

ANTHROPOLOGY 2200.001

**Gender in Cross-Cultural Perspective**

Spring 2015

Monday, Wednesday and Friday 12:00pm – 12:50am

Language Bldg, Room #316

**INSTRUCTOR:**

**Instructor:** Dr. Jamie K. Johnson

**Office location:** 330-J Chilton Hall

Department of Anthropology, 3<sup>rd</sup> Floor

**Office hours:** M/W 1:30pm – 3:00pm \***email for appointment**

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**INSTRUCTIONAL ASSISTANT:**

**IA:** Elizabeth Sidler

**Office Location:** Chilton Hall

Department of Anthropology, 3<sup>rd</sup> Floor

**Office Hours:** By appointment

**Email:** [elizabeth.sidler@unt.edu](mailto:elizabeth.sidler@unt.edu)

**REACHING US**

- The best way to reach the Instructor or Instructional Assistant is through email.
- Office visits are great. Emailing for an appointment guarantees you will be seen during office hours.
- Please allow 24 hours for me to respond to emails between Monday and Friday. In turn, I expect your response within 24 hrs. Over the weekends and on holidays I require 48 hours to respond.
- Please include the name of the course you are taking in the body of your email. I have 450 students, and cannot remember which class each student is in. If you do not include your course information in your email, my response to you will be delayed.
- Only email from your official UNT email account. Do not email either the Instructor or the Instructional Assistant from Blackboard. Do not email the us from your personal email account, as it is may be marked as “Spam” and subsequently not read.
- Only your official UNT student email address will be used for course notification. It is your responsibility to log into Blackboard and check Announcements. We also recommend that you check your UNT email on a regular basis.

**COURSE DESCRIPTION:**

This course is designed to introduce students to the construction of both masculinity and femininity in cross-cultural contexts. Central to these discussions are issues and debates important within the last three decades of feminist anthropology that speak to questions posed by widespread gender asymmetry

amidst abundant cultural diversity. Through ethnographic case studies, students will explore the differences in the expression of gender ideology, roles and relations worldwide. The globalizing trends of capitalism, neo-colonialism, and biomedical technologies will also be addressed in terms of their impact on changing gender roles both in developing and developed nations.

**NOTIFICATION OF ABSENCE:**

Students desiring to observe a religious holy day, which will result in a class absence, must notify their instructor in writing, for each class, no later than February 6<sup>th</sup>. For University-excused absences such as illness or extracurriculars, the student is required to notify me before or within 24 hours of the absence, and must complete assignments or take any missed quizzes or examinations within **ONE WEEK**. Only students with legitimate University-excused absences will be allowed to submit late work or make up missed quizzes/tests.

**READINGS:**

**MOST ARTICLES WILL BE TAKEN FROM THE BRETTELL AND SARGENT TEXT. ALL OTHERS WILL BE POSTED ON BLACKBOARD, AND ARE TAKEN FROM THE FOLLOWING TEXTS:**

**At UNT Bookstore:**

Brettell, Caroline and Carolyn Sargent, eds. 2009

*Gender in Cross-Cultural Perspective*. 5<sup>th</sup> edition. Englewood Cliffs, NJ: Prentice Hall.

**Available on Blackboard or from online used booksellers - -amazon.com, alibris.com, etc.:**

Lamb, Sarah E. and Diane P Mines, eds. 2002

*Everyday Life in South Asia*. 2<sup>nd</sup> edition. Bloomington, IN: Indiana Press.

Ferraro, Gary 2011

*Classic Readings in Cultural Anthropology*. 3<sup>rd</sup> edition. Wadsworth/Cengage.

Low, Setha M. and Denise Lawrence-Zuniga, eds. 2003

*The Anthropology of Space and Place: Locating Culture*. Malden, MA: Blackwell.

