ANTH 315: Gender, Folklore, and Inequality

This class explores the expressive and artistic realms of gendered lives in cross-cultural perspective in relation to questions of politics, power, resistance, and creativity. A critical perspective examines the history and political interests of anthropology and folklore and asks whether an egalitarian, emancipatory, inclusive, and feminist anthropology/folklore is possible. Topics include pollution beliefs, life-cycle events and rituals (e.g. initiations and childbirth), motherhood and fatherhood, religion, music, costume, narrative and visual arts, sexuality in its broadest framework, and gender and human rights. Case studies are drawn from many different cultures. We will have many guest speakers during the term.

I welcome questions and feedback via email, Canvas, telephone, in writing, and in person during office hours. I have a comment bag available at every class for quick anonymous feedback. Your GE, Timothy Herrera, is also available to help you. If you need accommodation for any reason, please the Accessible Education Center, 346-1155, uoaec@uoregon.edu.

Please turn off all mobile devices during class. Computer use is permitted for lecture and section related activities, such as note taking.

Academic Integrity:
The University of Oregon’s policies on academic honesty and plagiarism can be found at conduct.uoregon.edu. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. For example, students must properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas). This includes material from the Internet. If you submit plagiarized work, you will be penalized and reported to the Office of the Dean of Students. Additional information is available at http://researchguides.uoregon.edu/citing-plagiarism.

Respect for the instructor, GE, and fellow students is imperative. Some of the material in this class may be controversial. It is important that we listen to and respond civilly to one another, even when we don’t agree. I encourage everyone to participate and express their opinions freely.

The class utilizes a Canvas site. Under Syllabus, you can find the course and section syllabi. Under Modules you will find a list of anthropological definitions, and by date, class outlines and powerpoints, and most of the article readings. Note that journalistic and newspaper articles, blogs, videos, etc., are online via urls provided in the syllabus; some of these articles are also on Canvas. Some optional articles are also on Canvas. Please use the syllabus to distinguish between required and optional readings.

Canvas Discussions is a site to post comments, further materials, and to ask questions. Exams are posted to Canvas Assignments.
Course Requirements:
1. Attendance, participation, and presentations in your section comprise **25% of your grade**. Further guidelines are explained in your **Section Syllabus**. Sections do meet the first week of classes. Participation during the lecture (including comments and questions) is encouraged; it counts towards the participation percentage of your section grade. Lectures will be interactive and questions are encouraged.

2. Attendance at lectures is required although I will not take attendance. A great deal of material will be presented during lecture that is not in the readings.

3. Three take-home essay exams, based on readings, films, and class and section discussion, comprise **25% + 25% + 25%** of your grade (approximately 6-7 pages each). Exams are factual, interpretive and comparative. Coherent, grammatical, and concise writing is emphasized. Lateness and excessive length will be penalized. Exams are due **Feb 4, Feb 25, and Tuesday March 19, noon**: exams need to be submitted in two formats: hard copy submitted in class plus online submission via Canvas (we use Vericte). Exams are distributed via Canvas at least 5 days prior to the due date.

4. The required readings consist of scholarly articles and short journalistic articles from newspapers, magazines and blogs. Several films and short videos are also required. A 2-part graphic novel is required reading:


The Duck Store also stocks this optional book - we will read excerpted required pages on Canvas:

**Please do the required reading and film viewing prior to lecture. Scholarly articles are available on Canvas; short journalistic articles and video clips are accessed via the indicated URL; some journalistic articles are on Canvas. Films will be on reserve after class viewing. I have also listed many optional articles in your syllabus and posted some of them on Canvas. These are for further exploration.**

Grading Rubric:
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.
F Performance in the course is unacceptable and does not meet the course requirements; demonstrates an unacceptable understanding of the course content.

Learning Outcomes
• Identify the definitions of gender, folklore, and inequality.
• Trace the study of gender in the disciplines of anthropology and folklore.
• Analyze the roles and statuses of gendered people in select cross-cultural locations.
• Analyze gender in cross-cultural perspective in relation to questions of politics, power, resistance, and creativity.
• Interrogate whether a critical an egalitarian, emancipatory, inclusive, and feminist anthropology/folklore is possible.
• Analyze pollution beliefs, life-cycle events and rituals (initiations and childbirth), motherhood and fatherhood in a cross-cultural framework.
• Interrogate human rights issues via case studies of ethnicity, gender, and sexuality in a cross-cultural framework.
• Identify current issues illuminating the relationship of Islam and gender.
• Trace the gender roles of Roma.
• Analyze sex, gender, and sexuality in their broadest cross-cultural framework.

Course Outline:


2. **Jan 9**: Menstruation, Pollution and Power. Female and male initiation rituals: structure and symbols. In class, we will watch excerpts from the archival film: *Seasons of a Navajo* (1983) https://www.youtube.com/watch?v=OqurstPL6kI


3. **Jan 14**: Menstruation: taboos, celebrations, policies, and taxes.


https://www.youtube.com/watch?time_continue=2&v=b6Cl4KZlXjQ

These Vintage Tampon Ads Will Terrify Your Vagina, 2015. 

