to the week’s materials. Note: Ten tweets are required, one due each Friday for the weeks listed above. Similar to a Twitter post, your tweet should include a 280-character comment on how it relates to or highlights a key concept from the week’s assigned materials. Tweets should be posted to the “Tweet” Discussion Board forum on Blackboard by 11:59pm on Friday of the assigned week. In other words, you should complete your tweet at the end of the week after reading and attending class. Your tweets will be discussed briefly at the beginning of class the following week. For each tweet, there is an opportunity to earn 10 points. Late and unsubmitted tweets will receive no credit. Students may be polled on their favorite tweet from the previous week; the favorite poster will earn 5pts extra credit up to 10pts total.

Auto-Ethnography Journal – 240pts

Each student will apply course concepts to your own experiences and histories through a reflective ethnographic journaling project. This assignment is based in a feminist pedagogy that challenges what is often regarded as valid sources of knowledge and ways of knowing. Students will compose four journal entries due periodically throughout the course that will be visible only to yourself, the professor, and the TAs.

- 1) Objects & Subjects – Describe and analyze an object in your life that speaks to your gender and/or sexual identity or expression. Due February 7.
- 2) Gender as Social Relation – Describe and analyze a specific social moment in which you became acutely aware of your own gender/sexual identity and position in the world. Due March 6.
- 3) Performativity – Describe and analyze how you produce and maintain your gender/sexual expression throughout everyday routines, spaces, and itineraries over the course of a day. Due April 3.
- 4) Lessons Learned – Reflect on the process self-exploration over the course of the semester, noting significant take-aways and remaining curiosities. Due May 1.

Each entry is worth up to 60pts, should be 500-800 words in length, and include one paragraph that connects what you have written to at least one of the course materials (lectures, readings, films) encountered up to that point. Further assignment details and grading criteria will be posted on Blackboard, where students will submit their entries.

Thinking Anthropologically About Gender: Online Gallery Project – 350 pts

Over the course of the semester, students will work collaboratively and independently to investigate various topics using analytic skills developed in class. Students will be assigned to teams to work with throughout the semester, culminating in the development and presentation of your work via an online gallery exhibit. Significant in-class time will be dedicated to team preparation for each component of the project. More details about each will be presented in class and posted on Blackboard.

Gender Justice: Anthropology of Activism Around the World – 150 pts

Teams will investigate a social movement occurring anywhere in the world that addresses gender justice in some way. Individuals will research particular movement leaders and/or organizations participating in the movement and teams will identify scholarly sources to situate the movement within its broader historical, cultural, social contexts. Teams will compile and curate findings about the movement to be featured on the team's online gallery exhibit. Individual and team assignments will be assigned for and during team meetings to assist with completion of project. Final product due during assigned date in Weeks 14-16.

Ethnographic Interviewing Project – 150 pts

Teams will conduct an ethnographic interview project guided by a central research question developed together. Through this project, each student will gain experience interviewing an individual who has relevant experience or knowledge about your topic (e.g. personal, professional, advocacy, policy, etc.). Teams will analyze patterns and variations across interview findings and compose observations and recommendations in a group-written synthesis. Description of the project and the group synthesis will be featured on the team's online gallery exhibit. Individual and team assignments will be assigned for and during team meetings to assist with completion of project. Final product due during assigned date in Weeks 14-16.

Online Gallery Exhibit Presentation & Participation – 50 pts

Teams will present their online gallery exhibit during a 10-minute in-class presentation at the end of the semester. Part of the grade will be based on written responses to other teams' exhibits after taking a "gallery walk" through their websites. Due during assigned date in Weeks 14-16.

Extra Credit

There may be occasions to earn extra credit throughout the semester by attending events at Purdue or in the Greater Lafayette area and writing a short report. These occasions, should they arise, will be announced in class and posted on Blackboard. The opportunity for extra credit will be granted to those in good academic standing (e.g., all other assignments completed, regular attendance and participation). Extra credit is not a replacement for missing work or attendance issues. Extra credit is meant to enrich your experience in this course.

