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 (8-10) page research paper using at least six (6) 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.
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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 exam 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:

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

WEEK 2 SEX & GENDER
Readings: Brettell & Sargent, pp. 1-28; Fausto-Sterling, “Duelling Dualisms;” Worthman, “Hormones, Sex, and Gender; Booth, “Testosterone and Social Behavior”

WEEK 3 GENDER & SEXUALITIES

WEEK 4 CONSTRUCTION OF GENDER

WEEK 5 THE ARCHAEOLOGY OF GENDER

Feb 26(Fri) PAPER TOPICS DUE
**WEEK 6**  **GENDERED SOCIALIZATION**

**READEINGS:** Brettel & Sargent, Section X; Fausto-Sterling, “Hormonal Hurricanes;” Lindisfarne, “Variant Masculinities, Variant Virginities;” 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**


**WEEK 8**  **GENDER, WORK, & WEALTH**

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

**WEEK 9**  **GENDER, POWER, & DOMINANCE**


**WEEK 10**  **GENDER, SYMBOLISM, & IDEOLOGY**


**Apr 3 (Sun)**  **SECOND EXAM DUE**

**WEEK 11**  **NO CLASSES**

**Apr 4-10**  **SPRING BREAK**

**WEEK 12**  **CLASS, ETHNICITY, & GENDER**


**WEEK 13**  **GENDER, NATIONALISM, & COLONIALISM**


**WEEK 14**  **INTERNATIONALIZING GENDER**


**Apr 29 (Fri)**  **PAPERS DUE**

**WEEK 15**  **GENDER & SOCIAL CHANGE**


**WEEK 16**  **FINALS WEEK**

**May 9 (Mon)**  **THIRD EXAM DUE**