ANTH. 424/524: Feminist Methods in Anthropology  
Spring 2012  
315 Condon, M: 1:00-4:00

Course Description

This seminar, team-taught by Profs. Moreno, Silverman and Moss, is a forum for discussing feminist research design and methods in anthropology. We will focus on how feminist scholars challenge dominant theories of knowledge and the major methodologies employed in Anthropology. The course is designed to expand our knowledge of feminist theories and methods. We will discuss the central premises and concerns of feminist research, addressing, among other issues, subjectivity, insiders and outsiders, definitions of sex and gender, and the place of race, class, and nation in feminist research. Through lectures, readings and discussions, we will examine how gender theory and feminist politics shape the kinds of research questions we ask, the types of materials we use, and how we define our relationships with our subjects. The course encompasses three sub-disciplines of anthropology: sociocultural anthropology, biological/biocultural anthropology, and archaeology. Through a dialogue among these subfields, we attempt to be more integrative and holistic in our approaches to anthropological research.

Course Goals:
1. To examine feminist critiques of traditional research, knowledge, academic disciplines, and the boundaries between them.
2. To familiarize students with key theoretical and methodological issues and concerns in feminist scholarship and interdisciplinary research.
3. To enable each student to assess the status of women and of feminist research in her or his fields of interest and academic discipline.
4. To assist students in developing research and analytic skills appropriate for exploring the feminist research and methods in anthropology and to relate them to research.

Class Organization
This class will be run as a seminar, organized around thematic discussions of the readings in which the responsibility for success is shared equally among faculty and students. Class attendance is mandatory. You must have all the readings done on time. Because class meetings will be devoted to discussion rather than lecture, you must do the readings prior to class and come prepared to engage in lively and critical discussion of the material. On the first day of
class, we will discuss varied ways of facilitating discussion. Students will share discussion-leading responsibilities. The class has a Blackboard site where I will post the syllabus, some articles, your discussion questions and other documents and announcements.

REQUIREMENTS AND ASSIGNMENTS

This course is developed around several types of work:

1. **Class participation.**
   Discussion is the mode of the course. You will be responsible for leading discussion about a specific set of readings at least once during the term.
   a. **Attendance:** Weekly attendance is expected
   b. **Participation:** Discussion is the mode of the course.
   c. **Discussion Leadership.** Class participants are required to pick one date on which to present and lead discussion in class on the issues raised in the readings. Discussion leaders are required to post their discussion questions using the blackboard discussion board (plus regular email if you like). **The deadline is 5 PM of the day previous to the presentation.** NO LATE MATERIAL WILL BE ACCEPTED.
   d. Additionally, participants may post comments and/or outlines and questions on the readings prior to their oral presentations.

2. **Weekly Essays: (20 points each)**
   Class participants will be required to submit an essay discussing the required readings for the week. In your essay you should creatively group articles, think about them together, and contrast them. You may also want to refer to articles or themes developed in previous weeks. Your essay will include proper citations in the text and a bibliography. Essays are to be sent by e-mail to G. Moreno. Essays will be 1 – 2 pages (300 – 600 word count), double spaced, 12 pt and have 1” margins. They can be either word doc or docx format. The essay must be received no later than 6pm Sunday (the day before class). Guidelines are posted on Blackboard. NO LATE MATERIAL WILL BE ACCEPTED

   Undergraduate students are responsible for 5 essays. Graduate Students are responsible for 7 essays.

3. **Research Project:**
   Each student will write an original paper or project. Students will meet with Dr. Moreno during Week 3 and Week 6 to discuss their project.
   **Undergraduate Students:**
   Undergraduate students will be responsible for a final project. The project should be tailored to your interests in anthropology. The project can involve active research methods such as a mini ethnography (interview or event analysis or observation); text analysis; analysis of data from a research project. Other types of projects can include a literature review focused on some aspect of feminist methods or an annotated bibliography focusing on a particular research topic and feminist methods. It may also be possible to critique a specific research reported in the literature and explain how the research could be done using feminist methods and hypothesizing how that would change the results.
Graduate Students

The project should be tailored to your own professional needs; it may involve actual research, a research design, or an evaluation of research completed. You may do a pilot fieldwork project such as participant observation, documentation of an event; or a series of interviews; content analysis; library literature review; artifact analysis; dietary interviews; etc. If you are planning research and already have experience, you may develop and justify your methods and plan out the details. If you have already completed research, you can write up your results by describing and reflecting upon your methods and analyzing your data. Please discuss potential projects with Professor Moreno by week 3 during office hours or make an appointment. A 1-page proposal for the project/paper is due in class April 23, 2012.

