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LSC Use Only Proposal No: LSC Action-Date: <u>AP-3/7/13</u>	UWUCC Use Only Proposal No: <u>12-954</u> UWUCC Action-Date: <u>AP-9/17/13</u>	Senate Action Date: <u>App-10/8/13</u>
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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Sarah Neusius or Anastasia Hudgins	Email Address sawn@iup.edu or stasiah@iup.edu
Proposing Department/Unit Anthropology	Phone 7-2133 or 7-2117 or 7-2841

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course
 Course Prefix Change
 Course Deletion
 Course Revision
 Course Number and/or Title Change
 Catalog Description Change

Current course prefix, number and full title: ANTH 350 Anthropology of Women

Proposed course prefix, number and full title, if changing: ANTH 350 Anthropology of Gender

2. Liberal Studies Course Designations, as appropriate
 This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills
 Knowledge Area
 Global and Multicultural Awareness
 Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship
 Information Literacy
 Oral Communication
 Quantitative Reasoning
 Scientific Literacy
 Technological Literacy

3. Other Designations, as appropriate

Honors College Course
 Other: (e.g. Women's Studies, Pan African) Women's Studies

4. Program Proposals

Catalog Description Change
 Program Revision
 Program Title Change
 New Track
 New Degree Program
 New Minor Program
 Liberal Studies Requirement Changes
 Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Sarah W. Neusius</i>	1/31/13
Department Chairperson(s)	<i>Stasia Hudgins</i>	1/21/13
College Curriculum Committee Chair	<i>Ann Perry</i>	2/13/13
College Dean	<i>Ann Perry</i>	2/27/13
Director of Liberal Studies (as needed)	<i>J. H. Prewitt</i>	8/29/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate	<i>Gail Sechrest</i>	9/17/13
UWUCC Co-Chairs		

Received
SEP 20 2013
Liberal Studies
Received
AUG 28 2013
Liberal Studies
Received
FEB 27 2013
Liberal Studies

1. Catalog Name, Description and Syllabus of Record

Current Catalog Name: Anthropology of Women

Proposed Catalog Name: Anthropology of Gender

Rationale for Alteration: The proposed title change reflects contemporary anthropological perspectives on the importance of gender as it is expressed by men and women and corrects the implication that women are, by default, non-normative. This course continues to focus heavily on the gendered experience of women cross-culturally, but in the context of social forces that affect men and women differently.

Current Catalog Description

ANTH 350 Anthropology of Women (3c-01-3cr)

For any student with an interest in the lives of women around the world, regardless of whether or not he or she has a strong background in anthropology. Examines the social roles, rights, and responsibilities of women cross-culturally, viewing both women's productive (economic) functions as well as reproductive functions. Reading describes the position of women in technologically simple societies and addresses the comparative position of women in the industrialized socialist and capitalist countries. The central theme is an examination of how the position of women changed in the 20th century.

Proposed Catalog Description

ANTH 350 Anthropology of Gender (3c-01-3cr)

Explores the primary category of social difference into which humans are universally socialized, which is the gendered nature of women's and men's experiences in the world from an anthropological perspective. Introduces students to cross-cultural experiences of gender and the social constructions of gender. Readings focus on the intersection of race, class, sexuality and gender, and the impact on gender of technology, colonization, globalization and the nation-state. Considers the experiences of men and women around the world from various frameworks, including reproductive, social, economic, post-colonial and post-structural.

Rationale: The proposed catalog description provides an updated summary of the course to better reflect changes in the Liberal Studies program, global political changes (omits reference to socialist vs capitalist countries), and updates the theoretical perspectives in sociocultural anthropology.

1. PROPOSED COURSE SYLLABUS

I. Catalog Description

ANTH 350 Anthropology of Gender	3 class hours 0 lab hours 3 credits
Prerequisites: None	
	(3c-0l-3cr)

Explores the primary category of social difference into which humans are universally socialized, which is the gendered nature of women's and men's experiences in the world from an anthropological perspective. Introduces students to cross-cultural experiences of gender and the social constructions of gender. Readings focus on the intersection of race, class, sexuality and gender, and the impact on gender of technology, colonization, globalization and the nation-state. Considers the experiences of men and women around the world from various frameworks, including reproductive, social, economic, post-colonial and post-structural.

