TOPICS IN GENDER AND CULTURE:
GENDER ACROSS CULTURES
ANTHROPOLOGY AND WOMEN’S STUDIES 410/610-001

SPRING 2013

TUESDAYS 1:00-3:45 P.M.
MACK SOCIAL SCIENCE 233

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Office Hours: Thursdays 1:45-3:45 (in Anthropology – Ansari Business 504) and by appointment
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Course Description
Throughout the world and in different cultures, gender categories and gender relations take on specific forms. Gender—a flexible and ever-changing set of relationships—is created continuously, performed through individual action and structured within various institutions. This course will look at how gender is constructed cross-culturally, paying particular attention to sexuality, the body, and the self among women and men in a variety of contexts. We will consider how race/ethnicity, class, sexuality, ability, and age, among others, crosscut and shape gender, and how gender is transforming in a world characterized by globalization and transnational movement. Gender roles and relations around the globe will be explored through a range of topics, including cultural practices, family and kinship, rites of passage, reproduction, violence, global movement, and the state. The course will be structured around reading selections, discussions, brief lectures, group activities, and films. Throughout the class, we will acknowledge the multiple ways people perform and structure gender across cultures while organizing discussion around common themes and patterns.

Core Objectives
This class satisfies Core Objectives 10 and 11 of the Silver Core Curriculum:

• CO10 – Diversity and Equity
Students will demonstrate an understanding of diversity through courses that focus on topics such as race, ethnicity, gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals.

• CO11 – Global Contexts
Students will apply and evaluate modes of academic inquiry, creative expression, or results of research to problems in historical and contemporary global contexts. Students will articulate connections among local, national, and international contexts and evaluate the ways that historical and contemporary global influences affect their current situations.

Student Learning Outcomes
Upon successful completion of this course, students will be able to:

• Explain how gender is constructed in multiple cultural contexts and analyze diverse cultures through a gendered lens. (CO10)

• Conduct research that draws on a rich body of anthropological scholarship about gender in a variety of global settings. (CO11)

• Formulate and articulate arguments that synthesize course material. (CO10 and CO11)

• Communicate diverse theoretical frameworks and ethnographic examples through writing assignments and class discussion. (CO10 and CO11)
Required Reading

1) Required texts:

2) Additional readings on electronic reserve by author’s name.

3) Additional required text for graduate students: After discussing possibilities with me, graduate students will select and read an ethnography related to their individual research projects.

Required Coursework

Attendance and Participation: The course includes a range of activities—brief lectures, films, group discussions, exercises, and other class projects—that are not possible for you to make up should you miss class. Because of the interactive nature of this course, your attendance and participation are essential and will contribute to the final grade.

Class Facilitation and Discussion Questions: The foundation of this course will be class discussions; therefore, it is important that everyone come to class having read the assigned texts and prepared to comment on the readings. Throughout the course, students will be responsible for facilitating discussion by raising questions from the selected texts and connecting course material to issues in a cross-cultural context. Early on in the semester, I will provide more details about expectations of class facilitation and a sign-up sheet.

Exams I and II: There will be two take-home essay exams (Due Week 8 and Week 15). Exam questions will be distributed one week prior to the date the exam is due. Exam I will cover readings and class discussions from the first half of the course and Exam II will include material from the second half. The purpose of these exams will be to evaluate students’ knowledge of assigned readings and their ability to write about issues discussed in class.

Abstract, Research Paper, and Presentation: Students will submit an abstract (Week 4) to propose a topic of interest related to gender across cultures and then meet with me during office hours to develop a research strategy. Papers should build on existing ethnographic research and articulate an anthropological approach to gender. The papers will be 10-12 pages for undergraduate students and 20-25 pages for graduate students (Due Week 13). Each student will share findings in a presentation during the final class sessions.

Please note: All assignments will be due at the beginning of class on the dates listed below. No late or electronic assignments will be accepted except in cases of family or medical emergencies with supporting documentation.
Required Coursework for Graduate Students
Graduate students will be expected to fulfill all course requirements included on the syllabus (participation, reading assignments, discussion questions, essay exams, and a final paper and presentation) as well as complete additional work: you will select an ethnography and write a paper analyzing the book (see the “Critical Review” assignment below), meet with me during office hours to discuss your graduate studies and strategize ways to use the course material to advance your own research, serve as discussion leader for additional classes, and complete a longer and more rigorous final paper than undergraduate students.

Critical Review: In consultation with me, graduate students will select an ethnography and—in the style of book reviews in academic journals—provide a critical analysis linking the book to the themes of the course. I will provide details about the content and format of the review early in the semester.

Grading – Undergraduate Students
10% Attendance and Participation
10% Class Facilitation and Discussion Questions
25% Exam I
25% Exam II
30% Abstract, Research Paper, and Presentation

Grading – Graduate Students
10% Participation and Class Facilitation
20% Exam I
20% Exam II
20% Critical Review
30% Abstract, Research Paper, and Presentation