Collaborative projects are welcome. Graduate students will do an oral presentation on their projects during the last week of the term and the day & time scheduled for the final exam. All Students are expected to attend these presentations. A written version of the paper/project (8 pages for undergraduates and 10-12 pages for graduates) is due no later than Monday June 11 (3:15/15:15).

Graduation Format

Your Final Class Grade will be calculated using the following points:

Undergraduate Students

1. Attendance 10 points
2. Class Participation 15 points ~15%
3. Discussion Leadership 15 points
4. Article Essays 100 points = ~45%
5. Term Project 75 points = ~35%

Total 215 points

Graduate Students

1. Attendance 10 points
2. Class Participation 15 points ~15%
3. Discussion Leadership 20 points
4. Article Essays 140 points ~47%
5. Term Project 115 points ~39%
   a. Paper: 100 points
   b. Presentation: 10 points

Total 295 points

Grade Definitions:
The grading system used in this course is as follows:
A – Outstanding performance relative to that required to meet course requirements; demonstrates a mastery of course content at the highest level.
B – Performance that is significantly above that required to meet course requirements; demonstrates a mastery of course content at a high level.
C – Performance that meets the course requirements in every respect; demonstrates an adequate understanding of course content.
D – Performance that is at the minimal level necessary to pass the course but does not fully meet the course requirements; demonstrates a marginal understanding of course content.
NP – Performance in the course, for whatever reason, is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of the course content.
BASIC CLASS POLICIES

1. Attendance and active participation in class are two basic components of the course.
2. Readings for the week/class should be completed BEFORE coming to class. Keeping up with the readings will be essential for participation in the class discussions and writing the weekly essays. Remember this is a seminar class that is based on class discussion and participation.
3. Late work will not be accepted, unless arrangements have been made with me before the due date.
4. Students who have special needs are encouraged to contact me or/and office of Disability Services.
5. I will hold regular office hours. I encourage you to come with questions or just to discuss the material. If my regular hours are not compatible with your schedule, please make an appointment. I encourage students to meet with me. I feel that professor-student contact and communication are very important and allows for discussion that the classroom does not permit because of time constraints. Please come see me to talk about any questions you might have about reading or lecture material, to discuss plans/questions.

If you have a documented disability and anticipate needing accommodation in this course please contact Accessible Education Center (164 Oregon Hall: uoaec@uoregon.edu or 346-1155) for assistance and request a letter be sent explaining your needs.
WEEK 1. Monday April 2, 2012: Introduction

Optional Background Material

Ancillary Readings (Optional)

WEEK 2. Monday April 9, 2012: Feminist ethnographic fieldwork methods: what are the issues? Are feminist methods and ethnographic methods complementary? contradictory?

Required Readings
WEEK 3. Monday April 16, 2012: Ethnographic & Biocultural Methods & Invited Guest: Dr. L. Karim

**Required Reading**


2. Choose 1 reading from the following chapters on specific methods. Your choice of the following should be based on your area of interest.
      i. The Practice of Feminist In-Depth Interviewing/ Hess-Biber
      ii. The Feminist Practice of Content Analysis / Patricia Lina Leavy
      iii. Feminist Approaches to Mixed-methods Research / Denise Leckenby and Sharlene Nagy Hesse-Biber
      iv. Feminist Survey Research / Kathi Miner-Rubino and Toby Epstein

WEEK 4. Monday April 23, 2012: Introduction: Biological Anthropology and Feminist Research: From the Margins Toward the Center

**Required Reading: Feminism and Human Biology: An Overview**


**Background Readings: Human Biology**


**Background/ Optional Reading Material: Feminist Science: (These articles are important**
background articles and can help frame the context of feminist methods in Biological Anthropology)

4. Åsberg C and L. Birke 2011 Biology is a feminist issue: Interview with Lynda Birke. European Journal of Women’s Studies 17(4) 413–423.

Required Reading:

WEEK 6. Monday May 7, 2012 Human Biology (Health & Nutrition); Bioarcheology; Evolutionary Biology
Required Reading:

WEEK 7 Monday May 14, 2012 : Feminist Theory and Practice in Archaeology
**Required Reading:**


**Required Reading**
5. Watch this short video about Benmayor’s new project, Latina Life Stories, on digital story-telling: [http://www.youtube.com/watch?v=bLbh2gw8EsA](http://www.youtube.com/watch?v=bLbh2gw8EsA)

**WEEK 9. Monday NO Class – Memorial Day observed**

**WEEK 10. Monday June 4, 2012: Final Thoughts and STUDENT PRESENTATIONS**

**Final: 15:15 Monday, June 11 STUDENT PRESENTATIONS**