Welcome to the Anthropology of Gender and Violence

In this course, we will examine the concepts and phenomena of gender and violence in human societies. In the first few weeks, students will be encouraged to re-think their definitions of what gender and violence are. Are human beings "naturally" "female or male"? Do females "naturally" act a certain way, while men "naturally" act in other ways? Do human beings "naturally" commit violence? Are women "naturally" less violent than men, but more susceptible to being victimized? Or, perhaps, are there deep cultural forces at work that make gender divisions and behavior only appear natural to the uncritical thinker?

After looking at how human societies constitute gender divisions (in-class hand-outs will explore the various ways other societies conceive of gender differently), this class will then look at the possible cultural roots of violence — from rape and abuse to war. The ways in which gender identities become entwined with violence will be of particular interest to us.

Finally, drawing on the case study of Argentine political violence during the 1970s known as The Dirty War, this course will encourage students to think about the way gender and social power interact. After all, as we will see, a group of un-armed women managed to out-maneuver one of the most brutal military dictatorships in the world, toppling the authoritarian government after several years of struggle. The Argentine Dirty War will offer us an incredible insight into the ways in which women can easily become the special targets of violence, capable of inflicting violence also, and capable of wielding tremendous amounts of political power and forcing a violence society to move towards peace.

List of Required Books
Grade breakdown & Policies
10% Attendance & Participation
10% Short Ethnographic Exercises
   (1-2 single spaced pages, with a cover sheet and permission slip)
20% Quizzes
20% Midterm Exam
20% Final Exam
20% Synthetic Essay (3,500 to 4,000 words).

Short Ethnographic Exercises
Note: Students are not required to participate in this exercise, and may choose to write a
short reflective essay instead.

Note: The interviews do not have to be recorded. However, if both partners agree, then
they may do so.

Required: All students doing this assignment MUST sign a permission slip before
beginning any of the interviews. The signed permission slip must be submitted to the
professor when the first assignment is due. This permission form covers all three
assignments.

- Students will form pairs of one male and one female; they must not know each
  other personally before the beginning of the semester. Each partner will take turns
  interviewing the other. There will be three interviews this semester. The
  interviews need not be more than 30 minutes in length.

- The first interview will be on gender. The second interview will be on violence.
  The third interview will be a follow-up interview at the end of the course.

- Begin the first interview by asking where s/he grew up and what their childhood
  was like. From here, you have no restrictions except that the conversation must
  focus on issues of gender.
  - One ice breaker might be for the interviewer to ask the interviewee what
    s/he remembers about how children of different genders acted together and
    how they were treated in schools, or families, or religious settings, or in
    public, etc.
  - A good interviewing tip is to ask the interviewee what XYZ felt like. For
    example: "What did it feel like to have the girls and boys separated in
    school? Did you think about it during that time, or later in life?" "What
    does it feel like to know that so many men/women in the United States
    think differently?"

- Begin the second interview similarly, but ask if the interviewee has or has not
  ever witnessed violence. Let the conversation flow from there.
• The third conversation is simply a follow up conversation, where the interviewer and interviewee can discuss their thoughts and ask follow up questions to the earlier interviews.

• For each interview, students will write a 1-2 page (single spaced) reflection on what they learned from their conversation, and what they find interesting. These reflections should NOT be judgmental, in any way, regarding any personal issues. (The goal is to learn, not judge).

• Each ethnographic reflection on a conversation must be accompanied by a cover sheet. The cover sheet must include the names of the interviewer and interviewee, as well as the birthplace, age and a short biography of the interviewee. The interviewer must also write a short paragraph describing the location of the interview.

• The first short exercise on gender is due 1/31. The second on violence is due 2/2. The third is a follow up interview to ask about how the student's views have changed throughout the course and if s/he things about her/his experiences with gender and violence differently, due 4/25.

Quizzes: Eighteen quizzes are designed to make sure students keep up with the course literature. These quizzes total 100 points. There are NO make ups! These quizzes cannot be made up for any reason (except for excused medical emergencies approved by the Dean's office). Quizzes are given at the beginning of class; if students are late, the quiz can be done during the free period following class.

Final Synthetic Essay: Each student will write a comprehensive synthetic essay of 3,500 to 4,000 words, with double-spaced pages.

Your topic and question is completely up to you. But, you must submit your topic proposal for approval very early in the course (see syllabus Week 4). This proposal should be no more than 1 paragraph. It must contain a preliminary thesis, and a research question. It must also contain a list of the texts you wish to work with. Submitting your topic proposal on-time is part of your paper grade.

Because this is a synthetic essay and not a research paper, students will be limited to using only the books, articles, writings, and websites that appear on this syllabus. The goal of this assignment is to allow students to synthesize the course material in a way that is meaningful and beneficial to them.

Final essays must be writing in MLA, Chicago, or Turabian style.

Final exam: The exam will cover key course themes and test student's knowledge of key concepts. The exam will include an identification component where students will be presented with significant passages from the course literature and asked to identify the
author. Students will also be asked to explain in a short essay why those passages were important in the particular piece of literature and the course as a whole.

