

Spring 2013

Discipline: Anthropology

ANTH 3590: Race, Class & Gender

Upper Division Course (Pre-requisites: Successful completion of a minimum of three social science courses)

Faculty Name: Monica Frölander-Ulf

Class time and place: B-Day 14:15-15:30 Room 3

RACE, CLASS AND GENDER SYLLABUS

COURSE DESCRIPTION: In this upper level course, students explore the intersections of gender, class, and race in the context of globalization and social change over time. We begin with a critical appraisal of the concepts of 'globalization' and 'development' followed by an analysis of the impact of colonialism and more recent neocolonial global relationships on race, class, and gender relationships in the wealthier northern part of the world and on women and men in the materially poorer South. We explore how class, race, and ethnicity intersect with gender to shape various forms of systematic penalty and privilege for various groups and consider the ways in which class, race, and ethnic constructs have both created divisions and also brought together women and men at the local, national, and international level. At the center of inquiry are the diverse perspectives of people in several of our ports of call on how their lives are, and have been, impacted by globalization as a result of their specific race-, class-, and gender-based location in the global economy. All throughout the course, we reflect on the ways in which our lives are linked to theirs in our thoroughly interconnected world.

COURSE GOALS:

At the end of the course you will be able to:

- Critically evaluate key concepts, such as 'sex,' 'gender,' 'race,' 'class,' 'intersectionality,' 'multi-locality,' and 'globalization'
- Analyze people's gender, class, and race-based status and roles in a variety of societies, including the United States, with the help of anthropological and feminist theories, methods, and data-gathering techniques
- Analyze the impact of colonial and neocolonial policies on the status of women and men in the former colonies and on ideologies about gender, race, and class through the perspectives of formerly colonized peoples
- Explain and provide specific examples of the interesection of gender, race and class in women's and men's lives in the countries visited
- Discuss the major trends in gender-, race-, and class-based organizing in the countries we visit, the U.S., and internationally
- Reflect on, and provide specific examples of, the ways in which our behavior impacts people in other parts of the world.

REQUIRED TEXTS:

AUTHOR: Trask, Haunani-Kay

TITLE: From a Native Daughter (Rev. ed.)

PUBLISHER: University of Hawai'i Press

ISBN- 978-0-8248-2059-6

DATE/EDITION: 1999

AUTHOR: Hayslip, Le Ly (with Jay Wurts)

TITLE: When Heaven and Earth Changed Places

PUBLISHER: A Plume Book (Penguin)

ISBN-10 978-0-452-27168-5

DATE/EDITION: 1990 (2003 Printing)

ASSIGNED ARTICLES (Available on the Intranet. See **COURSE OUTLINE** below)

COURSE OUTLINE:

FIELD WORK

FIELD LAB. DAY 1 CAPE TOWN: VISIT WITH THE COMMISSION ON GENDER EQUALITY AND ACADEMIC DISCUSSION OF RACE, CLASS, AND GENDER IN SOUTH AFRICA (TOTAL 30% OF COURSE GRADE)

Paper (20% OF GRADE) You will be organized into sets of field research teams who will submit a jointly written paper (4-5 pages) based on the field lab and reading assignments. In consultation with the instructor, the teams are asked to choose a specific aspect of intersectionality in contemporary race- class- and gender-based South African social hierarchies and/or resistance to exploitative institutions and practices.

The paper is to contain:

- a) A description of the field partners' observations and interpretations of what you have learned in the lab about your specific topic
- b) A discussion of how the lab information relates to other relevant course material

c) An analysis of the similarities and differences in the interpretations of team members' observations and understanding of the course material. [You may choose to work alone.] **PAPER DUE DATE: APRIL 5, 2013**

In-class Presentation (10% OF GRADE) Each lab partner team will give one well-organized, 5-minute class presentation of your findings. The goal is to share our experiences and encourage lively discussions in class.

PRESENTATIONS: APRIL 2, 5, 12 & 23.

OTHER FIELD WORK-RELATED ASSIGNMENTS:

Class Preparation, Attendance, and Participation (25% OF COURSE GRADE)

The important work of **integrating readings and field experiences** takes place in the classroom. Therefore, class preparation, attendance, and general participation are monitored and constitute a significant portion of the course requirements. .

ONE UNEXCUSED ABSENCE IS ALLOWED. Any further unexcused absences are penalized by an automatic loss of a full grade for every missed class. You must show a nurse's or doctor's note in order to be excused from class.