II. Course Outcomes

Students will be able to:

Objective 1: Identify social constructions of gender cross-culturally and to contrast those with biological explanations of difference.

Expected Student Learning Outcomes 1 and 3

Informed and Responsible Learners

Rationale:

Assignments will require students to draw from a primary sensitizing concept in anthropology—cultural relativity—as they become familiar with the breadth of gendered expressions. Through the assignments and participation in class discussion, students reveal whether they have developed an understanding of and respect for cultural differences.

Objective 2: Analyze the interrelationship between race, class, gender and sexuality in order to support the idea that social identity is not reducible to a single characteristic.

Expected Student Learning Outcomes 1 and 3

Informed and Responsible Learners

Rationale:

Assignments will require students to analyze the influences that shape aspects of men's and women's identities. In completing

assignments, students will demonstrate their understanding of the confluence of identities, and how culture penetrates the individual.

Objective 3: Apply important theoretical paradigms to a society's manifestation of gendered patterns of behavior, as well as the ways that norms for men and women are differently affected by social forces.

Expected Student Learning Outcomes 1, 2 and 3

Informed, Empowered and Responsible Learners

Rationale:

By integrating assignments and course materials, students develop insight about localized gender practices, including their own, and analyze them against the backdrop of anthropological theory. Students acquire the anthropological tools to situate gender norms and practices within local contexts and the ability to analyze those practices relative to macro-social contexts and forces.

Objective 4: Analyze and appreciate the impact macrosocial forces and historical events and periods have had on a society's construction of gender.

Expected Student Learning Outcome 2 and 3

Empowered and Responsible Learners

Rationale:

Writing assignments, especially the journal and the synthesis paper, help students develop fluency with social forces and historical periods as interpreted by anthropological theory by requiring students to synthesize multiple interpretations and expressions of gender. The writing assignments stress academic integrity and honesty.

III. Course Outline

Theme One: Theoretical Perspectives (9 hours)

- A.** What is the public / private dichotomy and what are critiques of that framework for analyzing gender norms?
- B.** How are analyses of women as oppressed by their biology fundamentally flawed?
- C.** How are private property and the accumulation of wealth implicated in the differential expressions of power by women in societies cross-culturally?
- D.** What is patriarchy, and how does its influence manifest cross-culturally?
- E.** What is performativity and how does it shape gender?

Theme Two: Race, Class, Gender & Sexuality (6 hours)

- A. How does capitalism intertwine with ideological interpretations of race and sexuality to produce specific hierarchies of gender?
- B. How are heads of households normatively defined according to race, class and gender in the United States?
- C. How are social facts about race, class and gender transmitted?
- D. In what ways is the public / private dimension of labor present in aspects of that which is considered women's work?

Theme Three: Gender, Sex and the Body (8 hours)

- A. In anthropology, what is the theoretical importance of the body?
- B. How are a society's social norms regarding gender enacted on and represented through the body?
- C. What are the historical and social forces at play in the ways ethnicities are variously sexualized, and why is this important?
- D. How are masculinity and femininity constructed via sexuality?
- E. How have categories of sexuality changed over time, and what are the bases for these changes?
- F. Under what circumstances does sex work occur and how can anthropological theory be used to interpret such phenomenon?

Theme Four: Gender and the Nation State (6 hours)

- A. How are masculinity put to use by the nation-state, particularly in terms of military?
- B. How does the state draw on women's reproductive capacity to advance nationalist ideology?

Theme Five: Gender, Colonialism and Post-Colonialism (6 hours)

- A. How can anthropology be used to understand colonization's effects on gender? Case studies include Nigerian women, Southeast Asian women and Hawaiian men.
- B. What is the response of post-colonial feminists to western feminism?

Theme Six: Gender, Sex and Globalization (6 hours)

- A. How do girl children, especially, suffer from negative externalities associated with economic globalization?
- B. How are marriage and the caring work associated with women used transnationally to advance women's economic position?
- C. What are the patterns of commodification of caring work?
- D. What are the links between tourism and gendered inequalities?

