

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

PROFESSOR INFORMATION: Dr. G. Moreno

Office: 355C Condon

e-mail: gmorenob@uoregon.edu

Office Hours: Thurs. 3:00 – 5:30

Telephone: 6-5113

Contact information for co-professors:

Carol Silverman, 321 Condon, 346-5114, csilverm@uoregon.edu Office hours: M 10-11 am & Fri. 2-3 pm

Madonna Moss, 327 Condon, 346-6076, mmoss@uoregon.edu Office hours: 1-2 pm, Fridays

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).

GRADING FORMAT

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

Undergraduate Students

1. Attendance	10 points	} ~15%
2. Class Participation	15 points	
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	} ~15%
2. Class Participation	15 points	
3. Discussion Leadership	20 points	
4. Article Essays	140 points ~ 47%	
5. Term Project	115 points ~ 39%	
a. Paper : 100 points	Total	295 points
b. Presentation: 10 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: uoac@uoregon.edu or 346-1155) for assistance and request a letter be sent explaining your needs.

CLASS TOPICS AND READINGS

WEEK 1. Monday April 2, 2012: Introduction

Optional Background Material

1. Lewin, Ellen. 2006 Introduction: Feminist Anthropology. In *Feminist Anthropology: A Reader*. pp. 1-38. Blackwood Press.
2. Gailey, C. 2000 Feminist Methods. In *Handbook of Methods in Cultural Anthropology*, H. R. Bernard (ed) pp. 203 – 235. Altimira Press: NY.
3. Krook, M. 2007 Are There Feminist Methods? 2007 Paper presented at the Second Conference of the Association of Feminist Epistemologies, Methodologies, Metaphysics, and Science Studies, Women and Gender Studies Program, Arizona State University, Tempe, AZ, February 8-10, 2007.

Ancillary Readings (Optional)

1. Lamphere, L. 2006 Forward: Taking Stock – The transformation of Feminist Theory in Anthropology. In *Feminist Anthropology*, P.L. Geller and M. K. Stockett (eds) pp. ix – xvi. Univ. Penn. Press: Philadelphia. In *Feminist Anthropology*, P.L. Geller and M. K. Stockett (eds) pp. 1 - 19. Univ. Penn. Press: Philadelphia.
2. Crasnow, S. 2006 Feminist Anthropology and Sociology: Issues for Social Science. *Handbook of the Philosophy of Science. Volume 15: Philosophy of Anthropology and Sociology* Volume editors: Stephen Turner and Mark Risjord. Handbook editors: Dov M. Gabbay, Paul Thagard and John Wood

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

Required Readings

1. Wolf, Diane 1996 Introduction. In *Feminist Dilemmas in Fieldwork*, ed. D. Wolf, Westview Press, pp.1-55.
2. Powdermaker, Hortense. 1966. *Stranger and Friend: The Way of an Anthropologist*, W. W. Norton and Company, pp. 108-114; 115-119; 183-190; 196-198.
3. Stacey, Judith 1988 Can There Be a Feminist Ethnography? *Women's Studies International Forum* 11(1):21-27.
4. Lassiter, Luke 2005 The New (Critical) Ethnography: On Feminist and Postmodern Approaches to Collaboration. Chapter 4, pp. 48-75 in *The Chicago Guide to Collaborative Ethnography*. Univ. of Chicago
5. Lawless, Elaine 1992 "I Was Afraid Someone Like You . . . an Outsider . . . Would Misunderstand." Negotiating Interpretive Differences Between Ethnographers and Subjects. *Journal of American Folklore* 105(417):302-314.

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

Required Reading

1. Karim, L. Chapter 2: The Research Terrain. In *Microfinance and Its Discontents*, pp 35-63. Univ. Minn Press: Minneapolis
2. **Choose 1 reading from the following chapters on specific methods. Your choice of the following should be based on your area of interest.**
 - a. Hess-Biber, S N and P. L. Leavy Wikinson 2007. *Feminist Research Practice: A Primer*.
 - 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 Jayaratne –*
 - b. Wikinson, S. 2006 *Focus Groups A Feminist Method*. In *Feminist Perspectives on Social Research. Feminist Perspectives on Social Research*. Sharlene Nagy Hesse-Biber and Michelle L. Yaise, eds. Pp. 271-295.

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

1. Turner, T.R. 1997 The 1996 American Association of Physical Anthropology membership survey. *Am. J. Phys. Anthropol.* 103: 565-569.
2. Turner, T.R. 2002 Changes in Biological Anthropology: Results of the 1998 American Association of Physical Anthropology Membership Survey. *Amer. J. Phys. Anthropol.* 118:111–116
3. Stinson, S. 2003 Participation of Women in Human Biology, 1975 - 2001. *Amer. J. Hum. Bio* 15: 440-445.
4. Dufour, D. 2006 Biocultural Approaches in Human Biology. *Amer J Hum Bio*.18: 1-- 9.
5. Crooks, D. and G. Moreno-Black 2012 *Slowly Rising Waters: Women in Human Biology*. Submitted: *Voices*.

