

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number LS79
Action _____
Date _____

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE Anthropology of Women AN 350
DEPARTMENT Sociology - Anthropology
CONTACT PERSON Dr. Miriam Chaiken & Dr. Laurence Kruckman

II. THIS COURSE IS BEING PROPOSED FOR:

_____ Course Approval Only
_____ Course Approval and Liberal Studies Approval
 Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Norman Horach
Department Curriculum Committee

College Curriculum Committee

Director of Liberal Studies
(where applicable)

Ray Snyder
Department Chairperson

Mark [Signature]
College Dean*

Provost
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted
to LSC _____
to UWUCC _____

Semester/Year to be
implemented _____

Date to be published
in Catalog _____

CATALOGUE DESCRIPTION

ANTHROPOLOGY OF WOMEN

CREDIT HOURS: 3

PREREQUISITES: NONE

COURSE DESCRIPTION: This course is designed for any student with an interest in the lives of women around the world, regardless of whether or not they have a strong background in anthropology. The course will examine the social roles, rights, and responsibilities of women cross-culturally, viewing both women's productive (economic) functions as well as reproductive functions. Reading will expose you to the position of women in technologically simple societies as well as addressing the comparative position of women in the industrialized socialist and capitalist countries. The central theme of the course will be an examination of how the position of women has changed in the 20th Century.

SYLLABUS - ANTHROPOLOGY OF WOMEN

INSTRUCTOR

OFFICE LOCATION AND OFFICE HOURS

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REQUIRED READING - both books are available at the Co-op bookstore

1. O'Kelly, Charlotte, and Larry S. Carney Women and Men in Society
2. Reiter, Rayna, ed. Toward and Anthropology of Women
3. selected ethnography from list provided by instructor (for book review) all available at IUP library

COURSE REQUIREMENTS

This class will combine lecture, class discussions, student presentations, guest lectures, and films in an effort to examine the position of women in society. I encourage active class discussion and participation and I hope that the students will learn as much from each other and from independent reading as they will from formal class lectures.

Your grade will be based upon examinations, written assignments, and oral presentations. Examinations will cover course lectures, assigned readings, and the material presented by your peers in the student presentations. Written and oral assignments will be based on reading of your choice and original research. Each of the following assignments will be described in greater detail later in the semester.

1. Examinations - two hour long examinations will be based on course material, assigned reading, and student presentations. Each exam will consist of short answer questions and longer essay questions.
2. Book Review - each student will prepare a book review during the course of the semester, selected from a list of books which will be provided next week. In addition to the written review, each book will be reported orally in class so that each student

has an opportunity to learn about a wide range of literature. Oral presentations should be 10 - 15 minutes in length and should summarize the contents of the book as well as evaluating the book in light of the course content. The objective of this exercise is not to put students on the spot or make anyone uncomfortable, but to encourage information sharing and healthy debate.

3. Final Research Projects - will be handled independently, but with substantial cooperation between members of the class. As the theme of this course will be the changing position of women cross-culturally, part of our goal will be to scrutinize the status of women in our own society. Working as a group, students will develop a questionnaire examining women's perception of the changes in the 20th Century. Each student will conduct several interviews with women in their own community and will then analyze their own data and prepare an essay which summarizes the findings of the original research. I hope this exercise will provide a challenge, give you an opportunity to try a new type of research, and foster greater understanding of your own community.

The assignments will be weighted as follows in the computation of your final grade.

	Percent of Grade -
Book Review (written assignment)	20
Oral Report of Book Review	5
Midterm Examination	25
Final Project	25
Final Examination	25

I will not assign a grade for class participation, but students who consistently contribute to class discussions may receive a "bonus" at the end of the semester equivalent to 5% of grade points for positive contributions to class activities.

COURSE OUTLINE

TOPIC	ASSIGNED READING
I. INTRODUCTION - IS THERE GENDER BIAS IN SOCIAL THEORY? (ONE AND ONE HALF WEEKS) Traditional anthropological views of women (Cultural evolution, Marxist, Cultural Materialist, etc.) Women as anthropologists, an extension of anthropological holism	Text - Ch. 1 Reiter - Reiter, Rubin, and Sacks
II. BIOLOGY AND PSYCHOLOGY OF GENDER AND SEXUALITY (one week) Evolution and Gender/ Male Foraging Model and other views of evolution Biology and sexuality/ How do those hormones work?? Sex-linked behavior Psychology of men/psychology of women The Myth of Matriarchy? Motherhood - a biological imperative?	Reiter - Liebowitz
III. WOMEN, MEN, AND FAMILIES (one week) Rites of Passage and initiation Cross-cultural views of marriage Marriage patterns, matrilineal vs. patrilineal systems Pollution, taboo, and purdah	Reiter - Gough, Webster
One class - STUDENT PRESENTATIONS	
IV. WOMEN IN TRADITIONAL FORAGER SOCIETIES (one and one half weeks) Hunting and gathering as a force in human evolution/ Mobility vs. maternity Man the Hunter/Woman the Hunter? What is the division of labor Who provides the calories? Ethnographic examples: The Mbuti Pygmies, the Agta of the Philippines, Australian Aborigines, the Kung San of Kalahari	Text - Ch. 2 Reiter - Slocum, Draper, Rohrich-Leavitt
one class - STUDENT PRESENTATIONS	
one class - MIDTERM EXAMINATION	

