

Sociology/Anthropology 520
Sex Roles, Gender and Society

Dr. Helen Rizzo

Spring 2013
CP26 SSE Building
Tuesdays 5:00 – 7:25 p.m.
Office Hours: UW 1-2 p.m. and by appointment

Office: 2096 Prince Alwaleed HUSS Building
Phone: 2615-1869
e-mail: hrizzo@aucegypt.edu
Mailbox: 2101 Prince Alwaleed HUSS Building

Required Texts

Packet of required readings: It will be available on Blackboard. The packet contains articles from social science journals, book chapters, and selections from social science collections to provide a well-rounded perspective on course topics. It is essential that students complete all readings to expand understanding of the course and to participate in class discussions. Full citations are included in this syllabus for those who prefer to obtain the articles from original sources. In addition, some articles may be obtained from the archives of publications on the World Wide Web if one is so inclined.

Course Description

This is a graduate seminar designed to acquaint students with the sociology/anthropology of gender and social change. This course includes attention to the interface between sociology/anthropology and economics, political science and related fields. The approach to gender is both cultural, such as dealing with identity formation and maintenance, and social, stressing processes and social groups, such as the role of the state and labor markets. We will also discuss issues that have both cultural and structural implications such as nationalism, development, democratization, religion, social movements and revolution. We will begin the course with an overview of the concepts of gender (femininities and masculinities) and patriarchy, and the relationships between sociology/anthropology and feminism.

Course Objectives

The primary goals are: 1) to introduce the student to the prevalent theories, concepts and relevant empirical research related to gender and social change, while 2) building an understanding of contemporary global social issues that accompany these processes such as patriarchy, access to public space and the public sphere, the role of the state, democratization, and other global economic, political and social concerns. There will be a particular emphasis on understanding global gender inequality and "North-South" relations from a Global South point of view.

Finally, this course has a somewhat heavy reading load. Many of the readings are also difficult. Recognize this from the start and budget your time wisely. Do not give up because you do not understand. Try to figure out exactly where and why the author is confusing and bring this to class. Class participation is essential in a graduate seminar. Students are expected not only to be present but also to be prepared to discuss the readings. Always come to class with questions and comments. Every student is expected to come prepared with at least one question or comment.

Keep in mind with respect to class discussion and the critical memos: Contributing to a discussion means constructively engaging in a collective exchange—i.e. not dominating the discussion or merely stating your position without defending it. It will be very helpful to the class as a group if you speak as clearly and as fully as you can about what you are finding difficult to understand so that we can all understand the issues better; you will lose neither points nor “status” for this.

Course Requirements

1. *Attendance and Class Participation.* I will base **20%** of your final grade on attendance and class participation. You are expected to come to class prepared to discuss the readings for each week. The more you keep up with the readings, the more you will learn in class. Also each session two students (in a rotating schedule) will be responsible for directing class and preparing the readings to be covered for that day. The discussion leaders will facilitate the class discussion by presenting to the class 3-4 questions that require us to synthesize or critique the material in the readings in order to initiate conversation. The discussion leaders should **WORK TOGETHER** to make their questions/responses as interesting as possible in order to engage us into conversation about the material. In other words, I **DO NOT WANT** the discussion leaders to merely divide the readings and only give summaries of them to the class. You will receive a lower grade if you do this (out of a 10 point scale). The discussion leaders **together must e-mail** their written responses to the questions, numbered, typed and single-spaced (1 page) to the class (use Blackboard) **by 10:00 a.m. on the day they lead the discussion.** For this system to work, questions and responses must be in on time; everyone should make all efforts to review these responses prior to our meeting.

Attendance records will be kept at the beginning of each class to note attendances and absences. Please come to class on time. **I will take attendance 5 minutes into class. If you arrive after attendance has been taken, you will be marked absent.** There will be one 10 minute break during the class session. Please do not leave during the class session except for the break or an emergency situation. It is distracting. If on the rare occasion you need to arrive late or leave early, please inform me first so I do not mark you as absent.

