COURSE DESCRIPTION

During the last few decades gender has emerged as an important site for anthropological studies that usually differentiate gender from sex and sexuality. Gender is a cultural construct and perceptions of men and women differ from culture to culture or even during different periods even in a single culture or society. While we in the west are still privileging the binary between men and women as a lens to look at the gender difference, many non-western cultures have developed a concept of third gender in order to accommodate the emerging political movements dealing with transgendered subjects. Gender is often related to development and invariably female members have been marginalized in relation to their male counterparts in government policies and development projects. We will explore the question of women's, men's and transgender's power and agency and the creative strategies employed cross-culturally with relation to their political, economic, social and cultural roles. In this course, ethnographic examples will be selected to illustrate some of the discourses relating to these subjects from diverse cultural contexts, such as India, China, Japan, Africa and Middle East and we will draw case studies from most of the sites we will be visiting during this voyage.

COURSE OBJECTIVES

Toward the end of the course, students are expected to be able to:
1. understand the basic concepts of gender and the diversity of gender in different cultural contexts;
2. analyze how gender and sexuality work as guiding principles in daily lives;
3. apply anthropological concepts to explain gender phenomena of particular cultures, particularly in Asia; Africa; and
4. develop a gender awareness that could contribute toward a greater respect for cultural and social diversity.

REQUIRED TEXTBOOKS

1. AUTHOR: Nanda, Serena.
TOPICAL OUTLINE OF COURSE

Depart Ensenada- January 5:

A1- January 7: Feminism and anthropology.
Overview of the anthropology of gender; Anthropological terms; Introduction to the course, overview of requirements; in-class diagnostic writing assignment.

Lorber, Judith (1994). “Night to his day: The social construction of gender” excerpts from Paradoxes of Gender (Chapter 1) by Judith Lorber, Yale University Press. [E]

A2- January 9: Nature/Culture and Domestic/Public debates

  • Estioko-Griffin, Agnes and P. Bion Griffin. 1997. "Woman the Hunter: The Agta," in (in GCCP 6e).[R]
A3- January 11: Understanding Sex and Gender in Cultural and Cross-Cultural Perspectives.


Honolulu: January 12

A4- January 14: Westernizing our understanding of Gender – Women in Third world perspective

A5- January 17: Gender in egalitarian societies -Theories
Definitions and cross-cultural variations. Foragers and horticulturalists in small-scale societies. Matrilineality: kinship systems that center on women.

Serena Nanda, pp.chap.2

Study Day: January 19

A6- January 20: Gender in Asia : Colonialism and Representation
Equality and Inequality


First short essay assignment due in class on January 20th. The details will be discussed in class on the first day of instruction.

A7- January 22: Performing gender
Josephine Caldwell Ryan, *Japanese Mothers and Obentos: The Lunch-Box as Ideological State Apparatus* In GCCP 6e) [R]

Film: “Shinjuku Boys.” http://wn.com/shinjuku_boys

Yokohama: January 24-25
In-Transit: January 26
Kobe: January 27-28

Amartya Sen, More Than 100 Million Women Are Missing http://www.nybooks.com/articles/archives/1990/dec/20/more-than-100-million-women-are-missing/

Film: Yang, Mayfair Mei-hui. 1997. Through Chinese women's eyes
NY: Women Make Movies

Shanghai: January 31-February 1
In-Transit: February 2-3
Hong Kong: 4-5

A9- February 6: Gender and State

Situated Lives: Gender and Culture in Everyday Life.
NY: Routledge, pp. 400-19. [E]

Film: Surname Viet Given Name Nam

Ho Chi Minh: February 8-12

A10- February 13: Gender and Religions
Readings: Serena Nanda, chap 3-4
Ferguson, Jane M. Sexual systems of Highland Burma/Thailand: Sex and gender perceptions of and from Shan male sex workers in northern Thailand
Source: South East Asia Research, Volume 22, Number 1, March 2014, pp. 23-38(16) [E]

A11-February 15: MIDTERM EXAM

Yangon: February 17-21

A12- Gender, Kinship and Marriage Cross-Culturally

- Menon, Shanti. “Male Authority and Female Authority: A study of the matrilineal Nayars in Kerala, South India” (GCCP 4e pp. 354-363) [E]

A13- February 24: Gender: Politics and Resistance
Readings

The Pink Panties Campaign. 2010.
Caroline Osella and Filippo Osella, Migration, Money and Masculinity in Kerala (GCCP 6e)

Cochin: February 26-March 2
Field lab project: A visit to a village: an ethnographic experience
  • Home Visit (Women’s self help groups) and Political leadership
Film: India Cabaret

A14- March 3: Gender, Politics and Reproduction
  • Nisa pp. 1-40
  • FILM: The Business of Being Born
Study Day: March 5

A15- March 6: Growing up female in cross-cultural perspective. Gender and the life course.
Culture, personal autonomy, and social transformations.

Readings: Nisa pp. 41-91
Rasmussen, Susan. “Pastoral Nomadism and Gender” (GCCP 6e pp. 155-169)

Port Louis: March 12

Godresses, shamans, priestesses, healers, witches.

