**WOMEN’S STUDIES W301-05 (INTERNATIONAL PERSPECTIVES ON WOMEN)**

**Women and Faith through Theory and Ethnography**

**Fall 2017, TR 1:30-2:45, Neff 149**

**Noor O’Neill Borbieva, Ph.D.**

**Associate Prof. of Anthropology**

Office hours: M 9am-12pm, KT G11D

t: 260-481-6266; e: borbievn@ipfw.edu

WHAT IS THIS COURSE ABOUT?

This course explores the intersection of three disciplines: anthropology, women’s studies, and the study of religion. In this course, students will read scholarship from these disciplines that explores how women find empowerment through spiritual practice. Course texts will include full-length ethnographies that address women’s faith and practice as well as supplemental texts on feminist and historical approaches to religion, and anthropological and ethnographic methods. Geographical regions to be covered include the Middle East and Asia.

****

**COURSE GOALS**

**This course meets the following general education competencies:**

Category C: Capstone

**This course meets the following general education learning outcomes:**

8.1. Produce an original work involving the creation or application of knowledge, performance or service.

8.2. Report the results of original work through a discipline-appropriate product.

8.3. Demonstrate a high level of personal integrity and professional ethics by understanding the ethical responsibilities related to the profession associated with the subject of the capstone project.

8.4. Demonstrate critical-thinking abilities and familiarity with quantitative and/or qualitative reasoning.

**This course is cross-referenced with Women’s Studies (WOST) and addresses the goals of the WOST program, listed below:**

* Analyze academic disciplines from a feminist and antiracist perspective.
* Encourage original scholarship and research about women that takes into consideration gender, race, class, and sexual orientation.
* Integrate self-exploration with academic skills.
* Provide a non-authoritarian learning environment that values students’ ideas and encourages an open exchange of information and opinion.
* Promote an individual and critical approach to learning.
* Promote knowledge of the diversity of women’s experiences.

**The course addresses the following learning goals of the B.A. in Women’s Studies:**

* Ability to demonstrate knowledge about the major concepts of feminist critical analysis, including gender, race, class, sexuality, nationality, ability, and age, and the complexities of their intersections (WOST Learning Goal 1)
* Ability to demonstrate knowledge about how gender is socially and historically constructed, how it relates to systems of power, privilege, and oppression, and how it impacts women’s lives (LG 2)
* Ability to demonstrate knowledge about the diversity of women’s experiences, roles, and contributions to society and culture (LG 5)
* Ability to apply feminist perspectives to a range of issues and engage critical debates or areas of contention within feminism (LG 9)
* Ability to apply feminist perspectives across disciplines (LG 10)**.**

**This section counts as an Area B course toward the anthropology major or minor.**

**IMPORTANT INFORMATION**

(in alphabetical order)

ACADEMIC MISCONDUCT

As your instructor, I consider it my responsibility to model and uphold the highest standards of academic integrity. Academic misconduct (AKA plagiarism) will be punished severely. Examples of academic misconduct include sharing information with other students during an exam, using notes inappropriately during an exam, fabricating or falsifying data, misrepresenting someone else's work as your own, and using sources in a paper without citing them.

I recognize that many students do not understand what constitutes academic misconduct and/or how to avoid it. We will discuss this issue in class, and I encourage you to approach me with your questions or concerns. Ultimately, YOU are responsible for avoiding academic misconduct. All cases of plagiarism will be reported to the Dean of Students and the Dean of your home college.

ATTENDANCE

I take attendance every day. At my discretion, tardiness or leaving early may result in your being marked absent. (Please inform me before class if you intend to leave early.) Students may miss four class meetings without penalty. Starting with the fifth day, I deduct two points for every day a student has been absent (not counting the first four, and not to lower the grade below a D-). Students who miss ten or more class meetings (33 percent of our class meetings) will automatically receive an “F.” In extenuating circumstances (such as family emergency or personal illness) that can be documented, I may be willing to grant some leniency on this policy.