2. *Critical Memos.* For **20%** of your final grade and to further facilitate our in-class discussion, students are expected to bring with them to class a hard copy written comment or critique about that day's readings, which will be handed in at the beginning of class (and a soft copy to Blackboard by 11:59 p.m.). It should be an approximately 2-3 page critical appraisal of some aspect of that day's readings that grabs your attention. If you miss a week's memo, you may hand it in at the next session. Thus, you can turn in up to 2 memos per session. You need to do at least **6 (out of 12)** memos this semester. You are welcome to do more and I will count the 6 best memos in your final grade. **YOU MUST DO AT LEAST 3 MEMOS BY SUNDAY MARCH 26, THE DATE OF THE MIDTERM EXAM. IN OTHER WORDS, YOU MUST DO THEM THROUGHOUT THE SEMESTER. I WILL NOT ACCEPT LATE MEMOS AT THE END OF THE SEMESTER.**

Each memo must include: --a short summary of the reading
--a critical analysis of the reading

Each memo will be graded on a 10-point scale. A mere summary of the material will not earn you a full grade. You must also synthesize and critique the theoretical arguments and/or empirical research. In writing your memos, please keep in mind the following questions:

What is the main point?

What are the theoretical issues that come up in this reading?

What questions do this week's readings raise?

Do you agree or disagree with particular arguments?

What are the author's major contributions, major weaknesses?

Can the argument be usefully applied in another context?

How does this piece challenge other readings?

3. *Take-home Midterm Exam.* I will base **30%** of your final grade on a take-home essay midterm exam. The exam will cover the first half of the course. You are responsible for all readings, as well as material covered in lectures and class discussion. Optimal performance on exams will only occur by both attending class and doing the assigned readings. It will consist of essay questions and the answers should be typed and double-spaced. The midterm will be due on **March 26.** Please bring a hard copy to class and submit a soft copy to Blackboard by 11:59 p.m. on that day.

4. *Term Paper.* I will base **30%** of your final grade on a 15-20-page paper (typed and doubled spaced) discussing a specific topic in the sociology/anthropology of gender. You will need to make an appointment to discuss your paper topic with me by **Feb. 19**. A two-page abstract, outline and references for your paper are due **April 9**. The final paper is due **Sunday May 26 to Blackboard by 11:59 p.m.** More details will be given in a handout as the semester progresses.

5. *Policy on late assignments.* Late assignments will not be accepted without penalty unless there is an emergency situation and you contact me **WITHIN 48 HOURS OF THE DUE DATE** or in a non-emergency situations, you contact me **AT LEAST 24 HOURS PRIOR TO THE DUE DATE** to ask for an extension. Otherwise, late assignments will be penalized **ONE LETTER GRADE** for each day that it is late.

6. *Appearance of written work.* All written work must be typed, double-spaced, with 1 inch margin and a font between 10-12 pt. Please keep a copy of all written work when turning in assignments to insure that you get credit for your work.

7. *Students with disabilities.* Students with documented disabilities that require modified instructional procedures should notify me within the first week of classes. Please bring a note from Student Disability Services, Office of Student Support specifying any special needs you may have.

8. *Cheating and plagiarism.* Any information, arguments, or data used by students in their work (critical memos, take home midterm exam, final paper) should be properly cited and credited with **IN-TEXT CITATIONS AND A BIBLIOGRAPHY**. This includes paraphrased information and direct quotations used in your papers. Should you fail to give proper credits wherever appropriate (this includes directly pasting material from the World Wide Web into your paper without giving proper credit), copying papers from friends, **I will give you an F (0%) on the paper in question**. I also reserve the right to fail you for the course and to turn your name over to the university's Academic Integrity Committee for further disciplinary measures. For more information see <http://www.aucegypt.edu/academics/integrity/Pages/default.aspx>.

9. *Food and drink in the classroom.* Soft drinks and snacks are permitted as long as they do not cause class disruption or result in littering. In other words, no chips or other noise-making food are allowed; clean-up afterwards is expected. Needless to say, classrooms are held in smoke-free environment.

10. *Mobile phones and other disruptive equipment.* Please turn off all mobile phones or any other potentially disruptive equipment. Please do not make or receive phone calls unless there is an emergency situation and please leave the classroom to do so.

