

**ANTH 234/194c: Feminist Anthropology
Winter 2014**

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*Please note, Chelsea and Megan will hold group graduate student coffee hours on Mondays from 2-3 pm in the rotunda at the University Center

Course Description:

Recently, scholars have been calling attention to what is perceived as a divide – both theoretical and historical – between a material feminism that takes objects, bodies, and natural worlds seriously and a social constructionist feminist approach that highlights supposedly non-material fields like discourse and language. Most often, this distinction is drawn to argue for a return to the “real” and what are perceived of as deeper feminist engagements with science. This supposed move back to this corporeal world suggests that feminism has floated off into some intellectual stratosphere, oddly reminiscent of the bodiless, masculinist philosophy that has long been our object of critique. What this ignores however is the incredibly rich history of feminist scholarship in anthropology over the last 30 years! While not eschewing the importance of such debate, an examination of feminist anthropology, from both sociocultural and archaeological perspectives, reflects how our field has long engaged with both the material and the discursive.

In this course, we propose that some feminist work, both inside and outside the academy, has always taken the material world seriously, whether through processes of domestic production (what it takes to do sewing piecework or grinding grain at home); the lived consequences of social inequality (past and present), including though hardly limited to gender hierarchies; or the bread-and-butter conditions in which scholarly research agendas are defined (to be found in stories about mentors and colleagues contesting which projects got funded and why, forming committees, and taking over institutions like the AAA!).

In this course, we offer an admittedly idiosyncratic tour through some of the most interesting work in feminist anthropology that addresses itself to the theorization, excavation, and engaged description of material-discursive worlds in the past and present. We will use the divergences between cultural anthropological and archaeological approaches as a motivator for, rather than obstacle to, discussion. We will mine practical and theoretical synergies. And we will reflect critically on how we frame these differences and similarities throughout. Onward!

Requirements:

Students must come to seminar prepared each week, having done the readings and written (and printed out!) **2 copies** of a 1-2 page reading response. There will be a final seminar paper or other approved piece of writing on a topic of the student’s choice, as well as weekly exercises to help in the preparation of the paper.

Readings: Please bring the session's assigned reading to class! Required readings include three books available at the **Literary Guillotine** (204 Locust Street in downtown Santa Cruz, 457-1195) as well as articles available on eCommons. Please make sure you have all the required texts (see below):

1. Julia A. Hendon. 2010. *Houses in a Landscape: Memory and Everyday life in Mesoamerica*, Duke University Press.
2. Donna M. Goldstein. 2003. *Laughter Out of Place: Race, Class, Violence, and Sexuality in a Rio Shantytown*, University of California Press.
3. Whitney Battle-Baptiste. 2011. *Black Feminist Archaeology*, Left Coast Press.
4. Janet D. Spector. 1993. *What This Awl Means*. Minnesota Historical Society Press.
5. Piya Chatterjee. 2001. *A Time for Tea: Women, Labor, and Post/Colonial Politics on an Indian Plantation*. Durham, Duke University Press.

Evaluation:

25%	Weekly Readings and Participations
50%	Final Term paper (15-20 pages)
25%	Research Paper Drafts

Attendance: You are required to attend class. If for some unforeseen reason you cannot attend class, all assignments for that day are due to us by the end of the following day. No exceptions. Electronic format is fine. If you miss class, it is your responsibility to inform yourself of any assignments/handouts/ changes to the syllabus you will have missed.

Assignments:

Participation & Class Readings: Since this is a seminar, the success of the class depends on your active participation. We expect you to come to class having read and thought about *all* of the materials due for that session. This means being ready for discussion every time. Each student will write up 1-2 page reading responses each week, which will become the basis for our collective discussion. These responses should include two paragraphs. In the first paragraph, students should summarize the main themes and arguments of the week's readings; in the second, they should *critically engage* with the reading by offering comments, critiques, or questions; reflections that attempt to draw connections between readings from different weeks are especially encouraged. Please bring **2 copies** to class each week. You will also be evaluated on your class discussion and participation. If you do not engage in discussion, this will negatively impact your grade! This is a safe space and we want every student to feel comfortable speaking their mind, asking questions, and engaging in our conversations!

For Undergraduates:

While there are specific due dates for parts of your final paper, we will be working on aspects of your writing each week. This allows the instructors to have a conversation with each student about their progress, to make suggestions for further research, and to intervene in a timely way if we see someone struggling. Every time you have some due to your instructors you must bring in **2 copies!** Please note that after-the-fact electronic copies will not be accepted. Since writing is a dynamic process, when you turn in your final paper you will also turn in a **portfolio** that includes all of your weekly final paper assignments, including. You are also required to meet with the course Writing Assistant at least three

times during the quarter. You must contact the Assistant by email to set up an appointment to discuss and review your work- once by Week 3, Week 6, and Week 9.

