

Anthropology of Gender and Globalization

Anthropology 0302

T/TH 1-2:20 PM

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Office hours: Wednesday 11am-12pm, 1:15-2pm, or by appointment
Giddings 210

Course description

The concept, globalization, often refers to movements of people, goods, labor, capital and ideas across national borders. In academic and popular discourse, such movements are said to cause productive frictions, transforming local experiences and identities. The primary goal of this course to interpret these movements and frictions ethnographically, and to analyze how gender and sexuality are understood, experienced, and shaped by global forces at particular moments in history. We will pay specific attention to the implications of these global processes on people's everyday lives. We will examine how globalization shapes cultural constructions and political configurations of gender, as well as how an ethnographic focus on gender sheds light on various aspects of globalization. Topics covered include anthropological theories of gender, sexuality, and globalization; ethnographic and historical perspectives on gendered patterns of labor, consumption, production and identity formation in colonial and post-colonial societies; contemporary struggles against deleterious effects of global capitalism; and the dynamic interface of nationalist projects (war, tourism, beauty pageants) with gender and sexuality. Case studies will draw on ethnography and film based in West Africa, Latin America and the Caribbean, Eastern Europe and East Asia. Through reading and analyzing ethnographies and film from/about these regions, and producing our own audio podcasts, we will explore shifts in local culture and gendered foundations of global processes.

Course aims and objectives

By the end of the course, students will have:

- Outlined and described different theoretical and methodological approaches to 'globalization' and 'gender' within anthropology and other humanities/social science disciplines;
- Evaluated these theoretical and methodological approaches to understanding transnational and global processes through writing and other media;
- Gained hands-on experience and practice using different types of media (blogs, audio recording/podcasts, and conventional papers) to describe the production process, and convey stories about and analyze processes of globalization and their relationship to gender; and
- Learned to work collaboratively and effectively in a team environment.

Required reading

Course readings will include articles, audiovisual material (available on the Canvas website) and the books listed below.

Burke, Timothy. [2003] 1996. *Lifebuoy Men, Lux Women: Commodification, Consumption and Cleanliness in Modern Zimbabwe*. Duke University Press.

Coulter, Chris. 2009. *Bush Wives and Girl Soldiers: Women's Lives through War and Peace in Sierra Leone*, Cornell University Press.

Edmonds, Alexander. 2010. *Pretty Modern: Beauty, Sex and Plastic Surgery in Brazil*. Duke University Press.

Niranjana, Tejaswini. 2006. *Mobilizing India: Women, Music, and Migration between India and Trinidad*. Duke University Press.

Parrenas, Rhacel. 2011. *Illicit Flirtations: Labor, Migration and Sex Trafficking in Tokyo*. Stanford University Press.

Requirements and grading

Component	Description	% final grade
<i>Participation</i>	<p>Class attendance (10). Attendance will be taken. Each student is allowed one and missing three classes will reduce participation grade by 1/3.</p> <p>Discussion (10). Participation during general class discussions is based on thorough engagement with the texts, and reading discussion questions submitted on Canvas by 12pm. each Monday before class, under the folder labeled "Discussions."</p> <p>Week-in-review podcast with program notes (10): Each class session will have three 'note-takers' who are responsible for chronicling the class sessions and key ideas raised during discussion. These will be posted by Sunday, 11:59am following the week in question. Sign-up for note-taking duties will occur online before the second class meeting (January 29).</p>	30%
<i>Analytic commentaries</i>	<p>3 papers, 3-5 double-spaced pages each:</p> <p>(1) podcast review (2/21/13)</p> <p>(2) analytic commentary on ethnography (DUE 3/5/13); and</p> <p>(3) a critical film review (DUE 4/9/13).</p> <p>Handouts describing specific requirements for each assignment will be posted on Canvas.</p>	30%
<i>Podcast (group project with individual components)</i>	<p>Pitch – due in class and presented (2mins), due: 2/21/13</p> <p>Progress report blog: ongoing. Each member of the group is responsible for updating progress on the podcast. (See guidelines on page</p> <p>Podcast – due on exam day, along with transcript, individual evaluations of group members, with short write-up outlining contributions of each group member.</p>	40%

Expectations for class participation:

We will begin with a brief overview of the key concerns related to the week's theme that also addresses the themes posted on the course website on Sunday evening.

Reading themes: On Sunday evening by 8pm, you are required to submit at least three key themes/keywords related to the week's reading. We will have a generalized class discussion

guided by the frequency of themes raised. You will begin posting these on the first full week of class. You must be prepared to elaborate on the themes you chose for inclusion in the week's discussion.