In-Class Midterm Exam (1 hour)

Final Exam (2 hours)

IV. Evaluation Methods

- 1) (40%) **EXAMS** – Two exams will be given during the semester: a midterm and a final. Both exams are essay exams that cover major sections of the course and are graded according to a student's ability to integrate lecture materials with films and reading assignments. The exams are worth 20% each.
- 2) (20%) **READING JOURNAL** – Students will keep a reading journal that will be collected twice in the semester—once at the midpoint and again at the end. This calls for informal, expressive writing that allows students to explore ideas, pursue insights, tap undiscovered interests, and experiment with unfamiliar perspectives with a freedom rarely possible in papers and exams. Moreover, students can register subjective preferences and inherited assumptions, making them available for scrutiny and revision. Above all, journals can help students develop a regular practice of listening attentively to their own thinking in a course.
- 3) (10%) **HOMEWORK ASSIGNMENTS** - Homework assignments will vary but generally they are based on the reading assignment for that day. Together the assignments make up ten percent of the total grade.
- 4) (20%) **SYNTHESIS PAPER** – This paper requires students to write a paper on one topic by synthesizing the information and arguments from multiple texts.
- 5) (10%) **PARTICIPATION** –To earn participation points students should ask a question, clarify a point made by the professor or another student, comment on the reading assignment, make a link between the reading assignment and the lecture, or engage fully in any group work conducted during class.

V. Example Grading Scale

Grading scale: A 90 – 100 B 80 – 89 C 70 – 79 D 60 – 69 F 59 and below

VI. Undergraduate Course Attendance Policy

The attendance policy will follow the Undergraduate Course Attendance Policy as outlined in the undergraduate catalog.

VII. Required Textbook(s), Supplemental Books and Readings

Below are examples of books that faculty might select when designing reading assignments.

Agustin, Laura 2007 *Sex at the Margins* by. Zed Books.

Butler, Judith 2006 *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge.

Foucault, Michel 1980 *The History of Sexuality*. New York: Vintage Books.

Sacks, Karen Brodtkin 2000 "Global Capitalism: What's Race Got to Do with It?" *American Ethnologist*. 27(2): 237-256.

Scheper Hughes, Nancy 1992 *Death Without Weeping: The Violence of Everyday Life in Brazil*. Berkeley: University of California Press.

Tengan, Ty P. Kwika 2008 *Native Men Remade* Duke University Press Books.

VIII. Special Resource Requirements

There are no special resource requirements.

IX. Bibliography

Agustin, Laura 2007 *Sex at the Margins* by. Zed Books.

Gay Becker 2000 *The Elusive Embryo: How Women and Men Approach New Reproductive Technologies*. Berkeley: UC Press.

Denise Brennan 2004 *What's Love Got to Do with It? Transnational Desires and Sex Tourism in the Dominican Republic*. New York: Duke University Press.

Bordo, Susan 1997 "Anorexia Nervosa: Psychopathology as the Crystallization of Culture" in *Food and Culture: A Reader*. 2nd edition. Carole Counihan and Penny Van Esterik, eds. New York: Routledge.

Butler, Judith 2006 *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge.

Farmer, Paul 1999 *Infections and Inequality: the Modern Plagues*. Berkeley: UC Press.

Ehrenreich, Barbara and Arlie Hochschild, eds. 2002 *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. New York: Henry Holt Press.

Foucault, Michel 1980 *The History of Sexuality*. New York: Vintage Books.

Gill, Lesley "Creating Citizens, Making Men: The Military and Masculinity in Bolivia" in *Cultural Anthropology*. 12(4): 527-550.

Ginsburg, Faye D. and Rayna Rapp 1995 *Conceiving the New World Order: The Global Politics of Reproduction*. Berkeley: UC Press.

