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ANTY 427.50: Anthropology of Gender

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ANTHROPOLOGY 427: ANTHROPOLOGY OF GENDER

Spring 2016 – Online Course

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COURSE DESCRIPTION

This course provides an in-depth introduction to anthropological approaches to the study of gender. We will examine the history of anthropological approaches, as well as examining contemporary issues and topics. The course focuses on the cultural construction of gender and the intersections of gender with other aspects of social organization, belief, and cultural practice. Topics include socialization; marriage, family, and descent; sexuality; religion and ideology; wealth, work, and property; power and politics; and globalization and development.

COURSE OBJECTIVES

The overarching goal of this course is to increase students' appreciation of the diversity and complexity of human gender systems and the factors which shape them. In doing so, they will:

- 1) Acquire an understanding of the ways in which anthropologists study and explain gender and current issues and approaches to the topic.
- 2) Gain an appreciation of the nature of gender systems and their diversity.
- 3) Increase their knowledge of the relationships of gender systems to the rest of society and culture.
- 4) Demonstrate a familiarity with the anthropological literature and current research on the topic.

COURSE REQUIREMENTS

Course Evaluation:

Examinations - There will be three take-home exams. All exams will consist of four essay questions and each will be worth 100 points. The final exam will not be comprehensive. All exams must be completed by midnight MST on the due date listed. Each examination is worth 20% of your grade. See "**Guide to Exams**" in the "Grading Criteria" section for details.

Reading Journal - Each week, students will need to turn in a short reading journal entry over that week's readings. The entry should contain three parts: a single sentence stating what you think the central theme or most important lesson of the readings was; a paragraph that explains why you think that; a second paragraph explaining what you have learned from this and how it has changed the way you think. Reading Journal entries must be uploaded to the appropriate Learning Unit by midnight MST on Sunday at the end of the week. Each week's entry is worth 10 points. The Reading Journal is worth 10% of your grade. See "**Guide to Reading Journals**" in the "Grading Criteria" section for details.

Discussion – Each week I will post a discussion topic on the Blackboard "Discussion Board." All students will need to post a substantive response to the main discussion topic each week and a response to two other students comments (**three postings total**). All of your responses are due by Midnight MST on Sunday at the end of the week and you will need to post at least once before Friday to receive the top grade. If the class enrollment exceeds 15 students, I will break the class up into smaller discussion groups to keep the work load manageable. Discussion is worth 10% of your grade. See "**Guide to Discussion**" in the "Grading Criteria" section for details.

Research Papers - Each student must write an eight to ten (10-15) page research paper using at least six (10) sources other than the required course texts on a topic of their choice relating to the subject of the class. You must submit your topic via email for approval by the instructor by the end of the **fifth week of class (Friday, Feb 26)**. Papers will be evaluated on content, originality, organization, and style. All papers must be typed, double-spaced, on one side of the page. All papers must be uploaded to the third module by midnight MST on **Friday, April 29**. The paper is worth 20% of your grade. If you need assistance in starting your paper or finding sources, please contact the instructor as soon as possible. See "**Guide to Research Papers**" in the "Grading Criteria" section for details.

Graduate Students: Graduate students are required to write a fifteen to twenty (15-20) page research paper with at least 10 sources on a topic of their choice relating to the subject of the class. Graduate students will be graded on individual academic performance.

Extra Credit: Students wishing to earn extra credit may write a 2-4 page critical review of one of the recommended books listed below. Other books may be considered with the consent of the instructor. All reviews must be uploaded to the third module by midnight MDT on **Friday, May 6**. Reviews are worth up to 20 points each and only two (2) reviews can be accepted per student. See “**Guide to Reviews**” in the “Grading Criteria” section for details

Late Work: Students are expected to turn in all work on the scheduled due date listed in the syllabus. **Late work** is subject to a **1/3-letter** grade penalty **per day**. *No late work will be accepted after the regularly scheduled final examine unless prior arrangements have been made with the instructor.*

Academic Honesty: The University of Montana expects its students to be academically honest, particularly in regard to plagiarism. “Plagiarism is the representing of another’s work as one’s own.” Both copyright laws and University policies are rigid as concerns plagiarism. Consult the current “[Student Conduct Code](#)” for details regarding penalties for plagiarism.

Students with Disabilities: If you need special accommodations, you should contact [Disability Services for Students](#) to make arrangements and let me know if there is anything I need to be aware of or that I need to do.

Access and communications: You can reach me either by email, telephone, or in person in my office. I will normally get back to you on telephone or email within 24 hours 9:00-5:00 MDT Monday-Friday. You can also post questions to the **General Discussion Board**. **You should check your university email regularly, several times a week, as this is the primary means I have to get in touch with you. Failure to do this could adversely affect your grade in the class.**

Required Readings:

Brettell, Caroline B., and Carolyn F. Sargent, eds. *Gender in Cross-Cultural Perspective*. 6th ed. Upper Saddle River, NJ: Prentice Hall, 2013. (a copy is also reserve in the Mansfield Library)

On-line Readings (On Blackboard)

This course is one of the elective classes that counts towards the Major and the Minor in Women’s, Gender, and Sexuality Studies. If you enjoy this course and would like to know more about the Women’s, Gender, and Sexuality Studies Program, please contact me or drop by the Women’s, Gender, and Sexuality Studies Office, LA 138A-B, or visit the [Women’s and Gender Studies website](#).

