



## **Gender in Global Perspective (ANTH 01:070:225 – 3 credits) Rutgers University – Fall 2020 (AR)**

*Prof: Kathleen Riley*

*Office Hours: W 2-4(EST) or by appointment*

*Sign up via [Zoom](#) or email me*

*Email: [kcr58@rutgers.edu](mailto:kcr58@rutgers.edu)*

*Emergency Phone/WhatsApp: 802-730-2781*

**Asynchronous Remote = hours by appointment  
see your Canvas course site for details  
see [here](#) for instructions on using Canvas**

**If you are facing financial hardships for any reason,  
Please visit the office of Financial Aid [here](#)**

### **Catalog Course Description:**

Short description: Introductory exploration of the role of gender in organizing social relations and symbolic systems across the globe. Draws on comparative ethnographic readings to examine issues of gender and inequality, family, religion, work, sexuality, popular culture, and global processes.

### **Detailed Course Description:**

Gender has an impact on health and family, labor and income, rights and justice, violence and healing. But what is “gender”? In this course, we explore theoretical and ethnographic texts as well as a range of multimedia resources to understand how “gender” is a social category that has been culturally constructed differently in different societies while also playing a major role in organizing the social order in almost all human cultures. We examine how gender is not biologically fixed into a male-female binary, determining our sexual interactions for the sake of species reproduction, but is fluid and flexible, changing over interactional, developmental, historical, and evolutionary time. We look at how we think, feel, act, and speak differently depending on how we were socialized into different forms of gender at home, school, work, as well as through public discourse media. We consider how other social categories (age, class, race, religion...) intersect with and influence how we express or suppress our gender and how we are constrained or freed by it. Taking an interdisciplinary approach, we discuss a range of gender-based social injustices that have arisen both historically and in the 21<sup>st</sup> century -- from sexual choice to reproductive health, from workplace discrimination to political disenfranchisement, from structural violence to linguistic domination. And from there we discover the many alternative paths of resistance and empowerment that have been attempted by humans seeking joy and sustenance, equality and liberation.

### **Technology requirements and AR teaching tools (via Canvas):**

This course is a brave new experiment in asynchronous but interactive remote teaching. Remote teaching poses additional challenges that Rutgers and your professors are attempting to meet in a number of ways. To begin with, please consult the university's [website](#) with information on how the institution as a whole is organizing to meet these challenges. To participate fully in this course, you will need a computer with a webcam and microphone and an internet connection. Please visit the Rutgers Student Tech [Guide](#) for resources available to all students. If you do not have the necessary technology for financial reasons, please email Dean of Students [deanofstudents@echo.rutgers.edu](mailto:deanofstudents@echo.rutgers.edu) for assistance. For this course, we will be using the Canvas platform (see [here](#) for general instructions on using Canvas) to provide:

1. Overview information about the goals, activities, resources, and channels of communication for the course:
  - a. FILES will contain every document and presentation that I put up on Canvas throughout the semester (including this syllabus and my introductory presentation on navigating Canvas for this course)
  - b. Introductory explanations will be included in each of the Canvas tools we use and examples of how to use them will be included in my presentation on navigating Canvas to be found in the pre-semester MODULE.
2. Weekly MODULES on Canvas will include a PAGE summarizing our upcoming activities and interactions, such as:
  - a. DISCUSSIONS responding to video-recorded presentations (uploaded by me and others on Sundays)
  - b. Threaded PAGES responding to Gender in the News posts (uploaded by you on Mondays)
  - c. Group COLLABORATIONS via GOOGLE DOCS and SLIDES, uploaded on DISCUSSIONS, and facilitated via optional ZOOM meetings. Please activate your ZOOM account [here](#) in order to manage your zoom rooms.
  - d. Individual work will be uploaded via ASSIGNMENTS
3. I will make surprise ANNOUNCEMENTS as needed and be available to answer practical and substantive questions through the comment threads on the weekly DISCUSSIONS as well as via ZOOM office hours (email me or register [here](#)).