In-class discussion: For your participation in class discussions, you will be graded not on the quantity of comments that you make, but on your ability to ask critical, open-ended questions of the readings and to listen, respond to, and build on your classmates' comments.

Notetaking/Week-in-review: At the end of each week, 2-3 students will be required to produce a "week-in-review" podcast. In addition to providing a concise overview of what happened in class, it is intended to get students accustomed to synthesizing discussion, assigned reading and other relevant materials. Each week-in-review podcast should be posted on the Canvas with program notes. Program notes should include a glossary of key concepts. Sign-up for the week-in-review must be completed by January 28.

Expectations for written assignments

All papers must be typed in 12 pt., Times New Roman font with 1-inch margins and uploaded before class, the day it is due.

You are responsible for familiarity with the Brown University Academic Code, which includes the expectation that you fully document all sources used to write papers and when producing audiovisual materials

(http://www.brown.edu/Administration/Dean_of_the_College/curriculum/academic_code.php).

You are required to use the citation/formatting style outlined in the American Anthropological Association's *Style Guide*:

http://www.aaanet.org/publications/style_guide.pdf.

A third of a letter grade will be deducted for each day that a paper is late. If you wish to receive an extension, you must see me in office hours or after class and ask me face to face, before the day a paper is due. No extensions will be granted over e-mail.

Communication with the professor

If at any time during the course, you have a question or concern, please do not hesitate to email me or visit me during office hours. Please do keep in mind, however, that all email received after 7pm on weekdays will not be answered until 8:30am in the morning. On weekends, any Saturday email will be answered on Sunday.

Disability accommodation

Students who, by nature of a documented disability, require academic accommodations should contact the professor during office hours. Students may also speak with Student and Employee Accessibility Services at 401-863-9588 to discuss the process for requesting accommodations

DATE	DAY	TOPIC/ACTIVITY
JAN 24	THU	Introduction to the course
28	TUE	Globalization and gender <ul style="list-style-type: none">- Inda and Rosaldo, "Tracking Global Flows"- Cooper, What is globalization good for?- Freeman, Is feminine: masculine:: local: global?
31	THU	Methods for doing ethnography on global issues <ul style="list-style-type: none">- Stoller, Globalizing method: the problems of doing ethnography in transnational spaces- Glass, Radio: an illustrated guide- This American Life, Episode 444: Gossip. [pay special attention to the piece on Malawi]

FEB 5	TUE	Commodification and consumption Burke, pp. 1-90, skim pp. 90-124
7	THU	Commodification and consumption Burke, pp. 125-216
12	TUE	Diasporic identity and cultural production Niranjana, pp. 1-84; 191-221
14	THU	Diasporic identity and cultural production Niranjana, pp. 85-190
19	TUE	LONG WEEKEND *** no class, no week-in-review
21	THU	Project discussions ***Podcast review DUE*** **Pitch due**
26	TUE	War and militarization Coulter, Bush Wives
28	THU	War and militarization Coulter, Bush Wives
MAR 5	TUE	War and militarization Grbavica (film)
7	THU	War and militarization Rape of Men, The Observer ***Analytic commentary DUE***
12	TUE	Sex/work Parrenas, Illicit Flirtations
14	THU	Sex/work Parrenas, Illicit Flirtations
19	TUE	Sex tourism Heading South (film) Enloe, On the beach
21	THU	Sex tourism/Writing about film
***SPRING BREAK MARCH 23-31**		
APR 2	TUE	Aesthetics and beauty Edmonds, Pretty Modern
4	THU	Edmonds, Pretty Modern
9	TUE	Aesthetics and beauty ***Film analysis due*** Onishi, "Globalization of beauty makes slimness trendy" Bearak, "Ugliness in India over Miss World" Clips from Miss India Georgia (film)
11	THU	Oza "Showcasing India: Gender, Geography and Globalization" Hoad, "What the Miss World Pageant Can Teach about Globalization"
16	TUE	Trade and political economy Poto Mitran: Haitian Women, Pillars of the Global Economy (film)
18	THU	reading TBA – Appalachian mica industry
23	TUE	Reproduction and surrogacy Markens, Susan. "The global reproductive health market: U.S. media framings and public discourses about transnational surrogacy" NYT articles, TBA
25	THU	Made in India (film)
30	TUE	Sports The Passion of Tiger Woods: in-class activity
MAY 2	THU	Continued
7	TUE	Closing remarks; concluding discussion
14	TUE	Final exam period – Podcast due at 2pm