Writing Assistant: Savannah Goodwin: spgoodwi@ucsc.edu

Paper Options and Requirements: All papers will be between 15-20 pages (12-inch font, 1-inch margins). Your bibliography and citation style will follow guidelines set up by the American Anthropological Association. Any figures or tables will NOT count to the page total. In addition to demonstrating a thorough understanding of the theoretical concepts that we have discussed as a class in our assigned readings, you must show that you have thought about and engaged these concepts in a way that pertains to your unique topic. You will therefore be evaluated on your argument and analysis of your particular study.

For Graduate Students:

You will be required to do several weekly writing assignments towards the final paper (see syllabus for details). Please bring 2 extra copies of these pieces for review and comment by the instructors, as well.

Paper Options and Requirements: Each graduate student is required to submit a substantial 15-20 page piece of writing at the end of the quarter. Depending on a student's unique trajectory, the instructors will discuss and negotiate with each person individually what this writing might be. For some, it will be a standard seminar paper that allows them to work through course ideas and a topic of particular interest. For others, particularly third year students on the brink of a QE, we will accept QE-statement segments with shorter pieces explaining how course materials can be brought to bear on their dissertation research projects. You must arrange to meet with one or both instructors by the end of the third week to settle on your particular assignment.

What makes a feminist classroom?

Basic courtesy is essential for a collaborative environment.

All mobile phones, pagers and other electronic devices must be turned off during class time – no texting during class, please. Seriously. We hate it. Remember to always be respectful of others, to arrive on time, and to not talk when others (including the instructors) are talking or presenting their work.

Assignment Deadlines: Unless you have a valid excuse verified by appropriate *official* documentation, late assignments will be penalized by a drop in **one letter grade** each day that the assignment is past due. We will not accept electronic submissions of any assignments unless otherwise specified. Make sure to save your work frequently and in multiple formats to ensure that you do not lose your work.

Email: Feel free to email the instructors if you wish to schedule an appointment if you cannot make office hours, or to ask *brief* questions. Please allow at least 24 hours for us to respond to your message (48 hours on weekends). In order to discuss lengthier questions about drafts of your paper or your presentation, please stop by office hours or arrange an appointment with us.

Disabilities: If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Resource Center, 146 Hahn Student Services, (831) 459-2089, drc@ucsc.edu. They will determine with you what accommodations are necessary and appropriate. If your physical, psychological, medical, or learning disability requires special consideration, you need to inform us (and provide proper documentation) at the beginning of the course. We are committed to

helping you benefit from the lectures and assignments in any way that we can. All information and documentation is confidential. For procedures and information go to the following web site:

http://www2.ucsc.edu/drc/current_students/

Plagiarism: The University does not tolerate plagiarism or any form of cheating during in-class exams (see <http://nettrail.ucsc.edu/> - Section XI, Info Ethics). Be aware that plagiarism is academic theft, and we will report you accordingly. When writing papers, students need to document sources properly. Never use an author's words/ideas without giving the author proper credit through citation. You must cite your sources not only for direct quotations, but also for paraphrasing and summarizing another work in your own words, as well as for information or knowledge that is not considered to be common knowledge. Please refer to the University policy on academic honesty for more information or consult a Writing Assistant if you are unclear about when citations are necessary.

Intergenerational mentoring is an important practice and legacy of feminist pedagogy. We, as the instructors, are here to support and guide your learning process but we also believe in the possibilities of cross-generational collaboration. The work we are presenting and our own intellectual labor around the topics presented in this course are extremely important to us and we are happy to share it; we would also like class members to foster each other's academic and political empowerment. Please be respectful of everyone engaged in this experiment together. Listen actively. Mentor actively. Be generous, actively.

Readings Assignments and Course Organization

Outline of Course:

Week 1: What we're up to or, is there still feminist anthropology? 1/10/14

Week 2: Feminism for Real. 1/17/14

Feminism for Real (see selections on eCommons)

Maile Arvin, Eve Tuck, and Angie Morrill. 2013. Decolonizing Feminism: Challenging Connections between Colonialism and Heteropatriarchy. *Feminist Frontiers*. 25(1): 8-34.

Chandra Talpade Mohanty. 2003. Under Western Eyes: Feminist Scholarship and Colonial Discourses. *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*. Duke University Press.