11. *Academic freedom and intellectual interaction.* In this course we will deal with a number of topics that are often controversial. You are free to offer the class any disagreement you may have with the readings or lecture. You will NOT be penalized for disagreeing with other students or the instructor, but your perspective must be based on evidence from course or other readings. Freedom of speech and ideas is a basic principle of academic life (and of universal human rights). Please listen carefully to your classmates and respect other viewpoints. Every student will have a chance to express her/his opinion as long as it is voiced in a respectful manner. Intellectual interaction and a healthy academic environment necessitate that we address and refer to each other with utmost politeness, cordiality, and an appropriate tone of speech. In addition, varied points of view must be expressed in a manner that is sensitive to differences in ability, class, ethnicity, lifestyle, race, religion, or sex, and should not be expressed so as to be perceived as a personal attack. Thus, engaging in derogatory statements, hate speech, interruptions, heckling, or in belittling ideas with which one disagrees will not be tolerated. In short, respect for others' differences is the one of the most important prerequisites for enrollment in this course.

<u>Grading scale:</u>	93-100	A	83-86	B	70-76	C
	90-92	A-	80-82	B-	Below 70	F
	87-89	B+	77-79	C+		

Tentative Course Outline

**Note--this is only a guide. There may be points over the semester where we may move slightly faster or slower than indicated below. The instructor will inform students of any large deviations from this outline.

<u>Week</u>	<u>Date</u>	<u>Topic/Readings</u>
1	Feb. 5	Course Introduction
2	Feb.12	Relationship between Gender, Feminism and Sociology/Anthropology Butler, Judith. 1994. "Gender as Performance: An Interview with Judith Butler." <i>Radical Philosophy</i> 67: 32–39. Moore, Henrietta. 1999. "Whatever Happened to Women and Men? Gender and Other Crises in Anthropology." Pp. 151-171 in <i>Anthropological Theory Today</i> . Cambridge, UK: Polity Press. Strathern, Marilyn. 1987. "An Awkward Relationship: The Case of Feminism and Anthropology." <i>Signs</i> 12: 774-790. Komarovskiy, Mirra. 1991. "Some Reflections on the Feminist Scholarship in Sociology." <i>Annual Review of Sociology</i> 17: 1-25. Devault, Marjorie. 1996. "Talking Back to Sociology: Distinctive Contributions of Feminist Methodology." <i>Annual Review of Sociology</i> 22: 29-50. Charrad, Mounira M. 2011. "Gender in the Middle East: State, Islam, Agency." <i>Annual Review of Sociology</i> 37: 417–37.
3	Feb. 19	Does Patriarchy Still Matter? Enloe, Cynthia. 2004. "Introduction: Being Curious about Our Lack of Feminist Curiosity." Pp. 1-10 in <i>The Curious Feminist: Searching for Women in a New Age of Empire</i> . Berkeley, CA: University of California Press. Hatem, Mervat. 1987. "Class and Patriarchy as Competing Paradigms for the Study of Middle Eastern Women." <i>Comparative Studies in Society and History</i> 29 (4): 811-818. Kandiyoti, Deniz. 1988. "Bargaining with Patriarchy." <i>Gender and Society</i> 2 (3): 274-290. Joseph, Suad. 1993. "Connectivity and Patriarchy among Urban Working-Class Arab Families in Lebanon." <i>Ethos</i> 21 (4): 452-484. Moghadam, Valentine M. 2003. "Patriarchy and the Changing Family." Chapter 4 in <i>Modernizing Women: Gender and Social Change in the Middle East, 2nd ed.</i> Boulder, CO: Lynne Rienner Publishers.

Term Paper Topic Due

4 Feb. 26 **Gender and Masculinities**

- Connell, R. W and James W. Messerschmidt. 2005. "Hegemonic Masculinity: Rethinking the Concept." *Gender & Society* 19 (6): 829-859.
- Enloe, Cynthia. 2004. "All the Men are in the Militias, All the Women are Victims." Pp. 99-118 in *The Curious Feminist: Searching for Women in a New Age of Empire*. Berkeley, CA: University of California Press.
- Kandiyoti, Deniz. 1994. "The Paradoxes of Masculinity: Some Thoughts on Segregated Societies." Pp. 197- 216 in *Dislocating Masculinity: Comparative Ethnographies*, edited by Andrea Cornwall and Nancy Lindisfarne. London: Routledge.
- Ali, Kamran Asdar. 2003 "Myths, Lies and Impotence: Structural Adjustment and Male Voice in Egypt." *Comparative Studies in South Asia, Africa and the Middle East* 23 (1): 321-334.
- Amar, Paul. 2011. "Middle East Masculinity Studies Discourses of "Men in Crisis,"": Industries of Gender in Revolution." *Journal of Middle East Women's Studies* 7 (3): 36-70.

