ANTHROPOLOGY 141: CULTURE AND GENDER

INSTRUCTOR: Dr. Carol Mukhopadhyay **Fall 2007: TTh 4:30-5:45 pm. WSQ 004**
MY OFFICE: Clark 404L PHONE: (408) 924-5732 Email: mukh@email.sjsu.edu
DEPT. OFFICE: Clark 469. 408.924.5710
OFFICE HOURS: TuTh 10:30-11:30 am, 2-3 pm., Wed. 4-5 pm. and by appointment.

COURSE DESCRIPTION This course examines gender from a cross-cultural, anthropological perspective.

- What is the role of culture in gender? How do different cultures give meaning to the biological "facts" of being female or male—i.e. **how do cultures "construct" gender?**
- What is the role of **gender in culture**. We will explore how cultures use gender as a fundamental organizing principle: in social relationships, economics and "work", family, kinship, sexuality and reproduction; in politics; in allocating other "valuables"; in organizing space. We'll also look for gender in other areas of life: religion, consumption, play, warfare, language, popular culture and other "expressive" forms, including body modification.
- Gender Systems: We will examine linkages between these different domains, or the idea that there are **gender systems.**
- Gender Equality and Inequality: we will be examining gender relations in different cultures, including anthropological approaches to the question of the extent and origins of gender inequality.

We will sample a variety of human cultures. Readings will emphasize gender in non-European societies, including small-scale societies not associated with major world cultural or religious traditions. However, our discussions, analysis and readings **will include** modern, complex, urban societies, both non-western and western. This will provide us with a comparative framework for analyzing gender in American culture and society. To aid in this comparison, all of you will have opportunities to be "ethnographers" and "key informants" on American culture[s].

Course materials will emphasize women's experiences and perspectives more than men's', partially because women's "voices" have been "muted" in standard anthropological literature, and because the development of anthropological gender theory grew out of the study of women cross-culturally. But it is impossible to understand the cultural meanings of "female" without considering "male", without considering **gender relations.**

DEPARTMENT AND COURSE OBJECTIVES

The Department of Anthropology seeks to enhance student knowledge and skills in the following areas:

Knowledge

1. Understanding culture as a distinguishing phenomenon of human life and the relationships of human biology and and evolution.
2. Awareness of human diversity and the ways humans have categorized diversity
3. Knowledge of the significant findings of archaeology, cultural anthropology, physical anthropology and linguistics and familiarity with the important issues in each sub-disciplines.
4. Knowledge of the history of anthropological thought and its place in modern intellectual history.
5. Comprehension of migration, colonialism, and economic integration as significant phenomena shaping global society.

Skills

6. Ability to access various forms of anthropological data and literature.
7. Awareness of importance and value of anthropological knowledge in contemporary society and the ability to apply it to social issues.
8. Knowledge of the research methods of the sub-disciplines of anthropology and the ability to apply appropriate research methods in at least one sub-discipline
9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.
10. Knowledge of political and ethical implications of social research

This course is particularly relevant to Objectives 1 through 3 and 7.

Students completing this course successfully will:

1) Have acquired an ethnographic data base that illustrates the diversity, richness, and complexity of women's lives cross-culturally; as well as the varied forms gender systems take in different cultural contexts.

2) Be familiar with and able to critically evaluate past and current anthropological theories of gender and gender relations.

3) Be able to show how gender acts as an organizing principle for human cultures, including our own culture.

4) Understand how gender systems emerge from particular socio-cultural and historical contexts; that they are embedded in broader sociocultural systems, and must be understood in those contexts.

5) Be able to view American gender systems within a cross-cultural comparative framework, avoiding ethnocentric value judgments and appreciating the variety of forms gender systems can take.

6) Have improved their critical reading and analytical skills; their ability to synthesize information and apply it to solving a particular problem; and their writing and oral discussion skills.

NOTE: CLASS FORMAT, SYLLABUS, READINGS, AND REQUIREMENTS ARE AN INITIAL FRAMEWORK, NOT AN IRON CAGE. All can be adjusted to the size, composition, and dynamics of this class! Students may have input on this process, especially if the class is quite small.

CLASS FORMAT will include lecture-discussion with some small group activities. I want and expect students to be **active participants**. Lectures, videos, readings, guest speakers will primarily be for background and to stimulate thought and discussion. . For students, this means taking responsibility to complete readings & other assignments on time, to attend all classes, and to contribute to class discussion (ask questions, raise issues, make comments, express reactions, share experiences, etc.). In turn, I will offer constructive feedback, direction, encouragement, flexibility, personal assistance and other resources to make this class a positive individual and collective learning experience.