PROVISIONAL COURSE OUTLINE

WEEK 1 INTRODUCTION & OVERVIEW

READINGS: Brettel & Sargent, Pp., 81-8; di Leonardo, “Introduction;” Stockett & Geller, “Feminist Anthropology;” Guttman, “Trafficking in Men”

WEEK 2 SEX & GENDER

READINGS: Brettel & Sargent, pp. 1-28; Fausto-Sterling, “Duelling Dualisms;” Worthman, “Hormones, Sex, and Gender; Booth, “Testosterone and Social Behavior”

WEEK 3 GENDER & SEXUALITIES

READINGS: Brettel & Sargent, “Section VI”; Wieringa & Blackwood, “Introduction;” Nagel, “Ethnicity and Sexuality”

WEEK 4 CONSTRUCTION OF GENDER

READINGS: Brettel & Sargent, Pp. 28-36, “Section V”; Ortner & Whitehead, “Introduction: Accounting for Sexual Meanings;” Meigs, “Multiple Gender Ideologies and Statuses”

WEEK 5 THE ARCHAEOLOGY OF GENDER

READINGS: Brettel & Sargent, “Section II”; Conkey & Gero, “Programme to Practice;” Quiat & Kelso, “Household Economics and Hominid Origins;” Claassen, “Changing Venue;” Kent, “Gender and Prehistory in Africa”

Feb 26(Fri)

PAPER TOPICS DUE

WEEK 6 GENDERED SOCIALIZATION

READINGS: Brettel & Sargent, Section X; Fausto-Sterling, "Hormonal Hurricanes;" Lindisfarne, "Variant Masculinities, Variant Virginites;" Bledsoe, "School Fees and Marriage Processes for Mende Girls in Sierra Leon;" Keith, "Childhood Learning and the Distribution of Knowledge in Foraging Societies"

Feb 29 (Mon) FIRST EXAM DUE

WEEK 7 KINSHIP, MARRIAGE, FAMILY, & GENDER

READINGS: Brettel & Sargent, Pp. 37-50, 97-107, "Section VIII"; Weiner, "Trobriand Descent;" Levine & Silk, "Why Polyandry Fails;" Tambiah, "Bridewealth and Dowry Revisited"

WEEK 8 GENDER, WORK, & WEALTH

READINGS: Brettel & Sargent, "Section IV"; Sacks, "Engels Revisited;" Draper, "!Kung Women;" Sattler, "Women's Status Among the Muskogee and Cherokee"

WEEK 9 GENDER, POWER, & DOMINANCE

READINGS: Brettel & Sargent, "Section VII"; Leacock, "Women's Status in Egalitarian Societies;" Snadjr, "Gender, power, and the performance of justice;" Siverblatt, "Women in States;" Collier, "Women in Politics"

WEEK 10 GENDER, SYMBOLISM, & IDEOLOGY

READINGS: Brettel & Sargent, "Section IX"; Bamberger, "The Myth of Matriarchy;" Bacigalupo, "Ritual Gendered Relationships;" Frank, "Gendered Ritual Dualism in a Patrilineal Society"

Apr 3 (Sun) SECOND EXAM DUE

WEEK 11 NO CLASSES

Apr 4-10 SPRING BREAK

WEEK 12 CLASS, ETHNICITY, & GENDER

READINGS: Pyke and Johnson, "Asian American Women and Racialized Femininities;" Stack, "The Culture of Gender;" Stoler, "Class Structure and Female Autonomy in Rural Java;" Zavella, "Reflections on Diversity among Chicanas;" Ortner, "Gender and Sexuality in Hierarchical Societies;" Back, "The 'White Negro' Revisited"

WEEK 13 GENDER, NATIONALISM, & COLONIALISM

READINGS: Stoler, "Making Empire Respectable;" Etienne & Leacock, "Introduction;" Kanitkar, "Real True Boys;" Hassim, "Nationalism, Feminism and Autonomy;" Boutilier, "European Women in the Solomon Islands, 1900- 1942;" Leith, "Chinese Women in the Early Communist movement"

WEEK 14 INTERNATIONALIZING GENDER

READINGS: Brettel & Sargent, pp. 108-118; Brennan, "Women Work, Men Sponge, and Everyone Gossips;" Flynn & Kaufman, "Women, Trade, and Migration;" Mills, "Gender and Inequality in the Global Labor Force;" Goody, "Sex Trafficking in Women from Central and East European Countries;" Malkin, "We Go to Get Ahead;" Ngai, "Women Workers and Precarious Employment in Shenzhen Special Economic Zone, China;" White, "Look FIRST from a Gender Perspective"

Apr 29 (Fri) PAPERS DUE

WEEK 15 GENDER & SOCIAL CHANGE

READINGS: Brettel & Sargent, "Section XI"; Chang, "Refashioning Womanhood in 1990s Taiwan;" Fernea, "The Challenges for Middle Eastern Women in the 21st Century;" Denich, "Urbanization and Women's Roles in Yugoslavia;" Becker, "The Least Sexist Society?"

WEEK 16 FINALS WEEK

May 9(Mon) THIRD EXAM DUE