5 Mar. 5 **Gender and Development**

- Rai, Shirin. 2002. "Gender and Development: Theoretical Perspectives in Context." Pp. 44-83 in *Gender and the Political Economy of Development: From Nationalism to Globalization*. Cambridge: Polity Press.
- Nussbaum, Martha. 1999. "Women and equality: The capabilities approach." *International Labour Review* 138 (3): 227-245.
- Moghadam, Valentine M. 2003. "Economic Development, State Policy, and Women's Employment." Chapter 2 in *Modernizing Women: Gender and Social Change in the Middle East, 2nd ed.* Boulder, CO: Lynne Rienner Publishers.
- Waring, Marilyn. 2004. "Prologue and Chapter 1." Pp. 1-36 in *Counting for Nothing: What Men Value and What Women are Worth, Second Edition*. Toronto, Canada: University of Toronto Press.

6 Mar. 12 **Gender and the State**

- Amar, Paul. 2011. Turning the Gendered Politics of the Security State Inside Out." *International Feminist Journal of Politics* 13 (3): 299-328.
- Charrad, Mounira M. 2011. "Central and Local Patrimonialism: State-Building in Kin-Based Societies." *Patrimonial Power in the Modern World, Annals* 636: 49-68.
- Charrad, Mounira. 1990. "State and Gender in the Maghrib." *Middle East Report* 20: 19-24.
- Joseph, Suad. 1996. "Gender and Citizenship in Middle Eastern States." *Middle East Report* 26: 4-10.
- Kandiyoti, Deniz. 1991. "Women, Islam and the State." *Middle East Report* 21: 9-14.

- 7 Mar. 19 **Gender and Nationalism**
- Puri, Jyoti. 2004. Chapter 3 in *Encountering Nationalism*. Malden, MA: Blackwell Publishing.
- Enloe, Cynthia. 1990. "Nationalism and Masculinity." Pp. 42-64 in *Bananas, Beaches and Bases*. Berkeley, CA: University of California Press.
- Kandiyoti, Deniz. 1994. "Identity and its Discontents: Women and the Nation." Pp. 376-391 in *Colonial Discourse and Post-Colonial Theory: An Introduction*, edited by Patrick Williams and Laura Chrisman. New York: Columbia University Press.
- Moghadam, Valentine M. 2003. "Afghanistan: Revolution, Reaction, and Attempted Reconstruction." Chapter 7 in *Modernizing Women: Gender and Social Change in the Middle East, 2nd ed.* Boulder, CO: Lynne Rienner Publishers
- 8 Mar. 26 **Midterm Exam Due**
- Films and/or guest speakers TBA
- 9 Apr. 2 **Gender and Religion**
- Tohidi, Nayereh and Jane H. Bayes. 2001. "Women Redefining Modernity and Religion in a Globalized Context. Pp. 17-60 in *Globalization, Gender and Religion* edited by Jane H. Bayes and Nayereh Tohidi. New York, NY: Palgrave.
- Mir-Hosseini, Ziba. 2003. "The Construction of Gender in Islamic Legal Thought and Strategies for Reform." *Hawwa* 1(1): 1-28.
- Ezzat, Heba Raouf. 2001. "The Silent Ayesha: An Egyptian Narrative." Pp. 231-257 in *Globalization, Gender and Religion* edited by Jane H. Bayes and Nayereh Tohidi. New York, NY: Palgrave.
- 10 Apr. 9 **Gender and Democratization**
- Hawkesworth, Mary E. 2001. "Democratization: Reflections on Gendered Dislocations in the Public Sphere." Pp. 223-236 in *Gender, Globalization, and Democratization*, edited by Rita Mae Kelly, Jane H. Bayes, Mary E. Hawkesworth and Brigitte Young. Boulder, CO: Rowman and Littlefield Publishers, Inc.
- Moghadam, Valentine M. 2004. "The Gender of Democracy: The Link Between Women's Rights and Democratization in the Middle East." *Arab Reform Bulletin* 2: 2-3.
- Seidman, Gay W. 1999. "Gendered Citizenship: South Africa's Democratic Transition and the Construction of a Gendered State." *Gender & Society* 13: 287-307.
- Okeke-Ihejirika, Philomina E. and Susan Franceschet. 2002. "Democratization and State Feminism: Gender Politics in Africa and Latin America." *Development and Change* 33(3): 439-466.