**Missed work.** If you miss a quiz because of absence, you must make up the quiz within two class meetings. If you are absent the day a study guide is due, you must turn in the study guide at the next class meeting or receive a 0. In cases of severe illness or personal emergency, I may be able to offer additional accommodation. Please talk to me about your situation. It is your responsibility to make up informal assignments completed in class. These assignments are not listed on the syllabus. Check Blackboard to see if anything was completed or assigned the day you missed. Most informal/in-class assignments can be turned in any time in the semester. Handouts you missed can be found on Blackboard.

BLACKBOARD COURSE WEBSITE

The course Blackboard website can be accessed through MyIPFW (E-learning tab) or by logging in at <https://ipfw.blackboard.com>. Here you will find the most up-to-date syllabus, announcements, assignments, extra credit opportunities, readings, and other resources. Occasionally I upload major project and exam grades to the grade center. If you have trouble accessing the site, call ITS (481-6030). If you find errors in the postings (a reading is missing pages, the wrong reading is posted, etc.), please contact me.

CHANGES TO SYLLABUS

This syllabus is subject to change. I will limit changes, but when there are changes, you are responsible for them. Changes will be announced in one or more of the following ways: in class, by e-mail, on Blackboard (under “changes to syllabus”).

COMPUTER SKILLS

In order to succeed in this course, you must be able to:

* Use Blackboard in order to access and print course readings and other materials
* Access your e-mail account through my.ipfw and open, read, and respond to e-mail messages
* Work with e-mail attachments (attaching documents, opening attached documents, etc.)
* Type (students must type their own papers)
* Participate in a Qualtrics survey
* Use a word processing program
* Protect your electronic data. “My hard drive crashed” is not a legitimate excuse for tardy work. Back up your work every time you make extensive changes!

We will discuss how to access course materials on the internet the first week of class. Otherwise, if you lack one or more of these skills, I urge you to visit the ITS “Training” webpage, which includes a number of useful links for students: http://www.ipfw.edu/training/index.html.

CONTACT ME!

**E-mail.** I check my e-mail at least once before each class meeting (borbievn@ipfw.edu) and expect you to do the same. Federal regulations limit the type of academic information that can be disclosed over e-mail. For questions about grades, please use the “message tool” on the main Blackboard page. All graded papers submitted by e-mail will be returned using the message tool.

**Office hours.** My office is Kettler G11D. My office hours are Mondays, 9am – 12 pm, but I am often in the office at other times. If I am free, I am happy to meet with you and/or set up an appointment.

**Telephone.** My office number is 260-481-6266. If you leave a message, please include a call-back number (and say it slowly and clearly!). I return student phone calls Monday through Friday.

EXTRA CREDIT

Each student can receive up to five points of extra credit. I announce extra credit opportunities in class and maintain a folder on Blackboard with more information.

GRADING

**Final exam (25 pts)**. A take-home final exam (7-8 pages) will be due during exam week. You will be asked to answer two essay questions drawing on course texts and lecture material.

**Research project (25 pts)**. You will write a short research paper (7-8 pages) on a topic of your choice. You will summarize your paper in a ten minute presentation, given to the class during the last week of the semester. All students are required to attend class the days of presentations.

**Reading responses (20 pts)**. At the end of the first three units you will submit a short paper (3-4 pages) that draws on that unit’s readings.

**Class participation and informal assignments (15 pts).** Halfway through the course and at the end of the course I evaluate each student’s discussion participation and collegiality and assign a score out of 4 points. Other work will be assessed and given a score out of 7 pts.

**Study guides and quizzes (10 pts).** Occasional study guides and quizzes will be expected. If a reading is posted with a study guide, print out the study guide together with the reading. Complete the study guide as you do the reading and bring both to class. Late study guides and quizzes will only be given credit for students who were absent.

**Critical Incident Questionnaires (5 pts).** By Friday of most weeks, you are required to offer a reflection on that week’s readings and discussions by responding to a “critical incident questionnaire” via Qualtrics survey. Your answers may be short, but they must show evidence of a good faith effort to respond. I will e-mail the survey link to you most Thursdays after class, and the link will remain active until Friday. The link will also be posted on Blackboard. Ten are assigned. Nine are required. Most will be anonymous (I will collect student IDs, not names), but a few may be identified. See schedule below.

