Gender in Global Perspective

COURSE INFO
ANTH 070:225, Fall 2024
3 credits
Mon & Wed 2:00-3:20
Location: Foran Hall 138B

PROFESSOR INFO
Dr. Elizabeth (Lissa) Crane
PhD in Cultural Anthropology
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Office Hours: TBA

COURSE DESCRIPTION

Introductory exploration of the role of gender in organizing social relations and symbolic systems across the globe. Draws on comparative ethnographic readings to examine issues of gender and inequality, family, religion, work, sexuality, popular culture, and global processes.

Core Curriculum Learning Goal: Contemporary Challenges

- **CCD-1: Diversities and Social Inequalities**—Students will be able to analyze the degree to which forms of human differences and stratifications among social groups shape individual and group experiences of, and perspectives on, contemporary issues. Such differences and stratifications may include race, language, religion, ethnicity, country of origin, gender identity, sexual orientation, economic status, abilities, or other social distinctions and their intersections.[1]

REQUIRED TEXTS AND MATERIALS

Texts

- There are no required textbooks that must be purchased for this class. All readings will be available as PDFs on Canvas, and must be printed out.

Notebook & Pens/pencils

- Please find and purchase a notebook to use for class notes, as we will have a screen-free classroom.

Laptop Computer Camera, Microphone, and Web Access

- There is one planned class over Zoom, and there may be other circumstances that require the professor to hold class virtually. Please visit the Rutgers Student Tech Guide (https://it.rutgers.edu/technology-guide/students/) page for resources available to all students. If you do not have the appropriate technology for financial reasons, please email Dean of Students (deanofstudents@echo.rutgers.edu).

[1] https://sasoue.rutgers.edu/core/core-learning-goals

Suggested Item: Three-Ring Binder

- You are required to print out hard copies of all readings (available as PDFs on Canvas), so I suggest buying a 1.5" three-ring binder to organize these materials.

WORKLOAD AND TIME COMMITMENT

According to the U.S. Dept. of Education, 1 "credit hour" is defined as: "one hour [i.e., 50 min.] of classroom or direct faculty instruction and a minimum of two hours [i.e., 100 min.] of out-of-class student work each week for approximately fifteen weeks for one semester"[2]. Since this is a 3-credit course, that translates to three hours per week in the classroom, and 300 minutes per week of out-of-class student work. That's about 2-2.5 hours of homework for each class. Please gauge expectations and plan accordingly.

COURSE REQUIREMENTS

Attendance and Participation: 20% of final grade

To receive full marks on any given week, students must arrive on time and make substantive contributions to class discussion.

Reading Responses: 20% of final grade

Students are required to complete a reading response before class. The lowest grade will be dropped.

Unit Quizzes: 20% of final grade

At the end of each unit, there will be an in-class short-answer quiz.

In-Class Presentations: 15% of final grade

Students will present the topics of their final papers to their classmates.

Final Projects: 25% of final grade

Students will produce a final paper analyzing a contemporary topic or debate about gender from a cross-cultural perspective.

GRADE SCALE

A range	B range	C range	D range	Failing Grade
	B+: 87-89%	C+: 77-79%	D+: 67-69%	
A: 93-100%	B: 83-86%	C: 73-76%	D: 63-66%	F: below 60%
A-: 90-92%	B-: 80-82%	C-: 70-72%	D-: 60-62%	

[2] https://fsapartners.ed.gov/sites/default/files/attachments/dpcletters/GEN1106.pdf

ACADEMIC INTEGRITY

Academic dishonesty will not be tolerated in this classroom, and will result in severe consequences. Any student found to be cheating, fabricating, plagiarizing, or engaging in other academically dishonest behavior (refer to the full policy linked below) will automatically receive a zero for the assignment in question, and may fail the course. Therefore, it is imperative that students familiarize themselves with the Rutgers University Academic Integrity Policy, selections of which are pasted below:

The principles of academic integrity require that a student:

- make sure that all work submitted in a course, academic research, or other activity is the student's own and created without the aid of impermissible technologies, materials, or collaborations.
- properly acknowledge and cite all use of the ideas, results, images, or words of others.
- properly acknowledge all contributors to a given piece of work.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student's interpretation or conclusions.
- treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the ethical standards and professional code of conduct in the field for which the student is preparing.