Term Paper Outline and References Due

11 Apr. 16 **Access to Public and Private Space**

- Nelson, Cynthia. [1974] 2007. "Public and Private Politics: Women in the Middle Eastern World." *Cairo Papers in Social Science* 28 (2/3): 73-92.
- Phadke, Shilpa. 2007. "Dangerous Liaisons: Women and Men: Risk and Reputation in Mumbai." *Economic and Political Weekly*: April 28: 1510-1518.
- Guano, Emanuela. 2007. "Respectable Ladies and Uncouth Men: The Performative Politics of Class and Gender in the Public Realm of an Italian City." *Journal of American Folklore* 120 (475): 48-72.
- Rizzo, Helen, Anne M. Price and Katherine Meyer. 2012. "Anti Sexual Harassment Campaign in Egypt." *Mobilization* 17 (4): 457-475.

12 Apr. 23 **Gender and Social Movements**

- Kuumba, M. Bahati. 2001. Chapters 1 and 3 in *Gender and Social Movements*. Walnut Creek, CA: Altamira Press.
- Ray, Raka and A.C. Korteweg. 1999. "Women's Movements in the Third World: Identity, Mobilization and Autonomy." *Annual Review of Sociology* 25: 47-71.
- El Mahdi, Rabab. "Egypt's Feminist Movement: Different or Non-Existant?" *Cairo Papers in Social Science*. Cairo: AUC Press, Summer/Fall 2009: 29 (2/3): 117-134.
- Al-Ali, Nadje S. 2002. "The Women's Movement in Egypt, with Selected References to Turkey." *Civil Society and Social Movements: Programme Paper Number 5*. Geneva, Switzerland: United Nations Research Institute for Social Development (UNRISD).

13 Apr. 30 **No Class: Spring Break**

14 May 7 **Gender and Social Movements**

- Moghadam, Valentine. 2009. Chapters 1 and 4 in *Globalization and Social Movements: Islamism, Feminism and the Global Justice Movements*. Lanham, MD: Rowman & Littlefield Publishers.
- Vinson, Pauline Homsy and Nawar Al-Hassan Golley. 2012. "Challenges and Opportunities: The Women's Movement in Syria." Pp. 65-92 in *Mapping Arab Women's Movements*, edited by Nawar Al-Hassan Golley and Pernille Arenfeldt. Cairo, Egypt: The American University in Cairo Press.
- Tétreault, Mary Ann, Helen Rizzo and Doron Shultziner. 2012. "Fashioning the Future: The Women's Movement in Kuwait." Pp. 253-278 in *Mapping Arab Women's Movements*, edited by Nawar Al-Hassan Golley and Pernille Arenfeldt. Cairo, Egypt: The American University in Cairo Press.
- Moghadam, Valentine, and Elham Gheytaichi. 2010. "Political Opportunities and Strategic Choices: Comparing Feminist Campaigns in Morocco and Iran." *Mobilization* 15(3): 267-88.

- Moghadam, Valentine M. 2003. "Reforms, Revolutions, and the Woman Question." Chapter 3 in *Modernizing Women: Gender and Social Change in the Middle East, 2nd ed.* Boulder, CO: Lynne Rienner Publishers.
- Badran, Margot. 1998. "Gender, Islam and the State: Kuwaiti Women in Struggle, Pre-invasion to Post-Liberation." Pp. 190-208 in *Islam, Gender & Social Change*, edited by Yvonne Yazbeck Haddad and John L. Esposito. New York: Oxford University Press.
- Amrane-Minne, Danièle Djamila and Farida Abu-Haidar. 1999. "Women and Politics in Algeria from the War of Independence to Our Day." *Research in African Literatures* 30 (3): 62-77
- Sholkamy, Hania. 2012. "Women Are Also Part of This Revolution." Pp. 153-174 in *The Arab Spring in Egypt: Revolution and Beyond*, edited by Bahgat Korany and Rabab El-Mahdi. Cairo, Egypt: The American University in Cairo Press.

Final Paper Due: Sunday May 26 to Blackboard by 11:59 p.m. **Good luck!!!**