### **Core Curriculum Learning Goal met by this course:**

CCD-1. Analyze the degree to which forms of human differences and stratifications among social groups shape individual and group experiences of, and perspectives on, contemporary issues. Such differences and stratifications may include race, language, religion, ethnicity, country of origin, gender identity, sexual orientation, economic status, abilities, or other social distinctions and their intersections (for complete list of CCL goals, see [here](#)).

### **Course Learning Goals:**

1. To understand in broad strokes how gender and sexuality are socially constructed and culturally distinctive categories.
2. To examine how large and small-scale societies are organized around sex-related ideologies and practices in various ways that then shape the individuals who are born into and socialized within them.
3. To employ linguistic and anthropological concepts in the analysis of how sexual distinctions intersect with other socially constructed distinctions to forge unequal relationships, unjust institutions, and structural violence around the globe.
4. To read, write, think, and speak constructively about contemporary social problems and their possible resolutions.

## **Course Assignments in a Nutshell (see guidelines below for details)**

<b>Assignments (credit)</b>	<i>Course learning goals met by assignments (see list above)</i>	<i>Departmental learning goals met by assignments – see numbered list of goals <a href="#">here</a></i>	<i>Core curriculum goal met by these assignments</i>	<i>Due dates and <b>feedback</b> schedule -- see CCG rubric for SCL-2 goal <a href="#">here</a></i>
<b>Discussions participation (25%)</b>	CLG 1,2,3,4	DLG 1, 2, 4 and/or 5	SCL2	<b>Weeks 1-14 - weekly</b>
<b>Group collaborations (25%)</b>	CLG 1,2,3,4	DLG 1, 2, 3, 4	SCL2	<b>Weeks 1-12 - weekly</b>
<b>GNT – Gender News Threads (15%)</b>	CLG 1,3	DLG 2, 4 and/or 5	SCL2	<b>Weeks 1-8 - weekly</b>
<b>GSP – Gender and Sexuality Project (35%)</b>	CLG 1,2,3,4	DLG 1, 2, 3, 4, 5	SCL2	<b>Week 9-15 - biweekly</b>

### **Course Policies:**

- Regular and timely participation in remote course activities counts heavily as student non-compliance creates havoc for everyone else in the class (not just the professor!).
  - If you're unable to participate in any COLLABORATION or DISCUSSION on a given week, report directly to your group colleagues as well as [here](#) (this will be emailed to me) – unexcused non-participation will result in supplementary written work.
  - Seek assistance from a Dean of Students if you anticipate a prolonged period of non-participation.
- Academic integrity and ethical treatment of others is required (see the Rutgers policy on student conduct [here](#)). Additionally:
  - Any form of recording during course activities requires the consent of all participants.
  - Plagiarism (i.e., the theft of intellectual property) is not acceptable:
    - *Students agree that by taking this course some written work will be subject to submission for textual similarity review to Turnitin.com via Canvas for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.*
    - *Students who do not agree should contact the course instructor immediately.*
  - All course participants should treat other course participants with consideration, bearing in mind that we all come to the table with diverse sensibilities and sensitivities. No topics are intrinsically taboo here, but a) please avoid discussing any named individual's criminal activity in any class interactions or assignments, and b) if there are any topics (such as sexual violence) that you find too difficult to discuss with relative strangers, please let me know at the start of class so that I can organize the discussion groups appropriately. Additionally, we will attempt to establish norms over the course of the semester for HOW to collaborate and engage in discussion with relative strangers in ways that are respectful and mindful of their integrity (e.g., avoiding offensive epithets and "impolite" discourse moves such as micro-aggressions). This can be tricky whether online or off as no one can know everything in advance about what makes someone else feel uncomfortable in interaction. However, we can all attempt to learn in good faith about how to engage in constructive discussions with those who do not share our norms.
- Disabilities and Accommodations: Rutgers University welcomes students with disabilities into all its educational programs. In order to receive consideration for reasonable accommodations, please visit the Office of Disability Services [here](#). Share the resulting Letter of Accommodation with me as soon as possible so that we can make the appropriate adjustments in a timely fashion.