The grade you earn symbolizes your performance in this class—based on the standards and requirements of the course and in relation to the work of other students in this section. Grades will be assigned on a modified scale as follows: 100-93% (A), 92-90% (A-), 89-87% (B+), 86-83% (B), 82-80% (B-), 79-77% (C+), 76-73% (C), 72-70% (C-), 69-67% (D+), 66-63% (D), 62-60% (D-), 59% and below (F). I essentially curve grades in the favor of students—so, for example, 89% may be an A- rather than a B+ depending on the distribution of grades in a given class. An A represents clearly superior work. Students who receive an A or A- have gone beyond the course requirements and demonstrated exceptional or outstanding performance. A B+, B, or B- demonstrates good work—a student meets all course requirements, but there is room for improvement (for example, in terms of writing or sophistication of analysis). The performance of a student who receives a C+, C, or C- is average or adequate. The work of the student is correct in some aspects, but there have been omissions, confusion, or errors on significant points. A D+, D, or D- represents inadequate work. The student has not fulfilled course requirements. S/he has completed some work in the course, but performance is insufficient and unacceptable for passing the course in some way (for example, missing assignment(s), not attending, and/or submitting consistently inadequate work). Students who fail the course with an F have completed less than 60% of the course work or have repeatedly submitted substandard work. I will provide detailed information about individual assignments as the course progresses, but if you have questions about grading and course requirements at any point, I am always available to discuss course procedures and expectations.
Academic Standards and Ethics
Academic integrity is our “currency” here in a university setting, and I am dedicated to upholding the standards of the fields of anthropology and women’s/gender studies and the University of Nevada, Reno. Any academic dishonesty—such as cheating on an exam or plagiarism—will not be tolerated and will result in a failing grade in the course. The UNR catalog outlines the university’s policy regarding academic standards. If you have further questions or would like clarification about what constitutes academic dishonesty, please see me.

Films
Throughout the course, we will watch several films that will provide important course material. I encourage you to view these as additional texts and to actively synthesize the films and course readings. In other words, while many of the films are artful and engaging, they are not intended to entertain in the ways that television does; instead, they should be viewed actively and through a critical lens.

Web Campus and Communication
Although there is a link for this class in Web Campus, all class assignments need to be submitted in person during class sessions. Web Campus is for informational purposes only, and will include materials such as the syllabus and essay exam questions. If you wish to communicate with me, please send an email message rather than contacting me through Web Campus. I will respond as soon as possible, typically within 24 hours during regular business hours on weekdays.

Policy for Use of Electronic Devices
All electronic devices should be turned off and put away prior to class sessions. No cell phones, laptops, notebooks, tablets, etc. are permitted in class.

Audio and Video Recording
The Provost has asked faculty to share UNR’s policy regarding audio and video recording of university courses: “Surreptitious or covert videotaping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.”

Statement of Disability Services
The Anthropology Department, the Gender, Race, and Identity/Women’s Studies Program, and the University of Nevada, Reno are committed to providing equal opportunities in education for all students. If you have a disability for which you will need to request accommodations, please contact me and the Disability Resource Center (Thompson Building, Suite 101, phone: 784-6000) as soon as possible to make appropriate arrangements.
Academic Success Services
Your student fees cover usage of the Math Center (784-4422 or www.unr.edu/mathcenter/), Tutoring Center (784-6801 or www.unr.edu/tutoring/), and University Writing Center (784-6030 or www.unr.edu/writing_center). These centers support your classroom learning; it is your responsibility to take advantage of their services, and I strongly encourage you to do so.
COURSE SCHEDULE

The course schedule may change as we progress through the material. Please note that you are responsible for keeping up with any changes in the syllabus that are announced in class.

Week 1 – January 22
Introduction – Gender across Cultures

Week 2 – January 29
Theorizing Gender and Intersectionality
Reading: di Leonardo and Lancaster (GSR 1-7), Butler (GSR 531-540), Alonso (reserve), Ortner (reserve)

Week 3 – February 5
Gendered and Sexual Identities
Reading: Ross and Rapp (GSR 153-164), Lancaster (GSR 557-572), Zavella (GSR 392-405)

Week 4 – February 12
Ethnography of Gender –Family and Kinship
Reading: Collier et al (GSR 71-80), Scheper-Hughes (GSR 82-88), Abu-Lughod (Prefaces, Introduction, Chapter 1)
*Abstract Due*

Week 5 – February 19
Ethnography of Gender –Life Cycle and Rites of Passage
Reading: Abu-Lughod (Chapters 2-3)

Week 6 – February 26
Ethnography of Gender –Honor and Shame
Abu-Lughod (Chapters 4-5), Abu-Lughod (GSR 502-511)

Week 7 – March 5
Gendered Violence
Reading: Heise (GSR 411-428), Hine (GSR 434-438)
*Exam I Distributed*

Week 8 – March 12
Body Marks, Body Meanings
Reading: Boddy (GSR 309-322), Bordo (GSR 335-357)
*Exam I Due*

Week 9 – March 19
* No Class – Spring Break * Enjoy!
Week 10 – March 26
The Body and Body Politics
Reading: Martin (GSR 543-556), Gal (GSR 122-131), Patchesky (GSR 134-147)

Week 11 – April 2
Ethnography of Gender – Men and Masculinities
Reading: Gutmann (Preface, Introduction, Chapters 1-3)
* Critical Review Due – Graduate Students *

Week 12 – April 9
Ethnography of Gender – Performing Gender
Reading: Gutmann (Chapters 4-6)

Week 13 – April 16
Ethnography of Gender – Nation and State
Reading: Gutmann (Chapters 7-10), Heng and Devan (GSR 107-116)
* Research Paper Due *

Week 14 – April 23
Gender in Transnational and Postcolonial Perspective
Reading: Lutz and Collins (GSR 291-303), Schein (GSR 473-482)
* Exam II Distributed*

Week 15 – April 30
Presentations
* Exam II Due*

Week 16 – May 7
Presentations

Final Session: Tuesday, May 14, 5:00 – 7:00 p.m.
Presentations