Week	Reading Response	Tweet	Auto-Ethnography	Team Project
1	None	None		
2	Due Mon by 6pm	None		Meeting 1
3	Due Mon by 6pm	Due Fri by 11:59pm		
4	Due Mon by 6pm	Due Fri by 11:59pm	Entry 1 due Feb 7 by 11:59pm	Meeting 2
5	Due Mon by 6pm	Due Fri by 11:59pm		
6	Due Mon by 6pm	Due Fri by 11:59pm		Meeting 3
7	Due Mon by 6pm	Due Fri by 11:59pm		Meeting 4
8	Due Mon by 6pm	Due Fri by 11:59pm	Entry 2 due Mar 6 by 11:59pm	Meeting 5
9	None – Work on team project			Meeting 6
10	None – Spring Break			
11	Due Mon by 6pm	Due Fri by 11:59pm		
12	Due Mon by 6pm	Due Fri by 11:59pm	Entry 3 due Apr 3 by 11:59pm	Meeting 7
13	Due Mon by 6pm	Due Fri by 11:59pm		Meeting 8
14	Due Mon by 6pm	Due Fri by 11:59pm		Presentations
15	None			Presentations
16	None		Entry 4 due May 1 by 11:59pm	Presentations

E. COURSE EXPECTATIONS & POLICIES

Standard Paper Format

All writing assignments (except for those completed in class) should be typed using this standard format: 1-inch margins, 12 pt Times New Roman font, double-spaced, left-justified, numbered pages, name and date at top of first page, and edited for grammar. Any bibliographic reference style is accepted (e.g. footnotes, endnotes, in-text parenthetical, etc.) but please be sure to include a Works Cited page and consistently use a standard reference style (e.g. APA, Chicago). Any tables, charts, or illustrations should have an appropriate caption. All assignments should be uploaded through Blackboard. Printed or emailed papers will not be accepted.

Communication

Please include the TAs in all email communications to Dr. Cromer. You should generally receive an email reply from me within 24–48 hours. Some topics are easier dealt with in conversation, so I may ask you to come to office hours. As a rule, I do not answer email over the weekend or after 5pm the day before an assignment is due, so plan ahead. I am available for meeting with students during office hours (T/Th 10:30am-11:30pm in STON 219) or by appointment, if your schedule conflicts with office hours.

Academic Integrity

Your enrollment in this course indicates your compliance with Purdue’s policy on academic integrity and agreement to abide by Purdue’s Honor Pledge (<https://www.purdue.edu/provost/teachinglearning/honor-pledge.html>). This agreement means bringing integrity and honesty to your class participation and assignments. Plagiarism, cheating, and other forms of academic dishonesty are serious offenses, penalties for which may

include failing the course and expulsion from the university. This includes helping someone else cheat. I recommend familiarizing yourself with what constitutes plagiarism and seeking clarification as needed. In all assignments for this class, be sure to use citational practices for giving credit when using other people's intellectual work. If you are unsure about whether something is plagiarism or find yourself tempted to cut corners, [please contact me or the TA](#). Visit this site for additional information about Purdue Student Regulations: https://www.purdue.edu/studentregulations/student_conduct/index.html

Personal Conduct

We will discuss collective commitments for our classroom environment during Week 1 or 2. In addition to the core values we will establish together, I maintain the following expectations for all of us.

- Turn off cell phones and other notification devices, and put them away for the duration of class
- Be considerate of others when eating, drinking, and talking in class
- Arrive on time and stay for the duration of class. Arriving late and leaving early is not appropriate. Please let Dr. Cromer know in advance if there is a reason you cannot be in class for the full 75 minutes.

I am committed to ensuring the participation of diverse voices and perspectives in the classroom. Some topics we encounter will evoke strong feelings, which is both expected and productive. Much of our effort will be devoted to practicing reasoned, evidenced-based discussions about fundamental challenges facing the world today. As such, this class upholds the Purdue commitment to free expression within a learning environment of mutual respect. In this course, we will not tolerate behavior involving personal attacks, discriminatory language, or hate speech, and any such instances will be addressed swiftly and seriously.