Fainstein, Susan S. and Scott Campbell, eds. 2011

*Reading in Urban Theory*. 3<sup>rd</sup> edition. Malden, MA: Blackwell

**COURSE ACTIVITIES AND EVALUATION**

<b>Attendance and Participation:</b>		<b>30 Total Points</b>
<b>Short quizzes</b>	10 quizzes x 7 points =	<b>70 Total Points</b>
<b>Responses</b>	10 discussion posts x 7 points =	<b>70 Total Points</b>
<b>Exams</b>	Midterm Exam @ 80 points and Final Exam @ 100 points =	<b>180 Total Points</b>
<b>Final paper (100 points)</b>		<b>100 Total Points</b>
<b>TOTAL:</b>		<b>450 Total Points</b>

**Quizzes – 7 points each:** There will be **roughly 10** short quizzes in this class. Quizzes will cover assigned articles and will consist of 7 true/false questions. You will not be allowed to make-up a quiz unless you have a university-excused absence.

**Responses – 7 points each:** There will be **roughly 10** weekly Blackboard discussion post due each Sunday by 11:59pm responding to the overarching themes in the readings. Posts should be about 100 words (less than the average length of a text message thread to a good friend) and should be 1) relevant to the weekly course theme 2) thought-provoking and 3) conversational in nature. Asking critical thinking questions prefaced by a problem or interest you had in the readings is a perfectly acceptable means to complete the assignment. Quotations are fine if cited and not overused. Although you are not required to post a response to others, the option is certainly there.

**Exams – 80- and 100 points each:** There will be **2 exams** in this course – a Midterm, which will take place on **March 11<sup>th</sup>**, and a Final, which will take place **May 15<sup>th</sup>**. Each exam will consist of multiple choice, true/false, and short answer. The course outline indicates the dates of all exams. Make-ups will not be given unless students approach me with a reasonable excuse **BEFORE** the scheduled exams. Students may not reschedule exams because of out-of-town trips and/or plane reservations. **Mark the test dates on your calendar.**

**Class Participation/Attendance – 30 points:** Attendance in this class is extremely important. There will be a quiz every week on Fridays starting Jan. 30<sup>th</sup>, and you will not be allowed to make up missed quizzes unless your absence is excused. If you do have an absence, you must make up the quiz within **one week**. Since they are open for one week, **missed discussion posts cannot be made up.**

You can earn the equivalent of a “B” just by being present in class and participating in discussion. All students will start with 25 points. Each time you participate, you increase your total attendance points by +1 point, with a maximum of 30 total points for attendance and participation. Contributing to classroom conversation just 3 times earns you an “A” for attendance and participation if you have 0 unexcused absences. As well, participating in class can give you the opportunity to make up any points you may have lost due to unexcused absences or tardiness.

<b>Attendance</b>	1 unexcused absence =	- 2 points
	2 unexcused absences =	- 5 points
	3 unexcused absences =	-10 points and written warning from Instructor
	4+ unexcused absences =	-1/2 letter grade on final grade and Notification to Dean of Students

<b>Tardiness</b>	First tardy =	Frown of disapproval from Instructor
	Second tardy =	Frown of disapproval from Instructor <i>and</i> – 2pts
	Third tardy =	Verbal warning from instructor <i>and</i> -5 points
	Fourth tardy =	Notification to Dean of Students and -10 points

**Paper/Project - -100 points:** Students will have to complete one field project during the semester. All papers should be typed (Times New Roman or similar, 12 pt.), double-spaced, and 5-8 pages in length. Papers are due on April 23<sup>rd</sup>. Late papers will be marked down 1/2 letter grade per day late. I will give you more detailed instructions, but here is a brief summary.

Students will choose one of the following for their paper project.

### **Option One – Life Narrative**

Find an informant and conduct an interview about the role gender issues have played through the course of his/her life. Some sample questions for interviewees: Did they fit easily into gender roles as children? What were those roles? Did their parents raise them with particular gender expectations? What factors influenced their choice of a mate? Has their perception of the opposite sex changed over the years? Why? Has motherhood/fatherhood, marriage, sex or other events influenced this change? Have they been involved politically in gender issues (e.g. ERA or the abortion debate)? These are only sample questions. Use your imagination and don't forget to analyze your findings. You will need to include your questions at the end of your paper.

Preferable informants are people from another culture. However, interviewing someone of your own culture but of a *radically different* segment of the population (e.g. generation, class) may be acceptable. **You must see me about these cases.** Otherwise there are no restrictions on informants. They may be of any age, gender, class, or ethnic group. Be aware that you will get the most out of this project if you find an informant *very different from yourself*.