V. WOMEN IN TRADITIONAL AGRARIAN SOCIETIES (one week)
Division of labor Text - Ch. 3
Women as farmers and Ch. 4
Expansion of sexual inequality and class Reiter -
Ethnographic examples: Asian peasants, Faithorn,
African agriculturalists J.K. Brown

one class - STUDENT PRESENTATIONS

VI. WOMEN IN INTERNATIONAL DEVELOPMENT (one week)
Fertility control and Maternal/Child Health Text - Ch. 8
Food Security/Food Marketing Reiter - S.E.
Employment opportunities Brown, Rubbo,
Ethnographic examples: The Green Revolution Remy
in Asia and India, Primary Health
Care in Latin America, International
Labour Organization

one class - STUDENT PRESENTATIONS

one class - DEVELOPMENT OF RESEARCH INSTRUMENT

VII. WOMEN IN COMPLEX CAPITALIST SOCIETIES
(two weeks) Text - Ch. 9
North America vs. Northern Europe/ Reiter -
Structural differences and opportunity Reiter,
for women Harding,
the "Poorest of the Poor" Silverman
Social policy and feminism/ Influencing
the vote

one class - STUDENT PRESENTATIONS

VIII. WOMEN IN COMPLEX SOCIALIST SOCIETIES
(one and one half weeks) Text - Ch. 9
China - traditional family and contemporary Reiter -
socialism Diamond
Israeli kibbutz - utopian communities and
women's participation
Women in revolutionary movements

one class - STUDENT PRESENTATIONS

IX. CONCLUSIONS AND SETTING AN AGENDA FOR THE FUTURE
(one class) Text - Ch. 10

PARTIAL BIBLIOGRAPHY
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1975-76 "The Maendeleo Ya Wanawake Movement in the Colonial Period: The Canadian Connection, MauMau, Embroidery and Agriculture" Rural Africana.

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COURSE ANALYSIS QUESTIONNAIRE
ANTHROPOLOGY OF WOMEN

SECTION A: DETAILS OF THE COURSE

A1 - This course will add to the diverse offerings in the anthropology curriculum and would be appropriate as an elective for students with emphases in either general or applied anthropology. The course will also be appropriate for students with interests in Sociology, Political Science, International Studies, Women's Studies, Nursing, Home Economics Education, or Geography. Students need not be majors nor have a comprehensive background in anthropology to profit from this class.

This course is proposed for inclusion in the Liberal Studies course list as a course which will fulfill Non-Western requirements.

A2 - The inclusion of this course in the anthropology curriculum will not necessitate changes in any other courses, in this department or any other. This course will be promoted by the Women's Studies program in addition to our department as it is viewed as a welcome addition to the nucleus of courses which deal with gender studies.

A3 - This course is consistent with a traditional course in that it includes lectures and reading from a textbook, but it can also be viewed as an innovative course as students will be assigned readings which were intended for a scholarly social science audience and there will be an opportunity for experiential learning when they conduct interviews with women about their perceptions of the changing status of gender relations. In this regard the course will be more challenging for students and will hopefully have a stronger impact as they learn by doing, not just by passive participation.

A4 - The course is being taught in Fall 1988 as a Special Topics course.

A5 - This course will not be a dual level course.

A6 - This course will not be offered for variable credit.

A7 - Courses on the Anthropology of Women have been offered at many of the colleges and universities which offer degrees in Anthropology. In many instances the course is offered jointly in Anthropology and Women's Studies.

A8 - This course is not required for accreditation or by any professional society.

SECTION B: INTERDISCIPLINARY IMPLICATIONS

B1 - At the current time there are no plans to team teach the course, however local specialists and colleagues in other fields might be invited on occasion to deliver guest lectures.

B2 - No corollary or additional courses will be needed.

B3 - This course is inherently anthropological in content in that the position of women is examined in a cross-cultural perspective and the source materials for student reading assignments and for lecture preparation have been prepared by anthropologists and incorporate an anthropological framework. However, the course is complementary to a several courses in Sociology and Women's Studies which also examine the position of women in the contemporary world. We do not envision any conflict or undue repetition in the course contents as this course will concentrate on Non-western societies and the evolution of women's contemporary roles. The course will be part of the Women's Studies curriculum as it is anticipated that it will complement, not conflict with, other courses which deal with gender issues.

B4 - Two to three seats in the course could be made available to the School of Continuing Education.

SECTION C: IMPLEMENTATION

C1 - The resources necessary to teach this course are already available in the University. Appropriately trained faculty, classroom space, and audio-visual equipment are already available in the Department of Sociology/Anthropology. Library collections in Women's Studies/Anthropology of Women are surprisingly complete, for example the great majority of the references included in the enclosed bibliography are currently available in the library. Indeed, it could be argued that adding this course will ensure optimum use of existing library resources by exposing students to the substantial literature currently available. There will be no need for specialized equipment such as laboratories, unusual supplies, or travel funds.