Personal Technology and Note-Taking

I do not have a policy restricting personal use of technology in class (see ** paragraph below for exception). If your devices appear to be distracting you or others, I may revoke these privileges for all. Note that I will excuse you from the class if you use your e-devices (computer, table, watch, etc.) for anything other than coursework.

**Notes on class lectures are for the personal use of individual students currently enrolled in the class, though can be shared among students who regularly attend and are enrolled in class. BUT: Visual and audio recordings of class lectures and/or slides are prohibited. Such recordings violate policies protecting the intellectual property of instructors, as does selling course material (e.g. notes, exam information, papers, etc.). Notes should not be emailed or uploaded to any website outside of the course Blackboard page. Students cannot use their notes and other materials from the course for commercial purposes under any circumstances.

Accessibility

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, I encourage you to

contact the Disability Resource Center by calling (765-494-1247) or emailing (drc@purdue.edu). Students may present a "Letter of Accommodation" at any point in the semester to receive classroom accommodations. See <https://www.purdue.edu/drc/> for more information about their services.

Your success in this class is important to me. If there are any circumstances that may affect your performance, please let me know as soon as possible so that we can work together to meet your needs and the requirements of the course. These may be personal, structural (e.g. safe housing, food, transportation), health-related, family-related issues (e.g. child care), or other concerns. The sooner I know about these, the earlier we can discuss options. Any such discussion will remain confidential, but keep in mind that all faculty are mandatory reporters. Even if you do not have a documented disability, consider Dr. Cromer a resource if you need help finding support for your success.

CAPS Information

Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) by phone (765-494-6995) or online (<http://www.purdue.edu/caps/>). They can receive your request during or after hours, on weekends and holidays, or through counselors located in the Purdue University Student Health Center (PUSH).

Nondiscrimination Statement

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy can be found at http://www.purdue.edu/purdue/ea_eou_statement.html.

Emergencies

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. You may check the Blackboard Learn course web page for updates about the changes and contact Dr. Cromer at risac@purdue.edu.

*****Anthropology Majors*****

Please remember to keep clean copies of all of your written assignments for your anthropology portfolios. During your final semester, you will compile a portfolio of your significant written work in anthropology and from other courses, too, if you wish, which you will submit to the anthropology secretary at least a month before graduation. The portfolio will be returned for

your archives. The department's website provides further information about the portfolio requirement and exit interview.

F. COURSE SCHEDULE

This Syllabus is a Living Document

This syllabus, including the course schedule, is a starting point for the course. It is subject to change as the term unfolds, in response to your feedback and my assessment of how things are going. Adjustments may involve altering assignments or adding, removing, or modifying readings. Any changes will be discussed in class and announced via email, so attend class and check your inbox.

PART I – Foundations

Week 1 Introduction

Tues 1/14 Welcome!

Recommended

- Film: [Straightlaced: How Gender's Got Us All Tied Up](#)

Thurs 1/16 Seeing Gender

- Geena Davis Institute on Gender and Media, "[Gender Bias in Advertising](#)"
- Safronova, "[Gender Stereotypes Banned in British Advertising](#)"

Recommended

- Film: [Killing Us Softly 4: Advertising's Image of Women](#)

Week 2 Thinking Anthropologically about Gender

Tues 1/21 Core Concepts and Premises of Gender

- Guest, "Gender" in *Cultural Anthropology: A Toolkit for a Global Age*
- Davis and Craven, "Historicizing Feminist Ethnography" in *Feminist Ethnography*

Recommended

- Backe, *Feminist Anthropology* [Part I](#) and [Part II](#)

Thurs 1/23 Team Meeting 1

Week 3 Under Western Eyes

Tues 1/28 Constructing 'Others': Gender and the Colonial Gaze

- Lutz & Collins, "The Color of Sex: Postwar Photographic Histories of Race and Gender in *National Geographic Magazine*" ([PDF](#))

Recommended

- National Geographic, "Race" Special Issue, April 2018
- Goldberg, "[For Decades, Our Coverage Racist. To Rise Above Our Past, We Must Acknowledge It](#)"
- Lutz & Collins, [Reading National Geographic](#)