- Goldstein, Donna 2003 *Laughter Out of Place: Race, Class, Violence and Sexuality in a Rio Shantytown*. Berkeley: UC Press.
- Guttmann, Matthew 1996 *The Meanings of Macho: Being A Man in Mexico City*. Berkeley: UC Press.
- Hochschild, Arlie 1983 *The Managed Heart: Commercialization of Human Feeling*. Berkeley: UC Press.
- hooks, bell 2000 *Where We Stand: Class Matters*. New York: Routledge.
- Kimmel, Michael 2008 *Guyland: The Perilous World where Boys Become Men*. New York: Harper.
- Lancaster, Roger N. and Micaela di Leonardo, editors. 1997 *The Gender / Sexuality Reader: Culture, History, Political Economy*. New York: Routledge Press.
- Mackinnon, Catharine A. 1993 "Prostitution and Civil Rights," *Michigan Journal of Gender & Law*. Vol. 1: 13-31.
- Mead, Margaret 1935 *Sex and Temperament in Three Primitive Societies*. New York: Morrow Quill Publishers.
- Mills, Mary Beth 1999 *Thai Women in the Global Labor Force: Consuming Desires, Contested Selves*. New Brunswick, N.J. : Rutgers University Press.
- Mohanty, Chandra Talpade, Ann Russo, Lourdes Torres, eds. 1991 *Third World Women and the Politics of Feminism*. Indiana University Press.
- Montgomery, Heather 1998 "Children, Prostitution, and Identity: a Case Study from a Tourist Resort in Thailand" in *Global Sex Workers: Rights, Resistance, and Redefinition*. Kempadoo, K and Doezema, J., eds. Routledge: London. pp. 139-150.
- Mullings, Leith 1996 *On Our Own Terms : Race, Class, and Gender in the Lives of African- American Women*. New York: Routledge.
- Nagle, Jill, editor *Whores and Other Feminists*. New York: Routledge.
- Nanda, Serena 1999 *The Hijras of India: Neither Man nor Woman, 2nd ed.* New York: Wadsworth.
- O'Connell Davidson, Julia 2002 "The Rights and Wrongs of Prostitution," *Hypatia*. 17(2): 84-98.

O'Toole, Laura, Jessica Schiffman, Margie Kiter Edwards, eds. 2007 *Gender Violence: Interdisciplinary Perspectives*. 2nd ed.

Pateman, Carole 1989 *The Disorder Of Women: Democracy, Feminism And Political Theory*. Stanford: Stanford University Press.

Roscoe, Will 1991 *Zuni Man - Woman*. Albuquerque: University of New Mexico Press.

Sacks, Karen Brodtkin 2000 "Global Capitalism: What's Race Got to Do with It?" *American Ethnologist*. 27(2): 237-256.

Scheper Hughes, Nancy 1992 *Death Without Weeping: The Violence of Everyday Life in Brazil*. University of California Press.

Shostak, Marjorie 1981 *Nisa: The Life And Words Of A !Kung Woman*. New York: Vintage Press.

Tengan, Ty P. Kwika 2008 *Native Men Remade*. Duke University Press Books.

2. SUMMARY OF PROPOSED REVISIONS

- a. Catalog description changed
- b. Course title change
- c. Revision of course objectives
- d. Updating of the bibliography
- e. Updating course outline

3. RATIONALE

- a. The proposed catalog description provides an updated summary of the course to better reflect changes in the Liberal Studies program, global political changes (omits reference to socialist vs capitalist countries), and updates the theoretical perspectives in sociocultural anthropology. Global and Multicultural Awareness is promoted by applying the comparative anthropological method to the topics of gender and by exploring the interrelationships among race, class, gender and sexuality cross-culturally. Anthropological theory encourages critical thinking about gender.
- b. The proposed course title change reflects contemporary anthropological perspectives on the importance of gender as it is expressed by men and women and corrects the implication that women are, by default, non-normative. This course continues to focus heavily on the gendered experience of women cross-culturally, but in the context of social forces that affect men and women differently. The

course objectives have been updated to meet current expectations for student centered measureable objectives.

- c. The course objectives have been updated to meet current expectations for student centered measureable objectives.
- d. The bibliography has been updated to reflect recent scholarship in the contemporary anthropology.
- e. The course outline has been revised to reflect the organization of recent scholarship into sequential themes.