View several contemporary advertisements for “sanitary products,” such as:

Serena Williams Mother Nature 2010: http://www.youtube.com/watch?v=H1eYV63ap20

Mother Nature 2010: http://www.youtube.com/watch?v=9kDT3xmj9bU

Fake Russian Tampax ad (from Movie 43, 2013): 
http://www.youtube.com/watch?v=wGZpWOMGJCM

U by Kotex- Reality Check: 
http://www.youtube.com/watch?v=lypeLL1dAs

Tiny Tampon Queen: 
http://www.youtube.com/watch?v=0XnzfRqkRxn


http://www.msmagazine.com/Fall2008/LikeANaturalWoman.asp


http://www.prospect.org/cs/articles?article=rights_versus_rites

Moore, Jina. She Ran From the Cut, and Helped Thousands of Other Girls Escape, Too. 

Report Finds Gradual Fall in Female Genital Cutting in Africa. Canvas. 
Optional: Young Maasai Activist Challenges Circumcision Tradition. Tell me More, November 15, 2013


Optional: This Female Genital Mutilation Survivor Teaches Victims How To Enjoy Sex
http://www.huffingtonpost.com/entry/how-this-female-genital-mutilation-survivor-learned-to-love-sex_us_5759d1fae4b0e39a28ad0672?section

5. Jan 21. MKL Day. No class


http://www.nytimes.com/2014/12/15/opinion/are-midwives-safer-than-doctors.html

Optional: Twins don’t need C-Sections:
http://well.blogs.nytimes.com/2013/02/18/twins-dont-need-c-sections/?_r=0

Optional: American Way of Birth, Costliest in the World

http://gatehousenews.com/failuretodeliver/


Interview with Melissa Cheyney, PhD, CPM, LDM. The Heart of Touch.
https://vimeo.com/248045116

Optional: Parts 1, 2, 4, and 5.


### 8. Jan 30: Mothering, and Fathering: Instinct or Learned?


### 9. Feb 4. EXAM DUE  Introduction to the Muslim World and the Middle East.

*Some Women of Marrakech* (Archival film 1977, 51 minutes DVD 05856) by Elizabeth Fernea. In class.


Optional: Men in Iran are wearing hijabs in solidarity with their wives who are forced to cover their hair July 28, 2016. http://www.independent.co.uk/news/people/men-in-iran-are-wearing-hijabs-in-solidarity-with-their-wives-a7160146.html


12. **Feb 13:** Guest lecture by Iranian graduate student Kiana Youssefzadeh, Romance Languages.


Glance at: https://www.facebook.com/StealthyFreedom/
Optional: 13 minute lecture by Masih Alinejad, Nov 29, 2018: https://www.instagram.com/tv/BqwltbMhk62/?utm_source=ig_share_sheet&igshid=kbтом5nkrs1ie&fbclid=1wAR3RNTq114rFsck8yC_5QwK202MQhyL2rVMKqpGT9qmwFHiiFDvzLI2tnz0


Saudi women who campaigned for the right to drive tortured, Amnesty International says. Also watch the embedded 6 minute video. https://www.abc.net.au/news/2018-11-22/saudi-women-who-campaigned-for-the-right-to-drive-tortured/10527104

Malala Yousafzai UN Speech 2013: Girl Shot by Taliban Gives Address: http://www.youtube.com/watch?v=5SClmL43dTo


Mona Haydar: Syrian-American Muslim Rap Artist
Barbarian June 2018: https://www.youtube.com/watch?v=lfDQ5REWCu0
Wrap my Hijab 2017: https://www.youtube.com/watch?v=XOX9Q_kVPeo
Lyrics on Canvas.
Optional: Dog 2017: https://www.youtube.com/watch?v=idMJIEFH_ns
Optional: http://www.monahaydar.com/music/

Optional: Benzizoune, Romaissaa. How to Be a Hoejabi.


Optional: In a Ban, a Measure of European Tolerance (France). On Canvas.


Documentary film Paris is Burning (1996) (in class)
Trailer: 2018 FX TV series Pose: https://www.youtube.com/watch?v=Us-yvjTUepA (in class)


Vicks Hijra advertisement 2017: https://www.youtube.com/watch?v=7zeeVEKaDLM

Optional: Gauri Sawant Speaks Exclusively To India Today On Fighting For Transgender Rights, April 4, 2017
https://www.youtube.com/watch?v=JHNKB6obu-g

Optional: Sworn Virgins of Albania, by Jill Peters. GQ, 2014:
http://www.jillpetersphotography.com/gqvideo.html


Optional: A Spirit of Belonging Inside and Out: An Indian identity that means more than being gay or lesbian. http://www.nytimes.com/2006/10/08/fashion/08SPIRIT.html

17. March 4: Guest Question and Answer session on American transgender issues with Anthropology Prof. Zachary DuBois, specialist in Biocultural Trans Studies.


Optional: Jackson Bird’s TED talk and blog:
https://www.ted.com/talks/jackson_bird_how_to_talk_and_listen_to_transgender_people
http://www.jacksonbird.cool/blog/category/Transmission

18. March 6: Roma (Gypsies): History, stereotypes and realities.


Read at least 3 news items from the following 2 websites:
European Roma Rights Center: www.errc.org
European Roma Information Office: www.erionet.eu


Explore this website, especially the videos:

Final Exam due Tuesday, March 19 noon.