C2 - No special resources have been provided to make this course possible.

C3 - This course will be taught approximately once every two years unless demand and enrollments warrant more frequent offerings. This course will not necessarily be linked with one season or semester.

C4 - We anticipate teaching a single section of this course each time it is offered.

C5 - For a course such as this which involves high levels of student interaction and which will require each student to write several short papers it is necessary to restrict enrollments to approximately 25 students.

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

- Regular Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? yes no

If so, which General Education course(s)? _____

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
A. Intellectual Skills and Modes of Thinking:		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Literacy--writing, reading, speaking, listening	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Understanding numerical data	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Historical consciousness	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Scientific inquiry	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Values (ethical mode of thinking or application of ethical perception)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Aesthetic mode of thinking	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C. Understanding the Physical Nature of Human Beings	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D. Certain Collateral Skills:		
1. Use of the library	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Use of computing technology	<input type="checkbox"/>	<input type="checkbox"/>

LIBERAL STUDIES COURSE APPROVAL FORM

PART II. - DISCUSSION OF WHICH SKILLS WILL BE ENHANCED BY THE COURSE

The course "Anthropology of Women" will have many of the strengths inherent in social science courses in that it will require students to read and discuss different points of view, it will encourage critical analysis and synthesis of varied information, and it will facilitate introspection into the nature of our society.

One of the goals of a liberal arts education is to create "well rounded" adults who are better equipped to deal with the increasing complexity of our modern world. This course will contribute to this goal in several ways:

1. first by reducing parochialism, racism, and ethnocentrism in students as they are exposed to the lifeways of people from varied societies, and from both technologically simple and complex economies.
2. The course will specifically examine the relative position of men and women in society, and the inter-relationships between them as well as the influence of historical processes and rapid social change. Examining the nature of these relationships cross-culturally will help students to understand the position of privilege they occupy and will help suggest means of ameliorating persistent problems such as social inequality.
3. Finally, the course examines both the cultural nature of human behavior and its bases in human biology and evolution. Understanding these physical processes and the differences (as well as similarities) between males and females will help students to understand the physical components of human behavior.

LIBERAL STUDIES COURSE APPROVAL FORM

PART III. MEETING CRITERIA FOR LIBERAL STUDIES

A. This course will not be taught as a multiple section, multiple instructor course.

B. This course deals specifically with cross-cultural examinations of economic and social positions of women and men. As illustrated in the syllabus, the majority of the course focuses on Non-Western cultures and in every segment of the course the position of women is addressed.

C. Required reading for this course includes an anthology of scholarly articles on the position of women cross-culturally, as well as the requirement of a book review by each student from a list prepared by the instructor. The textbook used in the course is only to help give structure and support to the overall course and is supplemented by more challenging works of ethnographic analysis.

D. This course is not intended to be an introduction to the field of anthropology as a whole, but an example of the ways in which anthropological perspective and analysis are applied, namely to the cross-cultural examination of the position of women. For students who are majors in anthropology, this course will complement other courses they take on theory and ethnographic survey, but the more in-depth knowledge of theory which our majors have will not be required to profit from this course. Students with any background in social science, any interest in the position of women in society, or any knowledge of the biology of humans should be able to augment their knowledge of behavior by participating in this course without being at a serious disadvantage vis-a-vis the anthropology majors.

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

E. As with most anthropology courses, this course deals with human behavior and social institutions cross-culturally. The very nature of the anthropological approach, a perspective which blends notions of cultural relativism and holism with ethnographic analysis, challenges students to gain understanding of the origins of our society, the interactions between segments of the society, and the ills of modern society. The approach helps students understand the antecedents of social issues which is necessary to making informed judgments on contemporary issues.

In addition to contributing to their intellectual growth, the format of this course is intended to enhance their skills of communication and analysis by offering opportunities to discuss and debate in class various perspectives and ethnographic examples. Each student will be required to make an oral presentation which will synthesize information and analyze it in light of the overall class, after which the student will have to field questions and facilitate discussion among his/her peers. Finally, the last assignment which requires interviewing women in the community and analyzing the results of this inquiry will enhance student's abilities at critical thought, verbal communication, and written expression.

CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional, or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

CHECK LIST -- NON-WESTERN CULTURES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Non-Western Culture Criteria which the course must meet:

- Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand, and Australia.
- Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu.
- Address, where appropriate, the experience of women and/or the roles of men and women.

Additional Non-Western Culture Criteria which the course should meet:

- Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about the culture.

(OVER)

These additional Non-Western Cultures guidelines indicate the various forms which appropriate courses may take; check all that apply.

- Although a course may deal with a single culture, . . .
- . . . comparative courses addressing relationships among cultures are encouraged.
- A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms, and issues.
- A variety of perspectives or methodologies--anthrological, geographical, histoical, sociological, and so forth--may be employed, so long as the course emphasizes the cultural phenomena, issues, and values in contemporary society.
- Literature courses, etither in translation or in the language of the culture(s), can be appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms, and issues.
- An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirements of the Liberal Studies program.
- An internship can meet the requirements for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the Non-Western Culture criteria.
- Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand, and Australian cultures are encouraged.