Jane Lyndon and Uzma Rizvi. 2010. Introduction: Postcolonialism and Archaeology. *Handbook of Postcolonial Archaeology*, Lyndon and Rizvi, eds. Walnut Creek, Ca: Left Coast Press.

Conkey, Margaret. 2005. Dwelling at the Margins, Action at the Intersection? Feminist and Indigenous Archaeologies. *Archaeologies, Journal of the World Archaeological Congress*. 1(1): 9-59.

Assignments:

1. Reading response (all)
2. Final paper brainstorm – 3-5 possible topics (all)

Week 3: Don't Let the Bastards Get You Down: Subordination and the State. 1/24/14

Eleanor Burke Leacock. 1972. Introduction to *Origin of the Family, Private Property, and the State*, by Frederick Engels. International Publications.

Anne Pyburn (editor). 2004. *Ungendering Civilization*. Routledge Press. (Introduction and Chapter)

Neferti Xina M. Tadiar. 1998. Sexual Economies in the Asia-Pacific Community. In *What is in a Rim: Critical Perspectives on the Pacific Region Idea*. Arif Dirlik, ed. Boulder: Westview Press.

Assignments:

1. Reading response (all)
2. 2 page final paper topic description and list of 5 possible sources (all)
3. One meeting with Writing Assistant by this week (UG)

Week 4: Where did you put my metate? Household Archaeology 1/31/14

Julia Hendon. 2010. *Houses in a Landscape: Memory and Everyday Life in Mesoamerica*. Duke University Press. (All)

Assignments: Reading response (all)

Week 5: The World, Inside 2/7/14

Maria Mies. 1982. *The Lace Makers of Narsapur: Indian Housewives Produce for the World Market*. London: Zed Press. (Excerpts)

Kalindi Vora. *Life Support: Race, Gender and New Socialities in the Vital Energy Economy*. Forthcoming, University of Minnesota Press. (Selected chapters)

Assignments:

1. Reading response (all)
2. 1 page free write, check-in on paper progress (all)

Week 6: Surprise!!!! You will find out on the day!!! 2/14/14

Readings TBA/ Assignment: Meet with Writing Assistant by end of week (UG)

Week 7: Women Behaving Manly: Feminism, Materiality, and Queer Theory 2/21/14

Elizabeth A. Wilson. 2004. Gut Feminism. *Differences*. 13(3): 66-94.

Judith Butler. 1993. Bodies that Matter. (Excerpts)

Rosemary Joyce. 2000. Girling the Girl and Boying the Boy: The Production of Adulthood in Ancient Mesoamerica. *World Archaeology*. 31 (3): 473-483.

Chelsea Blackmore. 2011. How to Queer the Past without Sex: Queer Theory, Feminisms and the Archaeology of Identity. *Archaeologies, Journal of the World Archaeological Congress*. 7(1): 75-96.

Katie R. Horowitz. 2013. The Trouble with "Queerness": Drag and the Making of Two Cultures. *Signs*, 38 (2): 303-326

Assignments: Reading response (all)

Week 8: Laugh Loudly and Carry a Theory Stick 2/28/14

Gayatri Chakravorty Spivak. 1988. Can the subaltern speak? In *Marxism and the Interpretation of Culture*. Nelson and Grossberg, eds. London: Macmillan.

Donna M. Goldstein. 2003. *Laughter Out of Place: Race, Class, Violence, and Sexuality in a Rio Shantytown*. UC Press.

Chandra Talpade Mohanty, 2003. "Under Western Eyes Revisited: Feminist Solidarity through Anticapitalist Struggles." *Feminism without Borders*.

Assignments:

1. Reading response (all)
2. 10 page draft of final paper (UG, GS optional – graduate students please note: if you want the instructors to read a draft of your work, it must be handed in this week)

Week 9: Decolonizing Archaeology or Why Some of Us Need to Shut up and Listen. 3/7/14

Whitney Battle-Batiste. 2011. *Black Feminist Archaeology*. Left Coast Press.

Additional Article *TBA*

Assignments:

1. Reading response (all)
2. Final meeting with Writing Assistant

Week 10: Imagine the Possibilities! 3/14/14

Janet D. Spector. 1993. *What This Awl Means*. Minnesota Historical Society Press.

Piya Chatterjee. 2001. *A Time for Tea: Women, Labor, and Post/Colonial Politics on an Indian Plantation*. Durham, Duke University Press.

Final papers are due March 18th, 2014 by 5pm to Megan's Office, Rm. 306, SS1.