

GLOBAL GENDER VIOLENCE
ANT4930:23F7 * ANG6930:23F6
University of Florida, Fall Semester 2015

Instructor: Sharon Abramowitz

Office Hours: Wednesday 12:00-2:00pm

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Course Meetings: Monday Periods 10-E1 (5:10-8:10pm), Turlington 2333

Course website: on canvas

Synopsis:

The relationship between culture and gender-based violence is widely discussed in public media, public health literatures, and feminist discourse, but it is rare that a sustained effort is made to understand how culture intersects with gender-based violence. Does culture have protective effects? Does culture create pathways for particular kinds of violence, but prohibit others? Do cultural patterns shape relations that have violent potentialities, or try to foreclose possibilities for violence?

These questions are not easy to answer, especially in light of the vast domain of social action that constitutes what we have come to think of as gender-based violence: domestic abuse, sexual violence, female circumcision, structural sexual and gender inequalities, etc. But the questions must be asked – if only to deal seriously with the ways in which culture facilitates pervasive forms of sexual and gender violence, and to absolve “culture” of responsibility in domains in which it can be demonstrated that other forces are at work. In this seminar, we will use an anthropological perspective to review transnational global gender violence issues, politics, and international development and humanitarian interventions. Our goal will be to study one crucial question – “What is the relationship between gender, culture, and violence?” using a diversity of texts, including memoir, film, ethnography, feminist analyses, and fiction.

Course Goals:

- To investigate and define the meaning of gender-based violence
- To understand various approaches to cultural analysis, and be able to apply these approaches to a specified domain of human experience
- To explore a range of materials, including poetry, memoir, ethnography, history, academic writing, and fiction in order to build a rigorous culture-driven examination of gender-based violence
- To have a clear understanding of the multi-scalar impacts of gender-based violence in intimate, societal, and global contexts
- To come to your own answer to the question: What is the relationship between culture, gender, and violence?

Class Participation:

This is a topic-driven seminar course. Class participation is central to succeeding in the course. Every student in the class must act as a co-facilitator for at least one weekly class meeting – a role that entails reviewing the readings, presenting the material to their classmates, crafting discussion questions, and preparing critical responses to co-presenters’ presentations. Students must attend class, come to class prepared to participate in discussion of the readings, write a weekly one paragraph readings response on the course discussion board.

Contemporary Topics

Students will be responsible for bringing in weekly contemporary topics pieces for discussion. More information to be provided in class.

Requirements:

Class Participation (10%)

Team Assignment 1 (25%)

Team Assignment 2 (25%)

Contemporary Topics (15%)

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Final Paper (25%)

Team Assignments

The instructor will be assigning two teams-based assignment. Students will work on the assignment with their teammates, and they will be responsible for teaching an entire class period on a designated topic. More details will be provided, but anticipate critical engagement, real-world examples, and multi-media usage as requirements. Team assignment grades will be based on two criteria (1) peer-review of participation and group contributions logged into Canvas, and (2) the evaluation of the submitted assignment.

Final Essay/Research Paper

Final papers will be due on **December 15, 2015 at 5:30PM. No late papers will be accepted for any reason.** All final papers must involve a thoughtful answer to the question "What is the relationship between gender, culture and violence." The final paper may include new research, or it may draw entirely upon material from the course. The final paper grade also includes a final presentation of your paper on the last day of class. Undergraduate final papers must be 6 **single-spaced** pages in length, or 3500 words, excluding bibliography or supporting appendices. Graduate final papers must be full-length research papers on a topic of their choice germane to the course – preferably one that advances their progress towards dissertation. Topics should be chosen in consultation with the professor by November 16, 2015. The paper must be 12-14 **single-spaced** pages in length, or 6000-8000 words, which is standard journal length exclusive of the bibliography. For reference format, please use MLA, APA, or Chicago Style conventions.

Grades

Grades for this course will be assigned according to UF's grading policy. For further information, please review the UF policy here: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#grades>.

Attendance Policy

Students and auditors are responsible for satisfying all academic objectives as defined by the instructor, to include mandatory attendance at all class meetings. Absences count from the first class meeting. In general, acceptable reasons for absence from class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other sound reasons may be offered.

Attendance is required at all class meetings. Excused absences will require appropriate documentation. Assignments missed due to excused absences will be accepted, without a penalty, within 1 week after the absence. Work missed due to unexcused absences will be accepted, but will be penalized, as the **Late Assignment Policy** explains.