## **Assignment guidelines**

1. Participation in DISCUSSIONS – worth 25% of final grade
  - a) Dip into the readings, websites, and videos **boldfaced** on the course map and detailed in the weekly MODULES;
  - b) View and/or listen to my presentations uploaded on the DISCUSSION boards (available on Sunday nights).
  - c) Contribute at least one substantive question or comment to each DISCUSSION thread by Friday of that week.
2. Group COLLABORATIONS - worth 25% of final grade
  - a) You have been assigned to a GROUP of 4-6 colleagues, but we will switch these up every 3-4 weeks.
  - b) Collaborate using GOOGLE DOCS and SLIDES (a Zoom room will also be made available for real time discussion) to collaborate on introspective-ethnographic projects related to various readings, films, and presentations (guidelines available in MODULES)
  - c) Fridays: Share your documents and/or presentations via PAGES with the rest of the class, and upload your individual fieldnotes (~250 words – text, audio, or video) of what happened during the COLLABORATIONS on ASSIGNMENTS
  - d) Sundays: View the documents and/or presentations of others on PAGES, and respond to at least three of them
3. GNT – Gender News Threads (PAGES) - worth 15% of final grade (Weeks 2-8)
  - a) Post a news article, blog, podcast, YouTube, ad, or other form of media related to gender and sexuality on the GNT PAGE by Sunday night (Weeks 2-8), and add a comment (text, audio or video) about what you found of interest in it. You should post at least three of these.
  - b) Look at those posted by others and respond (text, audio, or video) to at least 1 of them each week by Friday.
  - c) These postings – your own and others’ – will help you discover a topic for your Gender and Sexuality Project
4. GSP – Gender and Sexuality Project (worth 35% of final grade – see guidelines in FILES for more details)
  - a) Step 1: Using the form available on ASSIGNMENTS, share your preliminary proposal with at least one other colleague by Sunday of Week 9. The proposal identifies the situation (setting, people, events) of your proposed project, the research problem you are interested in exploring, and the methods you’ll use. Give your colleague(s) feedback on theirs by Friday of Week 9. Submit your revised Step 1 on ASSIGNMENTS by Sunday of Week 10 for my feedback.
  - b) Step 2: Using GOOGLE DOCS, share your annotated bibliography for the project with at least one other colleague by Sunday of Week 11. The annotated bibliography consists of 10 sources relevant to your project: 5 primary (archival information, organization websites and grey papers, newspaper articles, governmental reports, etc.) and 5 academic (articles and books vetted and published by academic journals and presses). List the sources using some standard citation style (e.g., the Chicago Manual of Style 17<sup>th</sup> edition summarized [here](#) on the AAA website). Under each source, explain why it will be useful for answering the research question you are posing (approx. 150 words per source). Give your colleague(s) feedback on theirs by Friday of Week 11. Submit your revised Step 2 on ASSIGNMENTS by Sunday of Week 12 for my feedback.
  - c) Step 3: Using GOOGLE SLIDES, develop your project proposal into a 10-minute presentation and share it with at least one other colleague by Sunday of Week 13. It should: 1) describe the situation you have chosen to research using your bibliographic sources to describe the environmental, political, economic, and sociocultural forces that have produced it, 2) present your research question and outline how it was shaped by some of the theoretical approaches found in 3 of the articles read during the semester, 3) explain the methods you will use to conduct your research and the evidence you will collect to answer your research question...once it is funded by the IRW 😊. Give your colleague(s) feedback on theirs by Friday of Week 13. Share your revised presentation via DISCUSSIONS by Sunday of Week 14. Respond to at least 3 of your colleagues’ presentations by Friday of Week 14. Submit your final draft of Step 3 on ASSIGNMENTS by 12/14.
  - d) Step 4: Final proposal: Submit the written version of your project proposal (~2500 words) on Canvas by 12/21 @ 5PM.
5. Extra-credit points available to those who assist me in thinking through engaging ways to offer this AR course -- content and style.

## Course Map

All readings/resources are available online (direct links underlined here) or via links on Canvas.