### **Option Two – Short Term Paper**

If you feel more comfortable with a traditional paper writing assignment, you may choose to write a 5-8 page paper. You should research and write about an issue or phenomenon relevant to the subject matter of the course. You must use a minimum of 5 sources, including books and professional journals. You may use a website, but for only **ONE** of your sources. In addition to substantive information, your paper should include the following:

- (1) Why did you choose the topic?**
- (2) What new insight did you gain from doing the research?**
- (3) What is significant about your topic?**

You may use any format for citations you choose, but it must be used consistently. You **MUST** cite your references **IN THE TEXT**. **The instructor must approve all topics.**

**Lecture outlines:** Lecture outlines can be found on the course website in Blackboard Learn (<https://learn.unt.edu/>). These outlines are intended to give your notes structure. Do not rely solely on the lecture outlines to study for the exams. I put keywords on the outline, not full text. You will not be prepared if you do not hear the lecture. I do not give out my lecture notes to students. If you miss class for any reason, you need to get notes from a classmate. Introduce yourself to your neighbor....get to

know the other students. Once you have looked over your classmate's notes and read the assigned readings, I am happy to meet with you to go over material that you are still missing. Be advised that I do not give out my lecture notes.

**Make-up exams:** Make-ups will not be given unless students approach me with a reasonable excuse **BEFORE** the scheduled exams. **Quizzes** cannot be made up without a university excused absence and must be scheduled with the TA. In the event that something unexpected happens to you on exam day, I expect an email or telephone call **from you or your representative by 5:00pm the day of the exam** explaining why you were not at the scheduled exam. If you do not have my phone number, you can call information for the main UNT line and ask them to transfer you to the UNT office. A missed exam is not taken lightly in my class. Students may not reschedule exams because of out of town trips and/or plane reservations. **Mark the test dates on your calendar.**

**Withdrawal:** If you are unable to complete this course you must withdraw by March 3 (for a "W" with instructor approval), by April 7 (for a "W" or "WF," as determined by the instructor, with instructor approval). Withdrawing from a course is a formal procedure which **YOU** must initiate. I cannot do it for you. If you simply stop attending and do not withdraw, you will receive a performance grade, usually an "F."

Here are some important dates to be aware of:

February 2	Census
March 3	Last Day for Auto W
April 7	Last day to drop with either W or WF
April 20	Can Begin to Request Incomplete
April 24	Last day to Withdraw (drop all classes)

Your primary responsibility as a student is to master the material presented in class and in the readings and do well in the course. This is an easily achieved objective. Come to class and do the reading! At times concepts or issues raised in class might be unclear. Students come from a variety of backgrounds and have various strengths and weaknesses. If you have any questions or feel unsure about any class material, see me after class or during office hours as soon as you realize a problem. We will work together to find a solution. **DON'T** wait until the end of the semester. Please realize that my goal as an instructor is not just to grade, evaluate, and test, but to help you gain a valuable life perspective to carry outside the class, into whatever you do.

**Note:** The Anthropology Department does not discriminate on the basis of an individual's disability as required by the Americans With Disabilities Act. Our program provides academic adjustments or help to individuals with disabilities in its programs and activities. Attempts will be made to meet all certified requirements.

**Plagiarism and Cheating.** The department of anthropology does not tolerate plagiarism, cheating, or helping others to cheat. Students suspected of any of these will be provided the opportunity for a hearing; a guilty finding will merit an automatic “F” in the course. In addition, I reserve the right to pursue further disciplinary action within the UNT legal system, which may result in dismissal from the university. Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional. Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should be cited. For more information on paper writing, including how to avoid plagiarism, and how to use citations, see <http://www.unt.edu/anthropology/writing.htm>. For information on the University’s policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, <http://www.unt.edu/csrr/>.