Policy on Late Assignments

You are required to complete all assignments by the stated due dates. Late assignments will lose one half-letter grade for each day past the deadline (B to B-, B+ to B, etc.). There are no make-up opportunities for any assignment, as you will have ample time to complete each requirement. I will not assign grades of "incomplete" except under extreme circumstances (and only if you have completed 50% of the coursework). You must provide documentation of such circumstances from an appropriate authority.

Policy on Letters of Recommendation

The instructor is happy to write a letter of recommendation for you if you earn a grade of A- in the course or better, or distinguish yourself academically, as a leader among your peers, or through your research and service. The instructor will only write letters of recommendation with four weeks notice, and will require explicit instructions for submitting letters of recommendation, as well as a full statement of purpose, your resume, and an

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explanation of your intent in applying to the position or program. **Please note – if you do not distinguish yourself through service, coursework, or research, I will not be able to give you an excellent recommendation.**

Academic Honor Code

Students are expected to uphold the Academic Honor Code of the University of Florida. The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and responsibility on the part of the University community. Please see the following website for a complete explanation of the Academic Honor Code: www.registrar.ufl.edu/catalog/policies/students.html).

Americans with Disabilities Act

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific modifications. Students requesting accommodation must first register with the Dean of Students Office and then provide documentation to the instructor. For more information about services available to University of Florida students:

Dean of Students Office Disability Resource Center
202 Peabody Hall or 0020 Reid Hall
Phone: (352) 392-1261 Phone: (352) 392-8570

University of Florida Counseling Services

Resources are available on-campus for students that feel like they are struggling in their personal or academic life. These resources include:

University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling
Student Mental Health, Student Health Care Center, 392-1171, personal counseling
Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling
Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

Online Course Evaluations

Students are expected to provide feedback on the quality of instruction. These evaluations are conducted online at <http://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open, and will be given time during class to complete evaluations. Summary results of these assessments are available to students at <http://evaluations.ufl.edu/results>.

Course Structure:

Week	Date	Topic
1	8/24	Orientations 1: Violence and Culture in Human Experience
2	8/31	Orientations 2: The Concept of "Harmful Traditional Practices"
3	9/7	<i>No Class: Labor Day</i>
4	9/14	In Class: Team Teaching Planning Session
5	9/21	Team Teaching 1: Masculinities
6	9/28	Team Teaching 2: Rape
7	10/5	Team Teaching 3: Domestic Violence
8	10/12	Team Teaching 4: Gender and Militarism
9	10/19	Team Teaching 5: Women in Wartime
10	10/26	Team Teaching 1: Race and Racism
11	11/2	<i>No Class: Final Paper Proposal Prep</i>

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12	11/9	Team Teaching 2: Colonialism
13	11/16	Team Teaching 3: Globalization & Sex Trafficking
14	11/23	<i>Happy Thanksgiving: No Class</i>
15	11/30	Team Teaching 4: Human Rights
16	12/7	Team Teaching 5: Women as Peace Builders

Readings:

Orientations 1: Violence and Culture in Human Experience

Mackinnon, Catherine. (2006) *Are Women Human? And Other International Dialogues*. Harvard University Press.

Bourdieu- Gender and Symbolic Violence

Rosaldo, Lamphere. *Women, Culture, and Society*.

Orientations 2: "Harmful Traditional Practices"

Cultural Symbolism

Giddens, Anthony (2002) Family, in: *Runaway World*, Profile Book Ltd, London, pp. 51-67 (reserve)

Jackson, Jean. (1992) "The Meaning and Message of Symbolic Sexual Violence in Tukanian Ritual" *Anthropological Quarterly* (65)1 pp.1-18

Veiling

Saadawi, *The Hidden Face of Eve: Women in the Arab World* 2nd edition (reserve)

Mahmood, *Politics of Piety: The Islamic Revival and the Feminist Subject* (e-book through library)

Female Genital Cutting

Kassindja *Do They Hear You When you Cry* (pp.1-110) (book in library)

Abusharaf, *Female Circumcision* (edited volume – choose a few chapters esp. intro and ch11, or others) (book – on reserve)

Closed Communities

Horsburgh, Beverly (2008) Lifting the Veil of Security: Domestic Violence in the Jewish Community in *Domestic Violence at the Margins: Readings on Race, Class, Gender, and Culture*, Natalie J. Sokoloff, ed. pp. 206-226.

Dowry Deaths

Oldenburg, Veena Talwar (2002) *Dowry Murder: The Imperial Origins of a Cultural Crime* chapters 1-6 (---)

Honor Killings

Kulczycki, Andrzej and Sarah Windle (2011) "Honor Killings in the Middle East and North Africa: A Systematic Review of the Literature. *Violence Against Women* 17:1442.