Reading: Nisa pp. 92-157

Study Day: March 11

A17- March 12: Discussion of changes in !Kung culture 1950-1980s, and 1980s to the present.
Video selections from Death by Myth (part of the Kalahari Family video series).
  • *Nisa pp. 158-235

Cape Town: March 14-19
A18- March 20: Gender, Development and Globalization

- Suggested Reading:

A19- March 22: Aging and the Life Course
*Nisa* pp. 237-272
*Brown, Judith "Cross Cultural Perspectives on Middle-Aged Women,"* *Current Anthropology* 23(2), April 1982, pp. 143-156. [E]

A20- March 24: Women’s Political experience

FINISH NISA

Tema: March 26-28
Takoradi: March 29-30

A21- March 31: Gender and Islam
Readings: Rapp, Rayna “Thinking about Women and the Origin of the State” (GCCP 5e pg. 302) [R]
Chapter 4: Women in Society
http://www.pewforum.org/2013/04/30/the-worlds-muslims-religion-politics-society-women-in-society/
Film: Unveiled Views

A22- April 2: Gender and Islam
Film: Some Women of Marrakech
A 23- April 4 Gender and the Global Economy
Megan Moodie, Enter Microcredit: A New Culture of Women’s Empowerment in Rajasthan (GCCP 6e) [R]
M. Laetitia Cairoli, Factory as Home and Family: Female Workers in the Moroccan Garment Industry (GCCP 6e) [R]
Denise Brennan, Sex Tourism, Globalization, and Transnational Imaginings (GCCP 6e) [R]
Film: Vivian Price, The Transnational Tradeswomen

Suggested readings:
Winning Women’s Rights in Morocco
https://www.ids.ac.uk/files/Rs_Morocco_final.pdf
Lamia Bazir, “The Women’s Movement in Morocco: Bridging the Progressive – Islamic Feminist Binary, June 11, 2013,

PBS video on “Morocco trains female spiritual guides to fight extremism and empower women”,

Casablanca: April 6-10

Study Day: April 11

A24- Finals, April 12

April 15: Disembarkation Day

FIELD WORK
Experiential course work on Semester at Sea is comprised of the required field lab led by your instructor and additional field assignments that span multiple ports.

FIELD LAB (At least 20 percent of the contact hours for each course, to be led by the instructor.)

Field lab attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field lab.

The field lab for this course takes place in India on: Date TBA

Field lab: A visit to a village: an ethnographic experience

Kerala is the microcosm of India in many ways. The uniqueness of Kerala is that for thousands
of years, three major religions are practiced here. The state boasts one hundred percent literacy, the skilled laborers and predominantly women, have gone to the Middle Eastern countries as well as to the western worlds. They have sent money back to Kerala, which has helped in the development of the state.

We will visit a village in Kerala where students will learn about various roles played by women as daughter, wife, mother, and a widow and expectations of them in Indian society. In the village, students will learn about the gender focused development program. They will interact with women in Govt led Self Help groups (SHGs) promoting their economic self sufficiency, and women leaders in the Village Panchayat (like City Council in the United States) to assess women’s role in the economy and politics of the state. I would also like the students to observe a religious ritual to experience women’s vibrant roles in religious activities.

**Academic objectives:**
1. Learn about women’s identity in terms of their roles compared to gender defined in the western context.
2. Learn about religious and culinary activities of women as markers of cultural identity.
3. Examine the role of SHGs in women’s economic self-sufficiency and political leadership.
4. To understand and analyze how gender is culturally constructed.

**Field Lab paper:** Please write up a three-page (double-spaced) critical reflection on the field lab, engaging course readings to back up your arguments. How do the readings help you make sense of your fieldwork experience? How does your experience help you evaluate the readings?

This is due two class meetings after the field lab in India.

**FIELD ASSIGNMENTS**

Fieldwork is critical to the construction of anthropological knowledge. We will be doing fieldwork at all the sites we visit during our voyage. Students’ in-depth observation will be comparative, analytical and reflective.

In-country, students will be asked to explore and pay attention to evidence of gender roles, status in relation to the economy and society. You will read on participant observation and relate their textual analysis to the contextual hands on learning.

Please use your pocket field notebook to take notes whenever possible!

Back aboard the ship -- select five port visits and type up a 2-page journal entry describing and analyzing the evidence of gender roles you have observed. Turn them in to Professor Pandey at the beginning of each class after leaving a port. Come to class ready to discuss your observations.

These field journals are required for grades.
All the field journals and papers based on fieldwork will be discussed in the class meetings.

**METHODS OF EVALUATION**

Class attendance and participation - 10%
Field Journals - 20%
Field Labs/Reports - 30%
Midterm Exam - 20%
Final Exam - 20%

**RESERVE BOOKS AND FILMS FOR THE LIBRARY**

Throughout the syllabus I have marked books on reserve in the library [R].

Books:

Films:
1. AUTHOR: Vivian Price
   Title: Transnational Tradeswomen
   PUBLISHER: Women Make movies
   ISBN #: Order No. W07911
   DATE/EDITION: 2006, 62 minutes, Color, DVD, Thai, Chinese, Tamil, Urdu, Japanese,

2. Author/ director: Hayao Miyazaki
   Title: Spirited Away
   Date: July 20, 2001

3. Author: Trinh T. Minh-ha
   Title: Surname Viet Given Name Nam
   Date 1989

4. Author: Alba Sotorra
   Title: Unveiled Views
   Publisher: Women Make Movies
   Year: 2009

5. Title: India Cabaret
   Year: 1985
   Director: Mira Nair

6. Title: N!ai: The Story of a !Kung Woman
   58 minutes Colour
Year: 1980  
Filmmakers: John Marshall and Adrienne Linden  
Anthropologist: Patricia Draper

7. Title: Some Women of Marrakech  
Year: 1977  
Director: Melissa Llewelyn-Davies

8. Title: The business of being born  
Director: Abby Epstein 2008

9. Author: Yang, Mayfair Mei-hui.  
Year: 1997.  
Title: Through Chinese women's eyes  
Publisher: WomenMake Movies, Yang, NY:

10. “Shinjuku Boys.” [http://wn.com/shinjuku_boys](http://wn.com/shinjuku_boys)

ELECTRONIC COURSE MATERIALS

Throughout the syllabus I have marked the material to be scanned for electronic folder [E].

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University’s honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager’s Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”