**Summary**

* 25 points: Final exam
* 25 points: Research project
* 20 points: Reading responses
* 15 points: Class participation and informal work
* 10 points: Study guides and quizzes
* 5 points: CIQs TOTAL: 100 points

I convert the point score into a letter grade based on the following scale:

Above 98 = A+

Above 92 = A

Above 90 = A-

Above 88 = B+

Above 82 = B

Above 80 = B-

Above 78 = C+

Above 72 = C

Above 70 = C-

Above 68 = D+

Above 62 = D

Above 60 = D-

Below 60 = F

**Personal challenges and “incompletes.”** If you are facing personal challenges that are preventing you from succeeding in this class, PLEASE talk to me sooner rather than later! If you are unable to complete course requirements for unavoidable and documented nonacademic reasons such as illness, family emergency, military deployment, birth of a child, etc., you may be eligible for an “incomplete” (grade of “I”). To be eligible for an I, you must have a grade of “C” or higher on completed course work AND have completed more than half of the course work.

**Edited standard written English (ESWE)**. I expect you to strive for the highest standards possible in your formal written work. I will not accept papers with more than an average of six ESWE errors per page. This includes (but is not limited to) the following errors:

• Spelling (including typographical errors and misplaced apostrophes)

• Syntax, sentence structure, and punctuation (including run-on sentences, fragments, etc.)

• Verb form, tense, and agreement with subject

• Pronoun form and agreement with antecedent

• Use of proper prepositions

• Use of appropriate indentations

Should you exceed this limit, you will receive your paper back without a grade and be required to seek assistance at the IPFW Writing Center, after which you can resubmit the paper for a grade. If you fail to seek out this assistance, you will automatically receive a 0.

**Style and usage**. Please consult Dr. B’s style guide, posted to Blackboard, for guidance on style and usage. I also encourage you to familiarize yourself with the recommended text, *Revising Prose* (see Blackboard).

READINGS

Most readings are available in PDF form on the Blackboard site. Readings are listed in the schedule below by author’s name. Complete citations are provided on the last page of the syllabus. Assignments average 100-120 pages a week. Expect to spend an average of 6-9 hours a week outside of class preparing reading assignments. Read selections carefully in a quiet, distraction-free environment. Reread challenging selections and take notes/annotate your copy when possible. You are REQUIRED to bring to class a hard copy of the day’s reading. If you anticipate that this will pose a financial hardship, please meet with me so that we can talk about your options.

**Printing.** Each student can print 800 pages for free per semester on most university printers. (After 800 pages, buy credit from the Bursar for 5 cents a page.) Note that some of the PDFs I have posted are set up so that only one book page will print per printed page. To print two book pages per printed page, open the “Printing” dialogue box and under “Page sizing and handling,” select “Multiple,” and then indicate the number of pages per printed page (I recommend only 2!). ITS has reassured me that you will only be charged for one printed page even if you print two book pages at a time.

**Books.** The following are required texts. These books are available for purchase at Follett’s Bookstore (in Walb). Helmke Library owns these texts and they will be on reserve.

Anderson, Leona M. and Pamela Dickey Young, eds. 2010. *Women and Religious Traditions*. Don Mills, Ontario: Oxford University Press. (In syllabus, listed as WRT)

Buyandelger, Manduhai. 2013. *Tragic Spirits: Shamanism, Memory, and Gender in Contemporary Mongolia*. Chicago: University of Chicago Press.

Frisk, Sylva. 2009. *Submitting to God: Women and Islam in Urban Malaysia*. Seattle: University of Washington Press.

STUDENT CONDUCT

**Professionalism.** College prepares you for the professional work world. Use your time here to develop, practice, and hone the highest standards of professional conduct. I consider reinforcing the high standards of conduct you will need to succeed to be part of my job. Treat me with the formality and respect you would use with a manager or boss. If you treat me (or your fellow students) with inappropriate informality, I will let you know!

**Policies on collegiality.** The following are not permitted during class:

* + Inappropriately interrupting other students or the professor
  + Creating unnecessary distractions (such as carrying on private conversations)
* Making *ad hominem* attacks, using profanity, or otherwise treating others disrespectfully
  + Doing work unrelated to this class
  + Sleeping
  + Using electronic devices. Research shows that students who multi-task in class perform poorly relative to students who do not. See postings on Blackboard for more. Please silence your cell phone before class begins and put it out of sight. If you anticipate receiving an emergency call, please notify me in advance that you will be monitoring your phone and if a call comes, take it outside.