Week	Topics	Readings, resources, materials	Learning activities, assignments (hours on average)
Week 1 8/30-9/5	<u>Doing gender --</u> <u>Doing anthropology</u>	<b>DISCUSSIONS: Malinowski; Rogers; Williams</b> <b>“The Anthropologist” film; “Composing a Life” (podcast and book)</b> <b>COLLABORATIONS: RU’s <u>Title IX</u> and <u>pronouns</u></b>	Reading, viewing, exploring (5 hours) DISCUSSIONS (1 hour) COLLABORATIONS (2 hours) GNT PAGES (1 hour)
Week 2 9/6-12	<u>Is Biology Destiny?</u> <u>Gender and</u> <u>sexuality as social</u> <u>construction</u>	<b>DISCUSSIONS: Fausto-Sterling; Butler; QE1; Hurston</b> <b>Margaret Mead films</b> <b>COLLABORATIONS: <u>Anthropology</u>, <u>Archaeology</u>, <u>Linguistics</u></b>	Reading, viewing, exploring (5 hours) DISCUSSIONS (3 hours) COLLABORATIONS (2 hours) GNT PAGES (1 hour)
Week 3 9/13-19	<u>What does love</u> <u>have to do with it?</u> <u>Power, structure,</u> <u>and agency</u>	<b>DISCUSSIONS: GLCR intro; Ortner; Greenberg; Baldwin;</b> <b>The Handmaid’s Tale (book and TV series)</b> <b>COLLABORATIONS: IRW lecture; Mutcherson;</b>	Reading, viewing, exploring (5 hours) DISCUSSIONS (3 hours) COLLABORATIONS (2 hours) GNT PAGES (1 hour)
Week 4 9/20-26	Body/language	<b>QE2; Martin</b>	Reading, viewing, exploring (5 hours) DISCUSSIONS (3 hours) COLLABORATIONS (3 hours) GNT PAGES (1 hour)
Week 5 9/27-10/3	Economics/Politics	<b>GLCR 1; Crenshaw</b>	Reading, viewing, exploring (5 hours) DISCUSSIONS (3 hours) COLLABORATIONS (3 hours) GNT PAGES (1 hour)
Week 6 10/4-10	Culture		Reading, viewing, exploring (5 hours) DISCUSSIONS (3 hours) COLLABORATIONS (3 hours) GNT PAGES (1 hour)
Week 7 10/11-17	Dominant discourses	<b>Foucault;</b>	Reading, viewing, exploring (5 hours) DISCUSSIONS (3 hours) COLLABORATIONS (3 hours) GNT PAGES (1 hour)
Week 8 10/18-24	Emotion		Reading, viewing, exploring (5 hours) DISCUSSIONS (3 hours) COLLABORATIONS (3 hours) GNT PAGES (1 hour)
Week 9 10/25-31	Violence		Reading, viewing, exploring (5 hours) DISCUSSIONS (2 hours) COLLABORATIONS (3 hours) GSP Step 1 prep (2 hours)
Week 10	Expression		Reading, viewing, exploring (5 hours)

11/1-7			DISCUSSIONS (2 hours) COLLABORATIONS (3 hours) GSP Step 1 due (2 hours)
Week 11 11/8-14	Oppression		Reading, viewing, exploring (5 hours) DISCUSSIONS (2 hours) COLLABORATIONS (3 hours) GSP Step 2 prep (4 hours)
Week 12 11/15-21	Pathways		Reading, viewing, exploring (5 hours) DISCUSSIONS (2 hours) COLLABORATIONS (3 hours) GSP Step 2 due (4 hours)
T-giving break week			
Week 13 11/29-12/5		<b>To be recommended by presenters</b>	Reading, viewing, exploring (5 hours) DISCUSSIONS (1 hour) GSP Step 3 prep (8 hours)
Week 14 12/6-12		<b>To be recommended by presenters</b>	Reading, viewing, exploring (5 hours) DISCUSSIONS (3 hours) GSP Step 3 discussed (6 hours)
Finals period			GSP Step 3 due 12/14 @ 5PM (2 hours) GSP Step 4 due 12/21 @ 5PM (10 hours)