Written Assignments

a. **Field assignments, reading and in-port journal reflections**

Field and reading assignments. Each class all of you will be asked to respond to questions about the assigned readings and related **in-port experiences**. Smaller groups take turns leading class discussions and submitting written responses to the questions for evaluation. The goal is to help you integrate course materials, hone your critical reading and writing skills, as well as to ensure interesting and substantive class discussions. **(20% OF COURSE GRADE)**

Graded Journal. The journal allows you to keep track of what you have read, heard, observed and experienced throughout the semester. The graded journal entries should explicitly address **field experiences in port** and course-related issues. You will submit the journals once during the semester for feedback and finally for grading at the end of the journey. **(15% OF COURSE GRADE)**

b. **One final exam.** This exam gives you an opportunity to **demonstrate your understanding of the course materials and their relevance to the field assignments and cultural experiences in the countries visited.** You will receive study questions ahead of time from which I will select some (you will not know which ones) for you to answer in class. **(10% OF COURSE GRADE)**

SUMMARY OF COURSE EVALUATION AND ASSIGNMENTS:

Class preparation, attendance, and participation (25%)

Reading reflections (20%)

In-port journal reflections (15%)

Final exam (10%)

Field lab components (30%): Paper (20%) and class presentation (10%)

COURSE OUTLINE

JANUARY 12 (B1)

INTRODUCTION. Discussion of course requirements and assignments. Anthropological theories, methods and data gathering techniques as they relate to the study gender, class, race and social change. Ethnographic field research and its ethical and practical hazards. Chimamanda Ngozi Adichie, "The Single Story." (TED Speaker series)

Reading assignments:

- American Anthropological Association website information.
- Karen Brodtkin, "Foreword" (pp. xi-xv), Nandini Guenewardena and Ann Kingsolver, "Introduction," Ch. 1, (pp. 3-21) and Faye Harrison, "Feminist Methodology as a Tool for Ethnographic Inquiry on Globalization," Ch. 2 (pp. 23-31) in Guenewardena and Kingsolver, The Gender of Globalization.
- Basarudin, Azza, "Notes From the Field: Living Ethnography," UCLA Center for the Study of Women Newsletter [<http://escholarship.org/uc/item/836486b3>]
- Le Ly Hayslip, Prologue, pp. ix-xv and Ch. 1, pp. 1-25. (Continue to read the text so that you will have finished Ch. 1-12 before we arrive in Ho Chi Minh City.)
- Haunani-Kay Trask, From a Native Daughter, "Introduction," (pp. 1-21).

JANUARY 14 (B2)

BASIC CONCEPTS. We examine the categories of gender, class, race and ethnicity as both categories of similarity & difference, and of differential power, that are socially constructed, interrelated, and historically situated. We discuss the concepts of intersectionality and multilocality as part of the process of globalization and examine how social structural conditions confer varying degrees of penalty or privilege on people of particular genders, classes, races and ethnic groups, and how women and men, through their own agency, respond to, and influence, changing structural conditions.

Reading assignments:

- Fausto-Sterling, Anne. "The Five Sexes: Why Male and Female Are Not Enough." (Williams, Christine L. and Arlene Stein, eds. Sexuality and Gender, (pp.468-473).
- Patricia Hill Collins, Excerpts from Black Feminist Thought.
- Marnia Lazreg, "Decolonizing Feminisms." In Oy ronke Oy w m , ed. African Gender Studies: A Reader. (pp. 67-80.)
- Kauanui, Kehaulani, "Got Blood," in Hawaiian Blood, Ch. 1, (pp. 1-35).
- Trask, From a Native Daughter: Colonialism and Sovereignty in Hawai'i, Part III: pp. 113-147 "What Do you Mean "We," White Man?" (pp. 123-135) and Part IV: "Racism Against Native Hawaiians at the University of Hawai'i: A Personal and Political Point of View," (pp. 151-168) and "The Politics of Academic Freedom as the Politics of Racism," (pp. 169-184).

JANUARY 15-16: HILO, HAWAII

Recommended in-port programs: TBA

JANUARY 18 (B3)

MODES OF PRODUCTION AND REPRODUCTION. This segment is an investigation into the cultural understandings of diversity within various modes of production, including egalitarian bands and archaic state societies with a focus on the causes and consequences of racial, caste, class and gender hierarchies.

Reading assignments:

- Eleanor Leacock, "Gender in Egalitarian Societies," (11 pages) in Renate Bridenthal and Claudia Koonz, eds. Becoming Visible: Women in European History.
- Irene Silverblatt, Excerpts from "Women in States." *Annual Review of Anthropology* Vol. 17: 427-460 (October 1988).
- Haunani-Kay Trask, Part I, "Hawaiians and Human Rights," (pp.25-40) and "The New World Order," (pp. 58-62); Part II: "Women's *Mana* and Hawaiian Sovereignty," (pp. 87-97).
- Le Ly Hayslip, Ch. 2, pp. 26-62. (Keep reading!)