Thurs 1/30 Anti-Colonial Epistemologies of Gender

Guest Speaker: Dr. Jennifer Lee Johnson

- Oyèwùmí, "[Family Bonds/Conceptual Binds: African Notes on Feminist Epistemologies](#)"

- Abu-Lughod, "[Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others](#)"

Recommended

- Mohanty, "[Under Western Eyes](#)" and "[Under Western Eyes, Revisited](#)"
- Kleiber Video, "[Counting the Invisible: The Science of Feminism and Fisheries](#)"

PART 2 – Bodies, Knowledge, Power

Week 4 'Nature,' Culture, Power

Tues 2/4

Gender Ideologies in Science: Biomedicine and Forensics

- Martin, "[The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles](#)"
- Bearman, "[Between Male and Female](#)"

Recommended

- Kralick, "[We Finally Understand that Gender Isn't A Binary. Sex Isn't, Either](#)"
- Fausto-Sterling, "[The Bare Bones of Sex: Part I: Sex and Gender](#)"
- Quinn TED Talk, "[The Way We Think About Biological Sex is Wrong](#)"
- Keyes, "[The Body Instrumental](#)"

Thurs 2/6

Team Meeting 2

Auto-Ethnography Entry 1 DUE Fri 2/7 by 11:59pm

Week 5 De/constructing Gendered Bodies

Tues 2/11

Searching for a Binary, Finding a Plastic Spectrum

- Cordelia Fine, Introduction and Ch 2, and choose between Ch 12 or 14 in *Delusions of Gender* (PDF)

Recommended

- [Scientific American Special Issue Sept 2017: Sex and Gender](#)
- Richardson, [Sex Itself: The Search for the Male and Female in the Human Genome](#)
- Fausto-Sterling, [Sexing the Body: Gender Politics and the Construction of Sexuality](#)

Thurs 2/13

Gender Matters

- Sanabria, "Sexing Hormones" in *Plastic Bodies: Sex Hormones and Menstrual Suppression in Brazil* (PDF)
- Karkazis & Jordan-Young, "[The Myth of Testosterone](#)"

Recommended

- North, "[What Caster Semenya's Story Says About Gender and Race in Sports](#)"
- Oudshoorn, [Beyond the Natural Body: An Archeology of Sex Hormones](#)

* Recommended Event Fri 2/14: AnthroSeminar with Dr. Julienne Rutherford, 12-1:30pm*

Week 6 **De/constructing Gendered Spaces**

Tues 2/18 Building Gender Inclusion

- Patel, "[Violent Cistems: Trans Experiences of Bathroom Spaces](#)"
- Goldberg, Beemyn, Smith, "[What is Needed, What is Valued: Trans Students' Perspectives on Trans-Inclusive Policies and Practices in Higher Education](#)"

Recommended

- Valentine, [Imagining Transgender: An Ethnography of a Category](#)
- Film series: [Trans in America](#)

Thurs 2/20 Gender Justice Movement Workshop & Team Meeting 3

PART 3 – Violence & Resistance

Week 7 **Obstetric Racism**

Tues 2/25 Pregnancy & Prematurity

- Davis, Preface, Introduction, CH 1-3 in *Reproductive Injustice*

Recommended

- Roberts, [Killing the Black Body: Race, Reproduction, and the Meaning of Liberty](#)
- Owens, [Medical Bondage: Race, Gender, and the Origin of American Gynecology](#)
- Ko, "[Unwanted Sterilization and Eugenics Programs in the United States](#)"
- Film: No Más Bebés

Thurs 2/27 Ethnographic Interview Workshop & Team Meeting 4

Week 8 **Reproductive Injustice**

Tues 3/2 Saving Black Life

- Davis, CH 4-6 and Conclusion in *Reproductive Injustice*

Recommended

- [Black Women Birthing Justice](#)
- [Black Mamas Matter Alliance](#)
- Trailer of film-in-production: [Birthing of a Nation](#)

Individual Gender Justice Movement Homework due 3/4 by 11:59pm

Thurs 3/5 Team Meeting 5

Auto-Ethnography Entry 2 DUE Friday 3/6 by 11:59pm

Weeks 9 Gender Justice Social Movement Project

No class on March 10 or 12 due to professor's conference travel. Teams should plan Team Meeting 6 to curate gender justice exhibit for online gallery. Note: No reading responses are due this week, but the following readings are required to assist with your projects.