**Violations.** A student who does not abide by the policies on collegiality outlined above will be given a warning. Upon the second violation, the student will be asked to leave class (and marked absent). Persistent violations will lower a student’s participation grade.

**Diversity and nondiscrimination.** I uphold IPFW’s commitment to diversity and promote acceptance of all regardless of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a disabled or Vietnam-era veteran. Please refrain from any and all discriminatory language.

STUDENTS WITH DISABILITIES

If you have a disability and need special accommodation, contact the Director of Services for Students with Disabilities (Walb Union, Room 113, telephone 481-6658) as soon as possible. The Director will give you a letter detailing the accommodations I am to arrange. I cannot recognize or accommodate disability until you have given me a copy of this letter. For more information, please visit http://www.ipfw.edu/ssd/. Note that if you have the right to special accommodation for exams or quizzes, you must confirm prior to EACH event that you want the accommodation.

**SCHEDULE**

**UNIT 1. INTRODUCING FEMINISM, ETHNOGRAPHY, AND THE STUDY OF RELIGION**

WEEK DATE REQUIRED PREPARATION CLASS PLAN

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| WEEK 1  Introducing feminism | Aug. 22 | * n/a | | * Read and discuss “Six Habits of Successful Students” |
| Aug. 24 | * Review lecture, “Introducing Women’s Studies” * Read Baumgardner and Richards | | * Activity: Getting to know you * Lecture: “Introducing Women’s Studies” * Discuss readings |
| WEEK 2  International Feminism | Aug. 29 | * Read Ortner, Kandiyoti | | |
| Aug. 31 | * Read Franzmann, Narayan, Mohanty * BY FRI: CIQ1 | | |
| WEEK 3 | Sept. 5 | * Prepare and submit faith statement * Read Wallace (pg. 3-39), Turner, Geertz * Review lecture, “Anthropology Basics” | * Activity: Faith statement * Discuss readings | |
| Sept. 7 | * Read Stacey | * Quiz: “Anthropology Basics” * Discuss reading | |
| Sept. 8 | (NO CLASS) RR1 DUE! | | |

**UNIT II: SOUTH ASIAN RELIGIONS**

|  |  |  |  |
| --- | --- | --- | --- |
| WEEK 4 | Sept. 12 | * Read Anderson (in WRT) | * Quiz: Hinduism |
| Sept. 14 | * Read Khandelwal * Prepare and submit research project proposal * BY FRI: CIQ2 | |
| WEEK 5 | Sept. 19 | * Read McDaniel | |
| Sept. 21 | * Read Nagarajan * Optional reading: Rao * BY FRI: CIQ3 | |
| WEEK 6 | Sept. 26 | * Read Apffel Marglin and Mishra | |
| Sept. 28 | * Read Neumaier (in WRT) * Read Webb (in WRT) * BY FRI: CIQ4 | * Quiz: Buddhism |
| WEEK 7 | Oct. 3 | * Read Crane | |
| Oct. 5 | * Optional film: “Daughters of Wisdom” | * View film “Blessings” |
| Oct. 6 | (NO CLASS) RR2 DUE! | |

**UNIT III: TRADITIONS OF THE FAR EAST**

|  |  |  |  |
| --- | --- | --- | --- |
| WEEK 8 | Oct. 10 | FALL BREAK! NO CLASS! | |
| Oct. 12 | * Read Rainey (in WRT) * BY FRI: CIQ 5 | * Quiz: Confucianism and Taoism * View film, “Women’s Kingdom” |
| WEEK 9 | Oct. 17 | * Read Herr | |
| Oct. 19 | * Read Hardacre * Prepare and submit research project annotated bibliography * BY FRI: CIQ6 | |
| WEEK 10 | Oct. 24 | * Read Yamada and Shupe | |
| Oct. 26 | * Read Buyandelger, “Introduction” and ch. 1-3 (students will be divided into three groups, each reading one of chapters 1-3). * BY FRI: CIQ7 | |
| WEEK 11 | Oct. 31 | * Read Buyandelger, ch. 4-5 | |
| Nov. 2 | * Read Buyandelger, ch. 6-7 | * View film: “In Pursuit of the Siberian Shaman” |
| Nov. 4 | (NO CLASS) RR3 DUE! | |