JANUARY 20 (B4)

COLONIALISM, GENDER, RACE & CLASS. We discuss some of the ways that the development of colonialism and capitalism in various parts of the world changed relationships and ideologies of gender, class, race and ethnicity. What are the contemporary legacies of colonialism and contemporary economic conditions in the former colonies? What are indigenous peoples thinking and doing about their relationship to the states within which they are located?

Reading assignments:

- Haunani-Kay Trask, Part I: "Politics in the Pacific Islands," (pp. 41-57), Part III: "From a Native Daughter," (pp. 113-121) and "What Do You Mean "We" White Man?" (pp. 123-135)
- Dassah, Maurice Oscar. "Refiguring women, colonialism, and modernity in Burma." *Journal of International Women's Studies* 12.4 (2011): 148+. *Academic OneFile*. Web. 21 Sep. 2012.
- Annpurna Pandey, "Globalization, *Swadeshi*, and women's movements in Orissa, India," in Gunewardena & Kingsolver, The Gender of Globalization (pp. 257-276).
- UN Declaration of the Rights of Indigenous Peoples (Draft in Haunani-Kay Trask, Appendix (pp. 197-210).
- Teju Cole, "The White Savior Industrial Complex." *The Atlantic*, March 21, 2012.
<http://www.theatlantic.com/international/archive/2012/03/the-white-savior-industrial-complex/254843/2/>

JANUARY 24 (B5)

REPRODUCTION AND REPRODUCTIVE RIGHTS. A comparative discussion of the race, class and gendered dimensions of human reproduction and patriarchal assertions of control over women's bodies and reproductive lives.

Reading assignments:

- Angela Davis, "Racism, Birth Control and Reproductive Rights," in Angela Davis, Women, Race and Class (pp. 202-221).
- Guttmacher Institute, Selected readings. <http://www.guttmacher.org/>

JANUARY 21 LOST DAY

JANUARY 22 STUDY DAY

JANUARY 26 (B6)

FOCUS ON CONTEMPORARY GENDER, RACE, AND CLASS CONSTRUCTS IN JAPAN. A comparison of work and family policies in European and U.S. industrial societies and Japan.

Reading assignments:

- Kiyoko Kamio Knapp "Still Office Flowers: Japanese Women Betrayed by the Equal Employment Opportunity Law," In Wing, Adrien Katherine, ed. (2000) Global Critical Race Feminism: An International Reader. (pp.

- Randy Albelda (2012) "Different Anti-Poverty Programs, Same Single-Mother Poverty. Fifteen Years of Welfare Reform." *Dollars and Sense*, Jan/Feb 2012 (pp.)

JANUARY 27-31: YOKOHAMA & KOBE, JAPAN

Recommended programs (preliminary):

JAPANESE HOME VISIT

HIROSHIMA VISIT

FEBRUARY 2 (B7)

FOCUS ON WOMEN IN CHINA: PAST AND PRESENT. In this segment we discuss the impact of the Revolution on gender and class relations in China. How have the opening of China to foreign investment and the privatization of much economic activity impacted gender and class relations and, specifically, women's lives?

Reading assignments:

- Naihua Zhang, "In a World Together Yet Apart: Urban and Rural Women Coming of Age in the Seventies," (pp. 1-26) in Di, Bai et al, (2001) *Some of Us: Chinese Women Growing Up in the Mao Era*.
- Han, Anna M. (2000) "Holding Up More Than Half the Sky: Marketization and the Status of Women in China" (pp. 392-408) in Wing, Adrien Katherine, ed. (2000) *Global Critical Race Feminism: An International Reader*.

Documentary: "China Blue"

FEBRUARY 3-8: SHANGHAI AND HONG KONG

Reading Assignment:

- Eliza W. Lee, "Introduction: Gender and Change in Hong Kong" (pp. 1-23) in Eliza Lee, ed., *Gender and Change in Hong Kong*.

Recommended in-port programs (preliminary):

FAMILY INSIGHT TOUR

TASTING THE DAILY LIFE OF A SHANGHAI CITIZEN

FEBRUARY 10 (B8)

MILITARISM, MODERN WARS, AND GENDER. An examination of the ways in which civil wars and foreign occupations have set back gains made by women in various parts of the world and the effects of military spending on gender, class, and race relations.