Team Teaching 1: Masculinities

R.W. Connell, *Masculinities*.

J. Peteet. 1994. "Male Gender and Rituals of Resistance in the Palestinian 'Intifada': A Cultural Politics of Violence." *American Ethnologist* 21: 31-49.

Team Teaching 2: Rape

Warshaw, Robin. *I never called it rape: The "Ms." report on recognizing, fighting, and surviving date and acquaintance rape*. Harper & Row Publishers, 1988.

Joanna Bourke (2007) *Rape: Sex, Violence, History*.

Buchwald, Emilie and Pamela Fletcher. *Transforming a Rape Culture*.

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Team Teaching 3: Domestic Violence

Hautzinger, *Violence in the City of Women*
[Bourdieu, Pierre \(1998\) "The Family Spirit." Practical Reason - On the Theory of Action, Polity Press, Cambridge, pp.73-92. \(Google Books\)](#)
Schneider, Elizabeth (2000) *Battered Women & Feminist Lawmaking*. Yale UP.
Malinowski, "Anthropology as the Basis of Social Science."
Westermarck (1922) *The History of Human Marriage* Vol. 1 (*Google e-book*)

Team Teaching 4: Militarism

Enloe, *Maneuvers: The International Politics of Militarizing Women's Lives*
Joshua Goldstein. 2001. *War and Gender: How Gender Shapes the War System and Vice Versa*.

Team Teaching 5: Women in Wartime

African Rights Watch. 1995. Rwanda: Not So Innocent. When Women Become Killers. Available on course website.
Coulter, *Bush Wives and Soldier Girls*
Turshen, *The Aftermath: Women in Post-conflict Transformation*
Wenona Giles and Jennifer Hindman, *Sites of Violence: Gender and Conflict Zones*

Team Teaching 1: Race and Racism

Davis, Angela. "Racism, Birth Control, and Reproductive Rights." *Women, Race, & Class*. Chapter 12
Davis, Angela. "Race, Racism, and the Myth of the Black Racist." *Women, Race, and Class*. (use Google ebook)
Gross, Kali. "Tricking the Tricks" in *Colored Amazons: Crime, Violence, and Black Women in the City of Brotherly Love, 1880-1910*. Durham: Duke University Press, 2006.

Team Teaching 2: Colonialism

Hunt, Liu, Quateart, *Gendered Colonialisms in African History* (Introduction, Thomas, Hayes)
Cooper, Stoler, Chatterjee readings from *American Ethnologist*
Peggs, James. *The Suttees' Cry to Britain: Containing Extracts From Essays Published in India and Parliamentary Papers on the Burning of Vindoo Widows* (2010 reprint of pre-1925 document) George Hicks. 1997. *The Comfort Women: Japan's Brutal Regime of Enforced Prostitution in the Second World War*.

Group Discussion: Globalization & Sex Trafficking

Ehrenreich, Barbara, and Arlie Russell Hochschild. *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. Macmillan, 2003.
Kara, Siddharth. *Sex trafficking: Inside the business of modern slavery*. Columbia University Press, 2009. Peruvian Truth and Reconciliation Final Report, Volume VIII, chapter two on "Gender Violence"

Group Discussion: Legal Rights and Human Rights

Merry, Sally Engle. *Human Rights and Gender Violence: Translating International Law Into Local Justice*. University of Chicago Press, 2009. *Crimes Against Humanity*
Nivedita Menon. 2000. "Embodying the Self: Feminism, Sexual Violence and the Law." In *Community, Gender and Violence: Subaltern Studies XI*, Partha Chatterjee and Pradeep Jeganathan, eds. New York: Columbia University Press.
Mackinnon, Catherine. (2006) *Are Women Human? And Other International Dialogues*. Harvard University Press.
Nader, Laura "Disputing without the Force of Law" *The Yale Law Journal* 88(5) pp.998-1021

Extra Content: Women as Peace-builders

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- Helms, E. (2003) "Women as Agents of Ethnic Reconciliation? Women's NGOs and International Intervention in postwar Bosnia-Herzegovina." *Women's Studies International Forum* 26(1) pp.15-33
- Ross, Fiona. *Bearing Witness: Women and the Truth and Reconciliation Commission in South Africa*.
- Menchu, I, *Rigoberta Menchu: An Indian Woman in Guatemala*
- Hunt, Swanee and William Jefferson Clinton (2004). *This Was Not Our War: Bosnian Women Reclaiming the Peace*.
- Theidon, Kimberly. *Intimate enemies: violence and reconciliation in Peru*. University of Pennsylvania Press, 2012.