4. Assignment instructions for one major course assignment and grading rubric.

Synthesis Paper:

Drawing from the readings by Tengan, Heng and Devan (in Lancaster and di Leonardo), and Gill, develop an argument that is based on in-class analysis of gender and its relationship to the nation-state. What commentary on this relationship do each of these readings provide? You should demonstrate that you've thought critically about the data and the arguments, and that you can synthesize information to formulate an independent argument that resonates with the themes of the course.

Your paper will be graded on the basis of whether you develop an argument that

- a) is cogent;
- b) emerges from and reflects the themes of the course while staying true to the readings and the film;
- c) is well expressed.

Please have an introduction with a clear thesis, a body of the paper that logically argues the legs of your thesis, and a conclusion where you sum up and convey the implications of your argument. Papers should be 4 – 6 pages long.

Grading Rubric for Synthesis Paper:

An 'A' paper will be thoughtful, analytical and will illustrate critical thinking. It will show a facility with both of the works you're drawing from. It will draw from one of the authors' key argument (that is, it will identify the arguments correctly), and will be illuminated by appropriate ethnographic example from the different sources. In other words, there will be a high correspondence and a logical fit between the two sources. It will be stylistically and grammatically well written, and will conform to the guidelines.

A 'B' paper will be moderately thoughtful, analytical and critical. The link between the key arguments and the example will be clear, and will show that you understand the arguments you're focusing on. It may have some grammatical or spelling errors, but will conform to the guidelines.

A 'C' paper will not demonstrate analytical or critical thinking. There may be misunderstandings in the key arguments, or the linkages between the argument and the example will not be logical. The arguments from the different sources might not seem to be completely understood. There will be grammatical and spelling errors, and may not completely conform to the guidelines.

A 'D' paper will not demonstrate analytical or critical thinking. It will not apply the arguments from one author to the examples of another, or will do so in a way that illustrates that the author of the paper isn't well versed in either or both of the two sources. There may be significant grammatical and spelling errors. It might not have a thesis, or have one of the 3 main components of a paper (Introduction, Body, Conclusion).

An 'F' paper may not have a thesis, and may be missing one or more of the 3 main components of a paper (Introduction, Body, Conclusion). The student will not develop an argument and might simply relate the details of the readings. There will be significant stylistic, spelling and or grammatical errors in the paper.

5. Liberal Studies Questions and Answers.

a. What are the strategies your department will use to assure that basic equivalency exists.

Basic equivalency among courses is not a concern for this course as this course will not be taught with multiple sections. While under normal circumstances this course will be taught by one sole professor, other professors may occasionally teach the course. In this event, professors will meet before the planning stages for the new semester and will discuss the overarching objectives of the course.

b. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. By explicit reference to specific items in the syllabus and/or by an explanation in your response to this answer, please describe how your course will meet this criterion.

This course is a cross-cultural exploration of the anthropology of gender and thus, it addresses these issues throughout. All four objectives for this course explicitly deal with constructions of gender. In the second unit of the course intersections between race, class, gender and sexuality will be explicitly examined, but many other parts of this course touch on the issues raised by this LS question as well.

c. Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. How will your course meet this criterion?

The assigned books are ethnographies and other works of non-fiction, and the other assignments are articles from anthropology journals or edited volumes.

d. If this is an introductory course intended for a general student audience, how is it different from what is provided for beginning majors?

This is not a beginning course. It's a 300-level course focused on gender as it's related to cultures and societies.

21 C

CURRICULUM PROPOSAL FORM
University-Wide Undergraduate Curriculum Committee

UWUCC USE ONLY

Number _____/_____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE: Anthropology of Women
DEPARTMENT: Sociology and Anthropology
CONTACT PERSON Dr. Miriam Chaiken or Dr. Sarah Neusius

II. APPROVALS

_____	_____
Department Curriculum Committee	Department Chairperson
_____	_____
College Curriculum Committee	College Dean
_____	_____
Director of Liberal Studies (where applicable)	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.