**COURSE SCHEDULE AND READING ASSIGNMENTS**

WEEK	DATE	LESSON	ASSIGNMENT READINGS	ASSIGNMENT DUE DATE
WEEK 1	1/20 – 1/25	Introduction to Course, Introduction to Anthropology	Galloway Conkey	<b>Discussion post: Introductions</b> DUE: Sunday, 1/25 11:59pm
WEEK 2	1/26 - 2/1	Biology, Gender, and Human Evolution	Ehrenberg Scheper-Hughes Hewlett Film: Why Men Don’t Iron Part 3	<b>Discussion post:</b> DUE: Sunday, 2/1 11:59pm <b>Quiz:</b> Friday, 1/30
WEEK 3	2/2 – 2/8	The Cultural Construction of Gender and Personhood: Masculinities	Gilmore Alter Herdt Film: Tough Guise	<b>Discussion post:</b> DUE: Sunday, 2/8 11:59pm <b>Quiz:</b> Friday, 2/6
WEEK 4	2/9 – 2/15	The Cultural Construction of Gender and Personhood: Femininities and “Others”	Watson Lamb Nanda Nanda and Reddy Film: Intersexed OR episode 2 of Transparent	<b>Discussion post:</b> Sunday, 2/15 11:59pm <b>Quiz:</b> Friday, 2/13
WEEK 5	2/16 – 2/22	Equality and Inequality: Subsistence Sexual Division of Labor, and Gender Stratification	Advasio, et al. Estioko-Griffin and Griffin Lepowsky Rasmussen Film clips: TBA	<b>Discussion post:</b> DUE: Sunday, 2/22 11:59pm
WEEK 6	2/23 – 3/1	Kinship, Marriage and Household organization	Cable Hicks-Bartlett Lofgren Mead <b>Film: Dadi’s Family</b>	<b>Discussion post:</b> Sunday, 3/1 11:59pm <b>Quiz:</b> Friday, 2/27
WEEK 7	3/2 – 3/8	Domestic and Public	Lamphere	<b>Film Reflection:</b>

		Spheres	Murcott Townsend Weismantle	Sunday, 3/8 11:59pm <b>Quiz:</b> Friday, 3/6
WEEK 8	3/9 – 3/15	<b>REVIEW/MIDTERM EXAM – WEDNESDAY</b>	<b>Film: TBA</b>	
WEEK 9	3/16 – 3/22		SPRING BREAK	
WEEK 10	3/23 – 3/29	Gender, Power, and the State: The Politics of Reproduction	Van-Hollen Davis-Floyd Ragoné Discussion: APC	<b>Discussion post:</b> Sunday, 3/29 11:59pm <b>Quiz:</b> Friday, 3/27
WEEK 11	3/30 – 4/5	Gender, Power, and the State: Controlled bodies and bodies of control	Kelin Cairoli <i>or</i> Constable Gruenbaum Film: Made in Daganham	<b>Discussion post:</b> Sunday, 4/5 11:59pm <b>Quiz:</b> Friday, 4/3
WEEK 12	4/6 – 4/12	Performing Gender: Religion, Ritual and Resistance	McCarthy-Brown Gutchow Jeffrey <i>or</i> Ong Film: Nuns of Ladakh	<b>Film Reflection:</b> Sunday, 4/12 11:59pm <b>Quiz:</b> Friday, 4/10
WEEK 13	4/13 – 4/19	Performing Gender: Consuming and reproducing Stereotypes of Masculine and Feminine	Runkie Urla and Swedlund Seizer Film: Class choice	<b>Discussion post:</b> Sunday, 4/19 11:59pm <b>Quiz:</b> Friday, 4/17
WEEK 14	4/20 – 4/26	Performing Gender: Sports, Role-paying, and “Fronts” <b>PAPERS ARE DUE IN CLASS</b>	Sherry Malcolm Film: TBA	Sunday, 4/26 11:59pm
WEEK 15	4/27 – 5/3	Spatializing Gender	Bourdieu Pellow	<b>Discussion post:</b> Sunday, 5/3 11:59pm <b>Quiz:</b> Friday, 5/1
WEEK 16	5/4 – 5/10	5/4 <b>Last Class</b>	REVIEW 5/6	NO ASSIGNMENT
WEEK 17	5/11 – 5/17	<b>FINAL EXAM – WEDNESDAY</b>		