Reading assignments:

- Cynthia Enloe, (2000) *Maneuvers: The International Politics of Militarizing Women's Lives*, Ch. 3 "The Prostitute, the Colonel, and the Nationalist," (pp. 49-107) and Ch. 4 "When soldiers rape," (pp. 108-152).
- Barbara Omolade, (1994) Ch. 14 "We Speak for the Planet," in *The Rising Song of African American Women*, (pp. 203-221).
- "Women's Situation in Vietnam," <http://onlinewomeninpolitics.org>
- Le Ly Hayslip, Ch. 3-4, pp. 63-131, Ch. 10, (pp. 255-73).

FEBRUARY 12-17: HO CHI MINH CITY, VIETNAM

Recommended in-port programs (preliminary)::

WAR REMNANTS MUSEUM

FEBRUARY 18 (B9)

THE IMPACT OF TRANSNATIONAL CORPORATIONS, INTERNATIONAL LENDING AGENCIES AND MODERN STATE POLICIES ON GENDER, RACE, AND CLASS RELATIONSHIPS. Here we investigate the effects of corporate media, neoliberal and structural adjustment policies of the IMF and World Bank, as well as national policies on women.

Reading assignments:

- Harrison, Faye V. "The Gendered Politics and Violence of Structural Adjustment: A View from Jamaica." In *Situated Lives: Gender and Culture in Everyday Life*. Edited by L. Lamphere, H. Ragone and P. Zavella. (pp. 451-468).
- Haunani-Kay Trask, Part II: "Neocolonialism and Indigenous Structures," (pp. 101-109).

Documentary: "Life and Debt"

FEBRUARY 20-21: SINGAPORE

Reading assignment: Vijay Prashad, "Singapore." In *The Darker Nations. A People's History of the Third World*. (pp. 245-259)

FEBRUARY 22 (B10)

GENDERED WORK: A COMPARATIVE PERSPECTIVE. Here we analyze the intersections of gender, race, ethnicity, and class that characterize global labor force segmentation, outsourcing, and migration patterns with a special focus on workers in India, Hong Kong and the Export Processing Zones of Myanmar (Burma), Vietnam, and China. We focus specifically on human agency and what women (and men) are doing (and have done) to gain some control over their work and home-life conditions.

Reading assignments:

- Richard Robbins, "The Laborer in the Culture of Capitalism," Ch. 2 (pp. 33-54) in R. Robbins, Global Problems and the Culture of Capitalism.
- Susan Lambert, "When Flexibility Hurts." http://www.nytimes.com/2012/09/20/opinion/low-paid-women-want-predictable-hours-and-steady-pay.html?nl=todaysheadlines&emc=edit_th_20120920&pagewanted=print
- Haunani-Kay Trask, ""Lovely Hula Hands": Corporate Tourism and the Prostitution of Hawaiian Culture," (pp. 136-147).
- Chang, Leslie, (2009) Factory Girls: From Village to City in Changing China, Ch. 4 "The Talent Market" (pp. 73-97), Ch. 5 "Factory Girls" (pp. 98-119), Ch. 7 "Square and Round" (pp. 171-205).
- Dr Cecilia Ng, "Women workers in Malaysia (1980-2004) (Part 1 & II)." *Aliran Monthly* 2004:4 & 5. □
- Than Than Nwe, "Gendered Spaces: Women in Burmese Society." *Transformations* #6 (2003)

FEBRUARY 24 (B11) Reflections on readings and experiences in East and Southeast Asia.

Reading assignments:

- Women's League of Burma, Opening The Book On Women From Burma's Experiences Of Intersectional Discrimination. http://www.womenofburma.org/Report/Opening_the_Book_on_Women_from_Burma.pdf

FEBRUARY 25-MARCH 1: RANGOON, BURMA

Recommended in-port programs: TBA

MARCH 3 (B12)

FOCUS ON GENDER, ETHNICITY, RACE, CASTE, AND CLASS IN INDIA. We discuss the structural constraints of the vestiges of caste and, more recently emerging, class inequality on Indian women, as well as ways in which human agency through organized women's movements has resulted in major gains for Indian women.

Reading assignments:

- Kalpana Kannabiran, "Feminist Deliberative Politics in India," in Amrita Basu, ed., (2010) Women's Movements in the Global Era (pp. 157-193).
- Prema Lal, "Elle Magazine Tries to "Whiten" Indian Skin," <http://news.change.org/stories/elle-magazine-tries-to-whiten-indian-skin>
- Annapurna Waughray, "Caste Discrimination and Minority Rights: The case of India's Dalits." *International Journal on Minority and Group Rights* 17, 2010 (pp. 327-353)

MARCH 6-11: KOCHI (COCHIN), INDIA

Recommended in-port programs: TBA

MARCH 12 (B13) In-class reflections on readings and course-related experiences on gender, sexual orientation, class, and race in India.