Background Readings: Human Biology

1. Goodman, A. and T. Leatherman 2001 *Traversing the Chasm Between Biology and Culture: An Introduction*. In *Building A new Biocultural Synthesis*, A. Goodman and T. Leatherman, eds, pp 3 - 41. Univ. Michigan Press: Ann Arbor, MI.
2. Stockett, M.K. and P.L. Geller 2006 *Introduction: Feminist Anthropology: Perspectives on our Past, Present and Future*.

Background/ Optional Reading Material: Feminist Science: (These articles are important

background articles and can help frame the context of feminist methods in Biological Anthropology)

1. Birke, Lynda 1999 Bodies and Biology. In: Feminist Theory and The Body, edited by Janet Price and Margaret Shildrick. Pp 42 - 49. Routledge, N.Y.
2. Gowaty, P. 2003 Sexual Natures: How Feminism Changed Evolutionary Biology. *Signs*: 28 (3): 901-921.
3. Harding, S. 2001 After Absolute Neutrality. Expanding "Science." In *Feminist Science Studies*, pp.291-304, M. Mayberry et al. Routledge: NY.
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.
5. Roy, d. 2008 Asking Different Questions: Feminist Practices for the Natural Sciences. *Hypatia* 23(4):134- 157.
6. Hannagan, RJ. 2008 Gendered Political Behavior: A Darwinian Feminist Approach. *Sex Roles* 59:465–475
7. Eagly A. and W. Wood 2011 Feminism and the Evolution of Sex Differences and Similarities. *Sex Roles* 64:758–767.

WEEK 5. Monday April 30, 2012 Human Biology & Reproductive Issues (Invited Guest: Dr. M. Cheyney).

Required Reading:

1. Cheyney, M. 2011 Chapter 5: Toward a (R)Evolutionary Obstetrics: "Normal" Birth in Home Birth and Evolutionary Perspective. In *Born at Home: The Biological, Cultural and Political Dimensions of Maternity Care in the United States*, Pp. 75-93. Wadsworth: CA
2. Cheyney, M. 2011 Reinscribing the Birthing Body. *MAQ* 25: 519–542.
3. Birke, Lynda 1999 Bodies and Biology. In: *Feminist Theory and The Body*, edited by Janet Price and Margaret Shildrick. Pp 42 - 49. Routledge, N.Y.
4. McIntyre, M. and C. Edwards 2009 The Early Development of Gender Differences. *Annu. Rev. Anthropol.* 2009. 38:83–97.

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

Required Reading:

1. Inhorn, M. and K. Whittle 2001 Feminism Meets the "New" Epidemiologies: Toward an Appraisal of Antifeminist Biases in Epidemiological Research on Women's Health. *Soc. Sci & Med.* 53: 553-567
2. Hadley, C., Brewis, A and Pike, I. 2010 Does Less Autonomy Erode Women's Health? Yes. No. Maybe. *American Journal of Human Biology* 22:103–110.
3. Piperata, B. et al. 2011 Nutrition in Transition: Dietary Patterns of Rural Amazonian Women During a Period of Economic Change. *American Journal of Human Biology* 23:458–469.
4. Liesen, L. 2007 Women, behavior, and evolution. Understanding the debate between feminist evolutionists and evolutionary psychologists. *Politics & Life Sciences* 26:51-68.
5. Geller, P. 2005 Skeletal Analysis and Theoretical Complications. *World Archaeology* 37: 597-609

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

Required Reading:

1. Spector, Janet D. 1993 *What This Axl Means: Feminist Archaeology at a Wahpeton Dakota Village*. Minnesota Historical Society Press, St. Paul.

WEEK 8. Monday May 21, 2012. Collaborative Fieldwork: Activist? Participatory? Collaborative? Invited Guests (Dr. S. Dueppen & Dr. D. Gallagher on collaborative archaeology with gender implications)

Required Reading

1. Fleuhr-Lobban, C. 2008 Collaborative Anthropology As 21st Century Ethical Anthropology. *Collaborative Anthropologies* 1: 176-182.
2. Moreno-Black, G. and P. Homchampa 2008 Collaboration, Cooperation, and Working Together: Anthropologists Creating a Space For Research And Academic Partnerships. *NAPA Bulletin* 29:87 – 98.
3. Cancian, F. and C. Armstead 1992 Participatory Research. In *Encyclopedia of Sociology*, edited by E.F. Borgatta, pp. 1427 -1432.
4. Benmayor, Rina 1991 Testimony, Action, Research, and Empowerment: Puerto Rican Women and Popular Education. In *Women's Words: the Feminist Practice of Oral History*, edited by S. Gluck and D. Patai, NY: Routledge, pp. 159-174.
5. Watch this short video about Benmayor's new project, Latina Life Stories, on digital story-telling: <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