Cheating - the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them.
Fabrication - the invention or falsification of sources, citations, data, or results, and recording or reporting them in any academic exercise.
Plagiarism - the use of another person's words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit.[3]

DISABILITY ACCOMODATIONS

Rutgers University is committed to the creation of an inclusive and safe learning environment for all students, and welcomes students with disabilities into all the University's educational programs. The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) can be requested and will be sent to the student and instructor. This should be done as early in the semester as possible as accommodations are not retroactive, and a discussion should occur about how the accommodations will be implemented. To begin this process, please

[3] Excerpted from Rutgers University Policy 10.2.13 Academic Integrity Policy.

complete the registration form (https://webapps.rutgers.edu/student-ods/forms/registration). More information can be found at www.ods.rutgers.edu. You can contact ODS at (848)445-6800 or via email at dsoffice@echo.rutgers.edu.

CLASSROOM POLICIES

To foster a classroom environment in which we are all present, engaged, prepared to actively participate in classroom discussion, and respectful of each other, students must:

- obtain paper copies of all readings (purchase required texts and print PDFs).
- make a good-faith effort to complete readings and assignments before class.
- bring a notebook and paper copies of assigned readings to class.
- keep computers off desks and put away (with previously stated exceptions).
- keep cell phones on silent/ "do not disturb" settings and put away in pockets/bags.
- listen attentively to fellow students, even when they express an opinion or position with which you disagree, and strive to use respectful and inclusive language.

COMMUNICATION WITH THE PROFESSOR

When in doubt, reach out! While many of the above policies may seem to be stringent, and expectations of students in this course are indeed quite high, we are all human beings, and may encounter various unavoidable logistical, bodily, emotional, or psychological challenges throughout the semester. **If something is affecting your ability to attend class, keep up with the workload, and/or fulfill course requirements, please reach out to me as soon as you can.** Even if you feel your circumstances may not be "extenuating" enough, even if you fear you "just may not be a good student" because you are struggling with time management or focus, if you are falling behind, there is no reason you should not email me or speak with me after class or during office hours. Only if I know what's going on can we make a plan together. **For communication by email or through Canvas, please allow up to 24 hours for a response M-F, and 48 hours over the weekend.**

UNIT 1 – Gender (In)equality

Is male dominance universal?

Week 1: Overview of the Course

Wednesday:

- Introductions, overview, expectations, how to read for this course.

Week 2: Biological Sex and Gender

Read for Monday:

- Michelle Rosaldo. 1974. "Woman, Culture and Soceity: A Theoretical Overview." In Michelle Rosaldo and Louise Lamphere, eds. *Women, Culture and Society*, pp. 17-42.

Read for Wednesday:

- Sherry Ortner. 1974. "Is Female to Male as Nature Is to Culture?" In Michelle Rosaldo and Louise Lamphere, eds. *Women, Culture and Society*, pp. 67-88.
- *Supplementary Text: Nancy Chodorow. 1974. "Family Structure and Feminine Personality." In Michelle Rosaldo and Louise Lamphere, eds. Women, Culture and Society, pp. 43-66.*

Week 3: Production and Reproduction

Read for Monday:

- Karen Sacks. 1974. "Engels Revisited: Women, the Organization of Production and Private Property." In Michelle Rosaldo and Louise Lamphere, eds. *Women, Culture and Society*, pp. 207-222.
- Sara Lacy and Cara Ocobock. 2024. "Dismantling the 'Man the Hunter' Myth." In SAPIENS, published Jan 4, 2024: https://www.sapiens.org/biology/gendered-labor-ancient/.

Read for Wednesday:

- Shanshan Du. 2002. "Ch 3: 'Husband and Wife Do it Together': Unifying Gender in Labor" In *Chopsticks Only Work in Pairs: Gender Unity and Gender Equality Among the Lahu of Southwest China*. New York: Columbia University Press, pp. 79-106.

Week 4: Marriage and Patriarchy

Read for Monday:

- Gayle Rubin. 2006. "The Traffic in Women: Notes on the 'Political Economy' of Sex." In Feminist Anthropology: A Reader, pp. 87-106.
    - *Supplementary Text: Emma Goldman. "The Traffic in Women"*

Read for Wednesday:

- Margery Wolf, "Uterine Families"
- Carol Stack, "All Our Kin" (selections)
- **Watch in class:** "Tongzhi in Love"

Week 5: Matriliny and Matriarchy

Read for Monday:

- https://www.unearthwomen.com/5-matriarchal-societies-where-women-are-in-charge/
- Hewlett, "The Cultural Nexus of Father-Infant Bonding"
- https://www.sapiens.org/culture/matrilineal-kinship-womens-health/

Read for Wednesday:

- Peggy Sanday, "Women at the Center" selections
  - **In Class:** END OF UNIT QUIZ 1
  - **In Class:** Watch The Barbie Movie (40 mins.)

UNIT 2 – Gender as a Social Construct

How are women and men 'made'?