Reading assignment:

- Gayatri Reddy, Excerpts from "The Men Who would Be Kings: Celibacy, Emasculation and Re-Production of the Hijras in Contemporary Indian Politics." *Social Research* (2003) Vol. 70 #1:163-200.

MARCH 14 (B14)

HUMAN-ENVIRONMENTAL RELATIONSHIPS: A LOOK AT ECO-FEMINIST THEORIES AND INDIGENOUS WOMEN'S PERSPECTIVES. In this segment we examine the exploitation of the environment as an aspect of patriarchy, class hierarchy, and mass consumption and study the ways in which women-led organizations and indigenous societies are trying to protect it.

Reading assignments:

- Winona LaDuke, Indigenous Women's Network: "Our Future, Our Responsibility" <http://www.ratical.org/co-globalize/WinonaLaDuke/Beijing95.html>
- Jasmin Sydee, and Sharon Beder, "Ecofeminism and Globalisation: A Critical Appraisal," in Kroll & Robbins, *World in Motion: The Globalization and the Environment Reader*. Ch. 15, (pp. 247-270).
- Dorceta Taylor, "Environmental racism." <http://www.pollutionissues.com/Ec-Fi/Environmental-Racism.html#b>

MARCH 15 STUDY DAY

MARCH 18: PORT LOUIS, MAURITIUS

MARCH 17 & 20 (B15/B16)

RESISTANCE TO COLONIALISM AND NEO-COLONIALISM. These course segments focus on the centrality of gender, race, and class in a broad range of resistance movements, including military resistance, workers' and farmers' organizations, liberation theology, political and cultural nationalism, and peace movements.

Reading assignments:

- *Mari Yamamoto*, "Japan's Grassroots Pacifism," *Japan Focus*, February 24, 2005 (pp.1-6) [<http://www.japanfocus.org/David-McNeill/2102>]
- Haunani-Kay Trask, "Kupa Aina: Native Hawaiian Nationalism in Hawai'i," (pp. 65-87).

Documentary: "The Seattle Syndrome," "Vietnam. A Television History" (excerpts from PBS Series "The American Experience")

MARCH 21 STUDY DAY

MARCH 23 (B17)

GENDER, RACE, & CLASS ISSUES IN CONTEMPORARY SOUTH AFRICA. The effects of South African colonial history and contemporary political economy on South African race, class, and gender relationships. The role of institutions and groups and/or individual agency in promoting change.

Reading assignments:

- Elaine Salo, "South African Feminism - A Coming of Age?" In Amrita Basu, ed., (2010) Women's Movements in the Global Era, (pp. 29-55).
- Shireen Hassim, "The Women's Charter for Effective Equality," In Women's Organizations and Democracy in South Africa. Contesting Authority, (pp. 269-277).
- Sindiwe Magona, Chapters 1-4 from Living, Loving and Laying Awake at Night (pp. 1-21).
- Melissa Harris-Perry, "Black Citizenship and South Africa," *The Nation*, April 6, 2009 (1 page)

MARCH 25-30: CAPE TOWN, SOUTH AFRICA

FIELD LAB. DAY 1 CAPE TOWN: VISIT WITH COMMISSION ON GENDER EQUALITY AND LECTURE/DISCUSSION ON RACE, CLASS, AND GENDER IN SOUTH AFRICA

When the South African government established itself in the 1990s, it put into place a strong gender equity program based on the concept of gender mainstreaming. Every bill that comes before the government is reviewed to assess its impact on gender. Participants will visit the Commission for Gender Equality situated at the House of Parliament in Cape Town. There we meet with officials who are engaged in this work to learn about what issues are seen as most important and what the government is doing to address them. After lunch, we have the opportunity to meet with faculty and/or students at University of Cape Town for a discussion about race, class and gender in South Africa. The field lab is designed to give students insights into South African history that shaped current race, class and gender constructs and about the intersectionality of race, class, and gender oppression as it affects various segments of the South African population in a variety of ways. This program emphasizes present efforts to identify and tackle the enormous problems that are the legacy of apartheid and neocolonial economic structures.