**Late assignments:** All late assignments will be penalized by one full letter grade for each week they are late. All extensions must receive the professor's written permission in an e-mail (in case I forget that I gave you an extension).

**Attendance policy:** In accordance with Rutgers University regulations, attendance is required at all regularly scheduled meetings. Having 3 unexcused absences is grounds for failure.

**Cheating and plagiarism:** No cheating will be tolerated. No plagiarism will be tolerated. Students who are found cheating and plagiarizing will be reported to the Dean's office.
Class Schedule

Week 1  INTRODUCTION
W 1/19
Find two-person ethnographic teams

Week 2  WHAT IS VIOLENCE?
M 1/24
☞ Quiz 1 — 5 points
📖 Read for today:
☑ Clifford Geertz, "Towards an Interpretive Theory of Culture"
☑ Michel Foucault, "Las Meninas"
☑ Neil Whitehead, "On the Poetics of Violence"
GV Laura O'Toole, "Subcultural Theory of Rape Revisited" in GV p. 214

W 1/26
☞ Quiz 2 — 5 points
📖 Read for today:
GV Hannah Arendt, "On Violence" in Crisis of the Republic

Week 3  WHAT IS GENDER?
M 1/31
☞ Quiz 3 — 5 points
☞ First ethnographic interviews due, on gender
📖 Read for today:
GV Friedrich Engels, The Origin of the Family in GV p. 12
☑ Monique Wittig, "One is Not Born a Woman"
☑ Gayle Rubin, "Notes on the Political Economy of Sex"

W 2/2
☞ Quiz 4 — 5 points
☞ Second ethnographic interviews due, on violence
📖 Read for today:
☑ Judith Butler, "Imitation and Gender Insubordination"
☑ Martha Nussbaum, "The Professor of Parody"
☑ Lauren Berlant and Michael Warner, "Sex in Public"

Week 4  THE ORIGINS OF WAR & STRUCTURAL VIOLENCE
M 2/7
☞ Quiz 5 — 5 points
☞ Due today: Final Project Proposal and Thesis
📖 Read for today:
☑ Margaret Mead, "War is Only an Invention"
☑ Charles Darwin, "Wars of Extermination"
R. Brian Ferguson, "The Archeology of Warfare" Pick 1 of Ferguson's articles
(or) Ferguson, "The Birth of War" (Pick 1 of Ferguson's to read this week)
(or) Ferguson, "War Before History" (Pick 1 of Ferguson's articles)

W 2/9
☞ Quiz 6 — 5 points
📖 Read for today:
☐ Johan Galtung, "Cultural Violence"
☐ Johan Galtung, "Violence, Peace, and Peace Research"
☐ Paul Farmer, "On Suffering and Structural Violence: A View from Below"

Week 5
POETICS OF VIOLENCE & MALE VIOLENCE TOWARDS WOMEN

M 2/14
☞ Quiz 7 — 5 points
📖 Read for today:
☐ Neil Whitehead, "Violence and the Cultural Order"
☐ Alex Hinton, "The Poetics of Genocidal Practice"
☐ Peteet, Julie "Male Gender and Rituals of Resistance in the Palestinian Intifada: A Cultural Politics of Violence"

W 2/16
☞ Quiz 8 — 5 points
📖 Read for today:
GV Preface, Part I Section 1 (pages xi through 72)

Week 6
WOMEN IN WAR

M 2/21
📖 Read for today:
☐ David B Adams, "Why There Are So Few Women Warriors"
☐ R. Brian Ferguson, "War and the Sexes in Amazonia."
☐ Robert Edgerton, "Warrior Women."
☐ Joshua Goldstein, "Reflection: The Mutuality of Gender and War."

W 2/23
☞ MIDTERM
The following are links to New York Times articles required for today's exam. Read these two articles carefully because your exam will have essay questions built around these cases.

1) "Like Mother, Like Daughter, Eritrean Women Wage War" August 26, 1999

2) "Female Bomber Kills Dozens in Pakistan" December 25, 2010

Week 7
WOMEN IN WAR
M 2/28
☞ Quiz 9 — 5 points
📖 Read for today:
- Rich Cohen, chapter from *The Avengers: Jewish War Story*
- Joanna Bourke, "Women go to War," *An Intimate History of Killing*
- Francis Fukuyama, "Women and the Evolution of World Politics."