Week 6: Constructed Femininities

Read for Monday:

- Tani Barlow, "Theorizing Woman"
- *Supplementary Text: Simone de Beauvoir, "Woman As Other"*

Read for Wednesday:

- Karen Brodkin. 2006. "Towards a Unified Theory of Class, Race and Gender." In Feminist Anthropology: A Reader, pp. 129-146
- https://www.sapiens.org/culture/notoneless-black-female-victims/
- **In Class:** Watch The Barbie Movie (40 mins.)

Week 7: Constructed Masculinities

Read for Monday:

- https://www.sapiens.org/culture/masculinity-fathers-caregivers/
- Herdt, "Rituals of Manhood: Male Initiation in Papua New Guinea"

Read for Wednesday:

- Matthew Gutmann. 2006. *The Meanings of Macho: Being a Man in Mexico City*, 2nd edition. Berkeley: University of California Press.
- **In Class:** Watch Barbie Movie (40 mins.)

Week 8: Globalization and Changing Gender Roles

Read for Monday:

- Shroeder, "Gone to Their Second Husbands"
- https://www.sapiens.org/culture/india-rickshaw-industry-climate-change/

Read for Wednesday:

- Walsh, "From Nü Guo to Nü'er Guo: Negotiating Desire in the Land of the Mosuo"
- Watch in Class: "Girl Rising"

Week 9: Saving Women? Saving Men?

Read for Monday:

- Lila Abu-Lughod, "Do Muslim Women Really Need Saving?"
- Dorothy Hodgson, "These Are Not Our Priorities"
- Watch in Class: "Girl Rising"

Read for Wednesday:

- Michel Foucault. "1870—The Birth of Homosexuality"
- Don Kulik. 2005. "Four Hundred Thousand Swedish Perverts."
- Watch in Class: Judith Butler Explains Gender Theory: https://www.youtube.com/watch?v=UD9IOllUR4k&t=128s
    - **In Class:** END OF UNIT QUIZ 2

UNIT 3 – Doing Gender (or Not)

Is gender 'real'?

Week 10: Performing Gender

Read for Monday:

- Watch first: https://www.youtube.com/watch?v=WOMoM1Fy9JY
- Judith Butler. 2007 [1990]. "Bodily Inscriptions, Performative Subversions." In *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge. READ ONLY pp. 183-193.

Read for Wednesday:

- Kath Weston. 2002. "Do Clothes Make the Woman?: Performing In and Out of Industrial Time." In *Gender in Real Time*. New York: Routledge, pp. 57-89. READ ONLY pp. 57-77.
    - *Watch in Class: Pose S1, E2, "Access"*

Week 11: Crossing Genders

https://www.sapiens.org/archaeology/transgender-people-exist-in-history/

Read for Monday:

- David Valentine. 2007. Imagining Transgender: An Ethnography of a Category. Durham: Duke University Press. (selections)
- Dredge Byung'chu Kang. 2012. "Kathoey 'In Trend': Emergent Genderscapes, National Anxieties and the Re-Signification of Male-Bodied Effeminacy in Thailand." In *Asian Studies Review* Vol. 36. Pp. 475-494.

Read for Wednesday:

- Eric Plemmons. "Reconceiving the Body: A Surgical Genealogy of Trans-therapeutics." pp. 34-44.

- Clare Beckett-Wrighton, “On Being a ‘Wife’” pp. 85-102.
  - *Watch in Class: Pose S1, E4, “The Fever”*

Week 12: “Other” Genders

Read for Monday:

- https://nhm.org/stories/beyond-gender-indigenous-perspectives-muxe
- https://nhm.org/stories/beyond-gender-indigenous-perspectives-faafafine-and-faafatama
- https://nhm.org/stories/beyond-gender-indigenous-perspectives-mapuche
- https://www.sapiens.org/biology/hijra-india-third-gender/

Read for Wednesday:

- Evan Towle and Lynn Marie Morgan. 2002. “Romancing the Transgender Native: Rethinking the Use of the ‘Third Gender’ Concept.” In *GLQ: A Journal of Lesbian and Gay Studies*, 8: 4. Pp. 469-497.
- Michael Red Earth, “Traditional Influences on a Contemporary Gay-Identified Sisseton Dakota.”
- Watch in Class: “Muxes, Mexico’s Ancient Third Gender”

Week 13: Group Conferences

Monday: Group meetings with the professor on Zoom
THANKSGIVING

Week 14: Beyond Gender?

https://deepbaltic.com/2018/03/20/being-non-binary-in-a-language-without-gendered-pronouns-estonian/
https://www.sapiens.org/biology/nonbinary/
https://www.sapiens.org/archaeology/archaeology-biases/

Week 15: In-class Presentations

DISCLAIMER: The above schedule, policies, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.