FIELD LAB PAPER DUE: APRIL 5. (See details under **FIELD WORK**)

Other recommended in-port programs (preliminary):

PETER STOREY: INTERFAITH RESISTANCE TO APARTHEID & WALKING TOUR OF CAPE TOWN
TOWNSHIP HOMESTAY
KHAYELITSHA TOWNSHIP VISIT
AMY BIEHL CENTRE
OPERATION HUNGER

MARCH 31 (B18) In-class reflections on readings and course-related experiences in South Africa.

APRIL 2 (B19)

GLOBAL TO LOCAL: LOCAL TO GLOBAL. This class period give us the opportunity to pull together the wealth of information that we have been given and gathered ourselves on the journey. We reflect on the nature of our relationships to each other across the planet in class discussion and **FIELD LAB PRESENTATIONS**.

Reading assignment: Return to previous readings and the readings for Ghana and Morocco (see below), and reflect on the ways in which these and your port experiences illuminate the relationships we have with others across the globe.

Documentary: "The End of Poverty? Think again." (Excerpt)

APRIL 3 STUDY DAY

APRIL 5 (B20)

FOCUS ON GENDER, RACE AND CLASS RELATIONS IN GHANA. How did Ghanaian race, class, and gender relations change in response to the imposition of British colonial rule and Christianity? How do contemporary economic conditions impact West African women's and men's lives? **FIELD LAB PAPER DUE. FIELD LAB PRESENTATIONS.**

Reading assignments:

- Darkway, Akosua, "Making hay while the sun shines: Ghanaian female traders and their insertion into the global economy," In Gunewardena and Kingsolver, Ch. 4 (pp. 61-83).
- Mercy Oduyoye, "Calling the church to account: African women and liberation," from *Daughters of Anowa: African Women and Patriarchy*. http://findarticles.com/p/articles/mi_m2065/is_n4_v47/ai_18069979/?tag=content;col1
- Weaver Shipley, "Aesthetic of the Entrepreneur: Afro-Cosmopolitan Rap and Moral Circulation in Accra," Ghana. *Anthropological Quarterly*, Vol. 82, #3 (Summer 2009) pp. 631-668 [Excerpts: Accra's Culture of Circulation and Moral Scents of Political Bodies and Pan-African Discourse And The Birth Of Ghanaian Hiplife, (pp. 634-651)]

APRIL 6-10: TEMA/ACCRA

Recommended in-port programs (preliminary):

TEMA/GA QUEEN MOTHERS

APRIL 12 (B21)

GLOBAL TO LOCAL: LOCAL TO GLOBAL. During this class period we continue to pull together the wealth of information that we have been given and gathered ourselves on the journey. We reflect on the nature of our relationships to each other across the planet in class discussion. **FIELD LAB PRESENTATIONS.**

Reading :

- Beijing Women's Declaration & Platform for Action, <http://www1.umn.edu/humanrts/instree/beijingmnu.htm>
- Haunani-Kay, Trask, Part IV. "Native Student Organizing: The Case of the University of Hawai'i," pp. 181-192; Ho'okupu a Ka Lahui Hawai'i: The Master Plan 1995, The "Ka Lahui Hawai'i Platform on the Four Areas of Sovereignty." (pp. 211-243).
- Ngo-Ngijole Banoum, Bertrade (2005) *The Yum. An Indigenous Model for Sustainable Development*, "in Oyewumi, Oyeronke, ed. *African Gender Studies*, (pp. 333-337).

APRIL 13: STUDY DAY

APRIL 15 (B22)

FINAL EXAM

APRIL 18-21: CASABLANCA

Reading assignments:

- Adele Wilde-Blavatsky, "To Be Anti-Racist Is To Be Feminist: The Hoodie and the Hijab Are Not Equals." *Feminist Wire*, April 13, 2012 <http://thefeministwire.com/>
- Jādaliyya, "Collective Response" <http://www.jadaliyya.com/pages/index/5064/a-collective-response-to-to-be-anti-racist-is-to-b>
- Katie Zoglin, "Morocco's Family Code: Improving Equality for Women." *Human Rights Quarterly*, Volume 31, Number 4, November 2009, pp. 964-984.
- Heidi Basch-Harod, "Uncertainty for the future of the Moroccan women's movement." <http://www.opendemocracy.net>
- Shahin Cole and Juan Cole, "An Arab Spring for Women □The Missing Story from the Middle East." <http://www.tomdispatch.com/blog/175384/>

APRIL 22: STUDY DAY

APRIL 23

WHAT CAN WE DO? WHAT SHOULD WE DO? WHAT SHOULDN'T WE DO? The final question we ponder is what we intend to do with all the knowledge we have been privileged to receive. Anthropologists and other social scientists have developed some ethical guidelines to ensure the safety and privacy of the people they work with. But do our responsibilities as anthropologists and ordinary citizens go beyond this? **FIELD LAB PRESENTATIONS.**