W 3/2
📖 Read for today:
1) "Women at Arms; A Combat Role, and Anguish, Too" November 1, 2009
2) "Women in Arms: In their own words" August 16, 2009
3) "G.I. Jane Breaks the Combat Barrier" August 15, 2009
4) "Living and Fighting Alongside Men, and Fitting In" August 16, 2009

Week 8
HISTORY OF SEXUALITY
M 3/7
☞ Quiz 10 — 5 points
📖 Read for today: Michel Foucault, *History of Sexuality vol. 1* 1st half

W 3/9
📖 Read for today: Michel Foucault, *History of Sexuality vol. 1* 2nd half
(Note, for those looking for paper topics, Foucault's book matches very well with Part II, Section 5 of O'Toole)

M 3/14
SPRING BREAK

W 3/16
SPRING BREAK

Week 9
CASE STUDY: ARGENTINA
M 3/21
☞ Quiz 12 — 10 points
📖 Read for today: Robben, Political Violence in Argentina p. 1 – p. 298

W 3/23
📖 Read for today: Robben, Political Violence in Argentina p. 299 – end

Week 10
WOMEN'S RIGHTS; WOMEN'S POWER
M 3/28
☞ Quiz 11 — 5 points
📖 Read for today:
- Julia Kristeva, "Women's Time"
- Mary Wollstonecraft, "Vindication of the Rights of Women"
Butler, Gender Trouble, Intro and Chapter 1

W 3/30
☞ Quiz 12 — 5 points
📚 Read for today: The following are in a folder named "Argentina"
☐ Guillermo O'Donnell, "Modernization and Military Coups"
☐ Ricardo Piglia, "Artificial Respiration"
☐ Hebe de Bonafini and Sánchez, "The Madwomen at the Plaza de Mayo"

Week 11 POLITICAL & DOMESTIC VIOLENCE
M 4/4
☞ Quiz 13 — 5 points
📚 Read for today: The following are in a folder named "Argentina"
☐ Juan Gelman, "Still Harboring"
☐ Tununa Mercado, "In a State of Memory"
☐ Néstor Perlongher, "Corpses"
☐ Graciela Speranza and Fernando Cittadini, "War in the South Atlantic"

W 4/6
☞ Quiz 14 — 5 points
📚 Read for today:
☐ Carole Pateman and Charles Mills, Contract and Domination

Week 12 WOMEN & DOMESTIC VIOLENCE
M 4/11
☞ Quiz 15 — 5 points
📚 Read for today:
☐ Carole Pateman and Charles Mills, Contract and Domination
GV Part II, Section 3 "Battering in Intimate Relationships" p. 247 – 275
(You do NOT have to read Whittaker or Miller & Iovanni)
GV Carole J. Sheffield, "Sexual Terrorism" GV p. 111

W 4/13
☞ Quiz 16 — 5 points
📚 Read for today:
GV Part II, Section 2 "Rape" p. 195-246

WEEK 13 TERROR & TORTURE? COULD YOU HARM?
M 4/18
☞ Quiz 17 — 5 points
📚 Read for today:
☐ Konrad Lorenz "Militant Enthusiasm"
☐ Paul Shaw "Humanity's Propensity Towards Warfare"
☐ Mark Osiel "On the Mental State of Torturers"
☐ Botero, Abu Ghraib

W 4/20
Quiz 18 — 5 points

📖 Read for today:
GV Michael Kimmel, "Contextualizing Men's Violence" GV p. 99
Carolyn Nordstron, "Deadly Myths of Aggression"
Botero, *Abu Ghraib*

**WEEK 14  FINAL REFLECTIONS ON GENDER AND VIOLENCE**

M 4/25
✍ Follow-up interviews are due, with original ethnographic partner

📖 Read for today:
Judith Butler, *Gender Trouble* Chapter 2
Botero, *Abu Ghraib*

W 4/27
📖 Read for today:
Judith Butler, *Gender Trouble* Chapter 3 and Conclusion
Botero, *Abu Ghraib*

**WEEK 15  CONCLUSION**

M 5/2
✍ Synthetic Essays Due
FILM: *Pray the Devil Back to Hell*
Ethnographic Permission Sheet
REQUIRED OF ALL PARTICIPATING STUDENTS

Note: students are not required to participate in this exercise, and may choose to write a short reflective essay instead.

Permission Form

I give __________________________ permission to quote from our interview(s) in his/her writing for this class only. However, I do not give him/her permission to share the contents and topics of our interview(s) outside of the classroom setting.

Likewise, I pledge to keep the topic of our conversation confidential and will not share it with my peers and friends.

I understand that I am not required to say ANYTHING that makes me uncomfortable. I am allowed to skip any question from the interviewer I wish, and I am under no obligation to tell the truth.

At any point in the interview, I can terminate the project without fearing that my grade will be lowered. I understand that I am responsible for what I say, and will therefore not say anything that I wish to remain strictly confidential.

I understand that I may ask to see drafts of what she/he has written using my words before she publishes the material. I understand that I may ask to receive published copies of what she has written.
Identity concerns

Would you like the interviewer to use a pseudonym? ____________

If yes, what name or pseudonym would you like to use?
______________________________________________

Recording concerns

__ I give my permission for this interview to be recorded
__ I DO NOT give my permission for this interview to be recorded

Signature:
______________________________________________

Please print name:
______________________________________________

Date:

Address:

E-mail:

Phone:

<Page 2 of 2>
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REQUIRED OF ALL PARTICIPATING STUDENTS

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Signature:
__________________________________________________________

Please print name:
__________________________________________________________

Date:

Address:

E-mail:

Phone:

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