- Davis & Craven, "Feminist Activist Ethnography" in *Feminist Ethnography* (PDF)

Recommended

- Berry et al, "[Toward a Fugitive Anthropology](#)"
- Check out resources on movement within the discipline of anthropology to combat sexual assault and harassment: [#metoanthropology](#)

Week 10 Spring Break

No class March 16-21

Week 11 Indigenous Feminisms I: Toxic Environments

Tues 3/24 Environmental Reproductive Justice

- LaDuke, "Akwasasne: Mohawk Mothers' Milk and PCBs" in [All Our Relations: Native Struggles for Land and Life](#), pg. 11-27
- Klein, "[Dancing the World Into Being: A Conversation with Idle No More's Leanne Simpson](#)"
- Murphy, "[Distributed Reproduction: Chemical Violence and Latency](#)"

Recommended

- Beck, "[15 Indigenous Feminists to Know, Read, and Listen To](#)"
- Elizabeth Hoover, [The River Is In Us: Fighting Toxics in a Mohawk Community](#)
- [Pollution Doesn't Care About Borders: A Conversation with Elizabeth Hoover](#)
- [Voices of Feminism Oral History Project – Katsi Cook](#)

REQUIRED EVENT Fri March 27: AnthroSeminar with Dr. Dana-Ain Davis, 12:30-1:30pm

Week 12 **Ethnographic Interview Project**

Individual Interview Project Homework due 3/30 by 11:59pm

Tues 3/31 Team Meeting 7 outside of class due to conference travel. Today is International Transgender Day of Visibility.

Thurs 4/2 Team Meeting 8

Auto-Ethnography Entry 3 DUE Friday 4/3 by 11:59pm

Week 13 **Indigenous Feminisms II: Gender Violence**

Tues 4/7 Genocide, Violence, Testimony

- Bañales, "Women with Guns: Translating Gender in *I, Rigoberta Menchú*" (PDF)
- In class film: [When the Mountains Tremble](#)

Thurs 4/9 Resisting, Renewing, Regenerating

- Deer, "Sovereignty of the Soul" in [Beginning and End of Rape: Confronting Sexual Violence in Native America](#)
- Klein, "[Dancing the World Into Being: A Conversation with Idle No More's Leanne Simpson](#)"

Recommended

- Merry, "Introduction" in [Gender Violence: A Cultural Perspective](#)
- Medicine, [The Hidden Half: Studies of Plains Indian Women](#)
- A. Simpson, [Mowhawk Interruptus: Political Life Across the Borders of Settler States](#)
- L. Simpson, "[Under Your Always Light](#)" and "[I Am Graffiti](#)"
- Film: [Drunktown's Finest](#)
- Merry, "Introduction" in [Gender Violence: A Cultural Perspective](#)

Week 14 **Gender, Globalization, and Work**

Tues 4/14 Global Care Chain & Critiques

- Hochschild, "[The Nanny Chain](#)"
- Manalansan, "[Queering the Chain of Care Paradigm](#)"
- In-class film: [Paper Dolls](#)

Recommended

- Mahler and Pessar, "[Gender Matters: Ethnographers Bring Gender from the Periphery toward the Core of Migration Studies](#)"
- S&F Online, [Valuing Domestic Work](#)
- S&F Online, [Borders on Belonging: Gender and Immigration](#)

- Hsu and Neuberger, "[Films on Migration, Exile, and Forced Displacement](#)"

Thurs 4/16 Team Online Gallery Tours

Week 15

Tues 4/21 Team Online Gallery Tours

Thurs 4/23 Team Online Gallery Tours

Week 16 Reflections & Futures

Tues 4/28 Team Online Gallery Tours

Thurs 4/30 Final Reflections

****Auto-Ethnography Entry 4 DUE Friday 5/1 by 11:59pm****