- Andrew Romano & Allison Samuels, "Newsweek Poll Shows Americans Still Divided Over Race," *Newsweek*, April 9, 2012
- Linda Martin Alcoff, "What Should White People Do?" (pp. 262-282), **OR** Alison Bailey, "Locating Traitorous Identities: Toward a View of Privilege-Cognizant White Character" (pp. 283-300), in Narayan, Uma (1997) *Dislocating Cultures: Identities, Traditions, and Third-World Feminisms.*

- Haunani-Kay Trask, "The 1989 Hawai'i Declaration of the Hawai'i Ecumenical Coalition on Tourism," (pp. 245-250).
- Emily Benedek, "My Mom Always Says, 'Never Trust a White Person,'" in Beyond the Four Corners of the World. A Navajo Woman's Journey, Ch. 4, (pp. 27-35).
- Le Ly Hayslip, Ch. 12-14, pp. 292-362, Epilogue and Afterword to 2003 ed., (pp. 363-377).

APRIL 24: CONVOCATION

APRIL 25: ARRIVE IN BARCELONA

HONOR CODE

As a Semester at Sea student you are enrolled in an academic program administered by the University of Virginia, and are thus bound to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. (Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.)

Each written assignment for this course must be pledged by you, the student, as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."

"Men [people] fear thought more than they fear anything else on earth...Thought is subversive and revolutionary, destructive and terrible; thought is merciless to privilege, established institutions, and comfortable habits...But if thought is to become the possession of many, not the privilege of the few, we must have done with fear. It is fear that holds men [people] back - fear lest their cherished beliefs should prove delusions, fear lest the institutions by which they live should prove harmful, fear lest they themselves should prove less worthy of respect than they have supposed themselves to be." (Bertrand Russell, from *Principles of Social Reconstruction*, 1916. Quoted in Erich Fromm, *On Disobedience and Other Essays*, Routledge & Kegan Paul, 1984, pp.34-5)

"I strongly believe that our survival as a people is dependent on embarking on the path of transforming and decolonizing the colonial, patriarchal discourses reflected in every aspect of our society, hindering and distracting us from restoring and re-envisioning our communities and the future of our people. It is a process of challenging the very foundation of the social and cultural order that is prescribed by the colonial and patriarchal systems, that is, addressing the interlocking oppressions and mechanisms of power on institutional and structural levels." (Rauna Kuokkanen, "Myths and Realities of Sami Women. A Post-colonial Feminist Analysis for the Decolonization and Transformation of Sami Society." In Joyce Green, ed. (2007) Making Space for Indigenous Feminism. Fernwood.)

Notes From A Native Daughter. Collection by Soldanela Rivera. 15. Nativty Daughter Notes Bethlehem My Daughter Birth Daughters. Liz Guerra and Hector Gerardo | founders and executive directors 1Freedom Notes From A Native Daughter. Episode 84. Daughter Notes Author American My Daughter Writers Daughters. Mia GarcÃa | author Notes From A Native Daughter. Episode 88. Good Movies Movies And Tv Shows Nativty Movie Tv Writer Daughter Culture Actors American. Fabian Zarta | actor, writer, performer Notes From A Native Daughter. Episode 90. Nativty Garden Sculpture Daughter Notes Culture Outdoor Decor Painting Art Painting Art. MÃnica FÃlix | photographer From a Native Daughter: Colonialism and Sovereignty in Hawai'i, rev. edn. Honolulu: University of Hawai'i Press, 1999. United Nations Declaration on the Rights of Indigenous Peoples. Dead Voices: Natural Agonies in the New World. Norman: University of Oklahoma Press, 1992. Vizenor, Gerald Fugitive Poses: Native American Scenes of Absence and Presence. Lincoln: University of Nebraska Press, 1998. Vizenor, Gerald Harold of Orange, screenplay (1984), in Vizenor, Shadow Distance: A Gerald Vizenor Reader, Wesleyan University Press, 1994. 297-333. Vizenor, Gerald Shishi and the Wood Ducks: Postindian Trickster Comedies, in Vizenor, ed., Native American Literature: A Brief Introduction and Anthology. New York: Longman, 1995. 299-336. Not Our Native Daughters. 7,636 likes · 301 talking about this. Not Our Native Daughters, was created for the education and awareness of the missing. A relative reported Sinte walks with a limp on his right leg from an injury. If you have any information regarding the whereabouts of Sinte White Butterfly please call OSTDPS Dispatch at (605) 867-5111. See More. Catholic nations, led by Abbieannia, and an evil empire, Glandelinia, that practices child slavery. The heroines of the novel are the seven innocent, prepubescent Vivian sisters, daughters of the emperor of Abbieannia, who help to free kidnapped children enslaved in Glandelinia, a nation of corrupt, evil adults. When Darger, born in 1892, was still a baby, his mother died in childbirth. Arriving in the absence of his mother, Darger's new baby sister did not trigger normal feelings of sibling jealousy. Later in the story it is explained that he is not a Canadian as many thought he was, but a native of Abbieannia. Another of Darger's heroes, Walter Starring, is depicted in a collage-drawing as a little boy. However, in the text he is described as a scientist and general commanding his own armies. From a Native Daughter: Colonialism and Sovereignty in Hawai'i, rev. ed. (Honolulu: U of Hawai'i P, 1999) 19. Haunani-Kay Trask. Native communities in Hawai'i is impossible here There is a significant amount of literature published For examples see Multicultural Hawai'i: The Fabric of a Multiethnic Society Social Process in Hawai'i: A Reader For art references see: U of Hawai'i P, 1996); and Momi Cazimero. T Peter. Manicasx.