**UNIT IV: WOMEN AND ISLAM**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| WEEK 12 | Nov. 7 | * Read A. Ahmed, ch.2, ch.4(excerpt) * Optional reading: L. Ahmed, ch. 3-4 | | * Quiz: Islam |
| Nov. 9 | * Read Sells excerpts | | |
| Nov. 10 | (NO CLASS) Prepare and submit research paper rough draft | | |
| WEEK 13 | Nov. 14 | * Read Clarke (in WRT) * Optional reading: Wadud | | * View film: “Noble Struggle” |
| Nov. 16 | * Read Borbieva, Peshkova * BY FRI: CIQ8 | | |
| WEEK 14 | Nov. 21 | * Read Abu-Lughod * BY SUN: CIQ9 | | |
| Nov. 23 | NO CLASS! HAPPY THANKSGIVING! | | |
| WEEK 15 | Nov. 28 | * Read Frisk, ch. 1-4 (skim ch. 2) | | |
| Nov. 30 | * Read Frisk, ch. 5-7 * BY FRI: CIQ10 | | |
| WEEK 16: Presentations | Dec. 5 | * Research paper due! * Prepare your presentation | * First group of student presentations | |
| Dec. 7 | * Prepare your presentation | * Second group of student presentations | |
| WEEK 17: Finals week | Dec. 14 (Thurs) | (NO CLASS) FINAL EXAM DUE! | | |

**Course Texts: Complete Citations**

Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others." *American Anthropologist* 104 (3):783-790.

Ahmed, Akbar S. [1999]2001. *Islam Today: A Short Introduction to the Muslim World*. London: I.B. Tauris.

Ahmed, Leila. 1992. *Women and Gender in Islam: Historical Roots of a Modern Debate*. New Haven, CT: Yale University Press.

Anderson, Leona M. 2010. "Women in Hindu Traditions." In Anderson and Young, 1-41.

Apffel Marglin, Frédérique, and Purna Chandra Mishra. 1992. "Women's blood: Challenging the discourse of development." *The Ecologist* 22 (1):22-32.

Baumgardner, Jennifer, and Amy Richards. [2000]2015. "A Day Without Feminism." In *Women's Voices, Feminist Visions: Classic and Contemporary Readings*, edited by Susan M. Shaw and Janet Lee, 34-37. New York: McGraw Hill.

Borbieva, Noor O'Neill. 2012. "Empowering Muslim women: Independent religious fellowships in the Kyrgyz Republic." *Slavic Review* 71 (2):288-207.

Buyandelger, Manduhai. 2013. *Tragic Spirits: Shamanism, Memory, and Gender in Contemporary Mongolia*. Chicago: University of Chicago Press.

Clarke, L. 2010. “Women in Islam.” In Anderson and Young, 193-224.

Crane, Hillary. 2006. "The Stoic Monastic: Taiwanese Buddhism and the Problem of Emotions." *Asian Anthropology* 5 (1):85-110.

Franzmann, Majella. 2000. "Introduction." In *Women and Religion*, 1-16. New York: Oxford University Press.

Frisk, Sylva. 2009. *Submitting to God: Women and Islam in Urban Malaysia*. Seattle: University of Washington Press.

Geertz, Clifford. [1966]1973. "Religion as a cultural system." In *The Interpretation of Cultures*, 87-125. New York: Basic Books.

Hardacre, Helen. 1983. "The Cave and the Womb World." *Japanese Journal of Religious Studies* 10 (2-3): 149-176.

Herr, Ranjoo Seodu. 2016. "Confucian Mothering: The Origin of Tiger Mothering?" In *Feminist Encounters with Confucius*, edited by Mathew A. Foust and Sor-hoon Tan, 40-68. Leiden: Brill.