III. TIMETABLE

Date submitted to UWUCC 11-1-88	Semester/Year to be implemented Fall 1989	Date to be published in catalog: 1990
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IV. DESCRIPTION OF CURRICULUM CHANGE

1. Catalogue Description

AN 350 Anthropology of Women

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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 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.

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 in either the general or applied anthropology tracks. 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 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.
- C6 There are no professional societies in Anthropology or Women's Studies which establish parameters for undergraduate courses.
- C7 This course will be an elective for Anthropology majors and open to non-majors as well. Adding this course to the Anthropology curriculum will not necessitate changes in the program requirements.

COURSE SYLLABUS:
ANTHROPOLOGY OF WOMEN

Instructor: Dr. Miriam Chaiken

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 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.

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

1. O'Kelly, Charlotte, and Larry S. Carney Women and Men in Society 1980 (or later edition).
2. Reiter, Rayna, ed. Toward an Anthropology of Women, 1987.

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 by the instructor. 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 then analyze his/her 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 final grades.

	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 & 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-Stocum, Draper Rohrich-Leavitt

one class - STUDENT PRESENTATIONS

one class - MIDTERM EXAMINATION

- V. Women in Traditional Agrarian Societies (two weeks) Text - Ch. 3 & 4
Division of labor/time allocation Reiter-Faithorn,
Women as farmers J.K. Brown
Expansion of sexual inequality and
class
Ethnographic examples: Asian
peasants, African agriculturalists

one class - STUDENT PRESENTATIONS

- VI. Women in International Development Text - Ch. 8
(one week) Reiter - S.E. Brown,
Fertility control and Maternal/Child Rubbo, Remy
Health in Egypt and India
Food Security/Food Marketing in Africa
Employment opportunities/International Labor Organization

one class - STUDENT PRESENTATIONS

one class - DEVELOPMENT OF RESEARCH INSTRUMENT

- VII. Women in Complex Capitalist Societies Text - Ch. 9
(two weeks) Reiter-Reiter, Harding,
North America vs. Northern Silverman
Europe/Structural differences and
opportunity for women
The "Poorest of the Poor"
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
Reiter-Diamond**

**Soviet Union - Women's Labor and
domestic responsibilities**

**China - traditional family and
contemporary socialism**

**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

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Checklist for Global and Multicultural Awareness Course Proposals

1. Review the Criteria for Global and Multicultural Awareness – particularly note the section on Differentiating the Global Citizenship competency and the Global and Multicultural Awareness category.
2. Follow the 2011 Undergraduate Curriculum Handbook for new (p. 20-27) or revised courses (p. 15-19).
3. Use the new Curriculum Proposal Cover Sheet (interactive PDF or word document – available at <http://www.iup.edu/senate/uwucc/default.aspx>).
4. Course Outcomes and Assessment (Section II, The Syllabus of Record - p. 23 and 85 in UWUCC Handbook) map to the three required Global and Multicultural Awareness Expected Undergraduate Student Learning Outcomes (EUSLOs): Informed Learners (I), Empowered Learners (II), and Responsible (III) Learners. <http://www.iup.edu/page.aspx?id=113234>.
5. Course content – meets the required course content for a Global and Multicultural Awareness course. While the course outline may not explicitly state the items in the required content, it needs to be clear that the content of the course attempts to address these required elements. <http://www.iup.edu/page.aspx?id=113234>.
6. Proposal includes the assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment (p. 33 UWUCC Handbook).
7. Proposal includes the answers to the four Liberal Studies questions (p. 91 UWUCC Handbook).
8. Proposal meets the spirit of Liberal Studies (p. 30 UWUCC Handbook).

If this is a course revision (p. 18 UWUCC Handbook)

9. Summary of the proposed revisions – address how the revisions are meeting the various required course content elements and the EUSLOs for Global and Multicultural Awareness category.
10. Justification/rationale for the revision – include any departmental discussions of the overall offerings of their Liberal Studies Courses and why this course is included in those offerings.
11. The old syllabus of record.
12. Review the Liberal Studies course approval checklist (p. 90 UWUCC Handbook).