Author's other manga. Am I the Daughter? Ch.022. NEW MANGA more. Tatoeba Ore ga, Champion kara Oujo no Himo ni Job Change Shita to Shite. Ch.001. Missy's Geek Raising Plan. Ch.009. The Warrior From the Golden Days. Ch.001. Z6 Shop Manga App Hot Manga Anime Products Free Manga Shoyo Manga. Copyrights and trademarks for the manga, and other promotional materials are held by their respective owners and their use is allowed under the fair use clause of the Copyright Law. © 2018 MangaFox. Current Time is GMT 13:12 PM. Our Email: . With suggested reading lists from authors and experts ranging from Kaye Gibbons, Joyce Carol Oates and Tipper Gore to Henry Louis Gates, Jr., Beth Winship and Ann Martin, "The Mother-Daughter Book Club" has the potential to inspire whole networks of reading clubs nationwide. Read more. About the Author. Shireen Dodson is Special Assistant to the Director, Office of Civil Rights attach@ U.S. Department of State. Her second book, One Hundred Books for Girls to Grow On, offers a selection of both new and classic titles, and it serves as a companion to The Mother-Daughter Book Club. She Podcast by Notes From A Native Daughter. Loading Newest Oldest Longest Shortest. show series. N. Notes From A Native Daughter. 1. NFAND Episode 65 - Aris Mejias, actress and clothing designer - Skin Onion 34:51. Her purpose. A beauty. Family. By Notes From A Native Daughter. N. Notes From A Native Daughter. 1. NFAND Episode 62 -Fernando Guzzoni, Chilean Filmmaker 20:29.

Catholic nations, led by Abbieannia, and an evil empire, Glandelinia, that practices child slavery. The heroines of the novel are the seven innocent, prepubescent Vivian sisters, daughters of the emperor of Abbieannia, who help to free kidnapped children enslaved in Glandelinia, a nation of corrupt, evil adults. When Darger, born in 1892, was still a baby, his mother died in childbirth. Arriving in the absence of his mother, Darger's new baby sister did not trigger normal feelings of sibling jealousy. Later in the story it is explained that he is not a Canadian as many thought he was, but a native of Abbieannia. Another of Darger's heroes, Walter Starring, is depicted in a collage-drawing as a little boy. However, in the text he is described as a scientist and general commanding his own armies. Native Hawaiians in a White University Racism against Native Hawaiians at the University of Hawai'i: A Personal and Political View. 151. The Politics of Academic Freedom as the Politics of White Racism. To Anne Landgraf and Ed Greevy, photographers and political comrades, my deep respect and aloha. The following articles were first published in these journals and books: "New World Order," appears as "Ma.lama 'Aina: Take Care of the Land," in *Global Visions: Beyond the New World Order* (Boston: South End Press, 1993), pp. 127-131; "Racism against Native Hawaiians at the University of Hawai'i: A Personal and Political View," in *Amerasia*. From a Native Daughter killed us, and still they expect us to behave. . . . Hawai'i is a colony of the imperialist United States. From a native daughter : colonialism and sovereignty in Hawai'i / . "Since its publication in 1993 *From a Native Daughter*, a provocative, well-reasoned attack against the rampant abuse of Native Hawaiian rights, institutional racism, and gender discrimination, has generated heated debates in Hawai'i and throughout the world. This revised work includes new Full description.