Kandiyoti, Deniz. 1988. "Bargaining with patriarchy." *Gender and Society* 2 (3): 274-290.

Khandelwal, Meena. 1996. "Walking a Tightrope: Saintliness, Gender, and Power in an Ethnographic Encounter." *Anthropology and Humanism* 21 (2): 111-134.

McDaniel, June. 2007. “Does Tantric Ritual Empower Women? Renunciation and Domesticity among Female Bengali Tantrikas.” In *Women's Lives, Women's Rituals in the Hindu Tradition*, edited by Tracy Pintchman, 159-175. Oxford: Oxford University Press

Mohanty, Chandra Talpade. 1991. "Under western eyes: Feminist scholarship and colonial discourses." In *Third World Women and the Politics of Feminism*, edited by Chandra Talpade Mohanty, Ann Russo and Lourdes Torres, 51-80. Bloomington: Indiana University Press.

Nagarajan, Vijaya Rettakudi. 2007. "Threshold Designs, Forehead Dots, and Menstruation Rituals: Exploring Time and Space in Tamil Kolams." In *Women's Lives, Women's Rituals in the Hindu Tradition*, edited by Tracy Pintchman, 85-105. Oxford: Oxford University Press

Narayan, Uma. 1997. "Restoring history and politics to "third-world traditions"." In *Dislocating cultures: Identities, traditions, and third world feminisms*, 42-80. New York: Routledge.

Neumaier, Eva K. 2010. "Women in the Buddhist Traditions." In Anderson and Young, 75-105.

Nigosian, S.A. 2000. *World Religions: A Historical Approach*. Third ed. Boston: Bedford/St. Martin's.

Ortner, Sherry B. 1974. "Is female to male as nature is to culture?" In *Woman, Culture, and Society*, edited by Michelle Zimbalist Rosaldo and Louise Lamphere, 67-88. Stanford: Stanford University Press.

Peshkova, Svetlana. 2009. "Muslim Women Leaders in the Ferghana Valley: Whose Leadership is it Anyway?” *Journal of International Women’s Studies* 11 (1): 5-24.

Rainey, Lee D. 2010. "Women in the Chinese Traditions." In Anderson and Young, 107-136.

Rao, N. Sudhakar. 1996. "Transformative Rituals among Hindu Women in the Telugu Region." *Contributions to Indian Sociology* 30 (1):69-88.

Sells, Michael. 2007. "Sound, Spirit, and Gender in the Qur'an." In *Approaching the Qu'ran: The Early Revelations*, 199-223. Ashland, OR: White Cloud Press.

Stacey, Judith. 1988. "Can there be a feminist ethnography?" *Women's Studies International Forum* 11 (1):21-27.

Turner, Victor. [1969]1982. "Liminality and Communitas." In *The Ritual Process: Structure and Anti-Structure*, 94-130. Ithaca: Cornell University Press.

Wadud, Amina. [1992]1999. "Conclusion." In *Qur'an and Woman: Rereading the Sacred Text from a Woman's Perspective*, 94-105. New York: Oxford University Press.

Wallace, Anthony F. C. 1966. "Introduction: Some General Theories of Religion." In *Religion: An Anthropological View*, 3-51. New York: Random House.

Webb, Carmen. 2010. “Sakyadhita: Daughters of the Buddha Unite.” In Anderson and Young, 298-309.

Winzeler, Robert L. 2012. "Ritual and Belief." In *Anthropology and Religion: What We Know, Think, and Question*, 129-150. Lanham, MD: Altamira.

Yamada, Mieko, and Anton Shupe. 2013. "Internet Accessibility of the *Mizuko Kuyo* (Water-Child Ritual) in Modern Japan: A Case Study in Weberian Rationality." *Sociological Focus* 46:229-240.

Films

Bernstein, Anya. 2001. “In Pursuit of the Siberian Shaman.”

Hitchcock, Victress. 2010. "Blessings: The Tsoknyi Nangchen Nuns of Tibet." Chariot Videos

PBS/Frontline. 2006. “The Women’s Kingdom”

Pearlman, Bari. 2007. "Daughters of Wisdom." BTG Productions

Safari, Elli. 2006. “The Noble Struggle of Amina Wadud”