Course Description and Objectives

This course will review some of the major theoretical works and case studies on the many ways in which the discourses and practices of states and nations are gendered. In keeping with anthropological approaches to the study of states and nations, we will concentrate on the effects of state power and national(ist) discourses on 1) culturally specific conceptual frameworks and 2) the everyday lives of women, men, and societies. We will consider both men and women, masculinities and femininities, as well as sexuality as they intersect with issues of state and nation. Thematic focus will fall especially on discursive representations, reproduction, ethnicity, violence, and citizenship.

Course Requirements and Grading

Your grade will be based on:

- Class participation and attendance: 10%
- Readings presentation: 10%
- Media essay: 10%
- 6 Reaction papers (your choice of weeks) (2-3 pages) (5% each): 30%
- Take-home final essay (8-10 pages): 40%

Participation: this course depends on active participation from all students. This means you must come to class having read the assigned readings and that you share your critical evaluation of the readings in class and participate in discussion. For each reading you should consider:

- What is the main argument?
- What evidence does the author present to back up this argument (and how was it gathered)?
- Do you agree with the argument? Why or why not and in what ways?
- How does this reading relate to the rest of the literature we have covered in class (or other literature you have read)? To your own experiences?

You must have a GOOD EXCUSE to miss class. I will give you one “free miss” but more than one absence without documentation will negatively affect your grade.

Readings presentation: each student will be responsible for initiating discussion about the readings in one class (in most cases, this means covering two articles). As discussion leader you should briefly present the main arguments of the reading(s) and present your own critique (follow the guidelines given above for class preparation). Expect to speak for about 10 minutes before we
open the class up for discussion.

**Media essay:** choose a recent article from the media – a newspaper, magazine, transcript of a radio or TV show – that illustrates an aspect of gendered state practices and/or nationalism. In 1-2 pages, write a summary of the ways in which your article relates to the material covered in this course. Bring your essay and the article to class for discussion (Week 9). If the article is not in English, please provide an English summary.

**Reaction papers:** each paper should cover the readings for one class period (in most cases, two articles). Follow the guidelines above for discussion preparation but concentrate less on summarizing the argument and more on your critique and relating these readings to the other literature from the course, if appropriate. Papers should not exceed 3 double-spaced pages. You must turn in 6 of these, but it is up to you which class meetings you choose.

**Take-home final essay:** the questions for this essay will be handed out in class during Week 11. You will have to answer 2 out of 3 questions about the broad themes of the course using specific examples and references to the texts (with all quotes properly cited, of course!). Use as much space as your answer requires, but try not to exceed 12 double-spaced pages.

**Writing guidelines**

All written material must be typed (word-processed) in 12-point font (Times New Roman) and double- or 1½-spaced with page numbers at the bottom. Double-sided printing is encouraged. Provide full references for any works not included on our syllabus. If you are unsure about rules for citations and avoiding plagiarism, please see me or the Academic Writing Center. Any emailed drafts MUST have the student’s name in the file name. Final drafts must be submitted in paper form unless we agree otherwise. Remember to back up your computer files so you don’t have to repeat your work!!!

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**Schedule of Topics, Assignments and Readings**

**Week 1**

Jan. 10  
1. **Introduction:** Understanding anthropology and ethnography

Jan. 12  
2. **Terms and theoretical perspectives:** Nation, state, and anthropology

Reading due:

**Week 2**

Jan. 17  
1. **Globalization and ethnographies of the state**

Reading due:
Jan. 19

2. Feminist challenges: Gendered nationalism

Reading due:

Week 3

Jan. 24

1. Gendered nationalism, gendered states

Reading due:

Jan. 26

2. Nationalism and masculinities

Reading due:

Week 4

Jan. 31

1. Representations: Women as markers of difference

Reading due:

Feb. 2

2. Representations: Competing masculinities

Reading due:
- Tamar Mayer, “From Zero to Hero: Masculinity in Jewish Nationalism.” In Gender Ironies of Nationalism: 283-308.

Week 5

Feb. 7

1. Reproducing the nation, reproducing the state (I)

Reading due:

Feb. 9
2. Reproducing the nation, reproducing the state (II)

Reading due:

Week 6
Feb. 14
1. The state as pimp: Prostitution and the state

Reading due:

Feb. 16
2. Policing reproduction in colonies

Reading due:

Week 7
Feb. 21
1. Bodies and sexuality

Reading due:

Feb. 23
2. Socialist states

Reading due:
Week 8
Feb. 28

1. **Postsocialist states**

Reading due:

Mar. 2

2. **Gendered states: Citizenship and welfare**

Reading due:

Week 9
Mar. 7

1. **Discussion of media essays**

- *Bring in media article and essay for discussion* (see above for details)

Mar. 9

2. **Citizenship as soldiering**

Reading due:

Week 10
Mar. 14

1. **NO CLASS – NATIONAL AND CEU HOLIDAY**

Mar. 16

2. **Wartime sexual violence: India and former Yugoslavia**

Reading due:
Week 11  
Mar. 21  
1. Masculinity, war and sexual violence

Reading due:

Mar. 23  
2. What is the relationship between feminism and nationalism?

Reading due:

Essay questions for take-home final handed out in class

Week 12  
Mar. 28  
NO CLASS – EASTER MONDAY

Mar. 30  
2. Can (feminist) gender solidarity bridge ethno-national divisions?  
Concluding discussion and review

Reading due:

April 1  
Take-home finals due (details to be announced)

*Note: Late papers will only be accepted with a VERY GOOD REASON (situations beyond your control), and no later than Friday, April 1 at 5pm. Papers that are late without a good reason will be graded down one grade for each day they are late.*

* * * Good Luck with your Thesis Writing! * * *