REQUIRED "Basic Text"

Ward, Martha. 1999. A World Full of Women (basic "text"). 2nd edition. Allyn & Bacon.

Additional Required Readings. TBA.

- I will be adding readings, including at least one ethnography and several articles, as the course progresses and I assess student interests and backgrounds. Students may have input into this process
- Articles will either be distributed in class or available in the library, on regular or electronic reserve.
- Ethnographies: TBA

Other Readers. There is a vast, exciting, body of anthropological literature on gender. It was difficult to choose a "basic" text. The following recently published readers are all excellent! I will try to make them available on reserve. But this is only a start!!

- Brettell, Caroline B. and Carolyn F. Sargent, ed. Gender in Cross-Cultural Perspective, 4th Edition (2005) or 3rd edition. Pearson/Prentice-Hall
- Lewin, Ellen, ed. 2006. Feminist Anthropology, a Reader. Blackwell Publishing
- McKee, Nancy and Linda Stone, ed. 2002. Readings in Gender and Culture in America. Prentice Hall
- Kimmell, Michael S., 2008. The Gendered Society, 3rd edition. [a sociologist; U.S. focused]

Ethnographies: Where to Start?????????? Some Classics That Have Particular Relevance to Course Themes/Structure. See below…and TBA

- Shostak, Marjorie. 1981, Nisa: The Life and Words of a !Kung Woman. 2000. Return to Nisa,

PRE-REQUISITES Upper division standing or permission of instructor; a prior course in cultural anthropology is strongly recommended. See me if you aren't sure about your background. Basic cultural

anthropology texts are very easy to get (from library, me, on web, used bookstores).

COURSE REQUIREMENTS AND GRADING [subject to change]

Course Grades will be based on: 1) Exams: 2) Reading-Related Assignments 3) Activity-Based Assignments 4) Overall Class Participation and Quality of Work.

Exams [100 points]: There will be 1-3 major exams during the semester. Usually I give take-home essay exams [short and longer essays]. But I may experiment with additional exam formats [including quizzes] this semester. Essay questions ask you to integrate and apply class readings/materials to a focused question. In some cases, you critically evaluate a statement, using primarily readings/materials from class to support your viewpoint. Sometimes you demonstrate your understanding of a key concept using illustrative ethnographic materials. Questions and/or study guides are distributed at least one week before the exam. Take-home exam questions are to be typed and carefully edited for organization, grammar and spelling.

Course Reading-Related Notes. 100 points: 7-10 individual assignments

These provide you an opportunity to reflect on readings. The formats will vary. Some assignments will ask you to answer specific questions on assigned readings. Others will ask you to summarize, outline, comment on (critique, raise questions about, disagree, seek clarification of) readings. Or I may ask you to discuss how certain topics in the readings pertain to your own life. I may include any quizzes I give on assigned readings. Grading is primarily based on completing the assignment.

Activity-Based Assignments 100 POINTS: 3-7 activities

Most assignments are mini-ethnographic "fieldwork" activities, such as looking for "cultural artifacts" in the library, gathering "data" on gender-related folk beliefs, observing gender-differentiation in public forums, interviewing someone "different from you" on their gendered experiences and perspectives. Budding "ethnographers" will find this a good opportunity to practice your observational, interviewing, descriptive and analytical skills. Generally, you will summarize and analyze your findings in brief, structured, "write-ups". We will share & discuss results in class.

Other potential activities: additional readings (review/annotated bibliography) on a topic or cultural group of your choice; exploring gender-related websites, other (suggestions welcome!)

Class activities will occur through the semester. Students completing the activity will receive a passing grade. Additional points will be based on the quality of your work. Most students should receive full or close to full credit on these activities. Write-ups should follow guidelines, be typed, well-organized, and carefully edited.

Class Participation and Overall Class Performance: <u>200 points.</u> I value and emphasize class participation, especially in a small class. Attendance is essential to participation! So is being prepared for class, with readings, activities & other assignments! Students with valid reasons for missing class should contact me. Generally, it is your responsibility to find out about missed assignments, films, etc. during your absence.

MISCELLANEOUS.

- All written work should address assigned topics, be on time, carefully edited and organized.
- This is a small class, allowing for an informal, flexible, class schedule, general atmosphere, and form of presentation compared . So...be prepared for flexibility. BUT....I will give you plenty of advance notice of changes in the syllabus, assignment due dates, etc.

HELPFUL HINTS. DON'T BE AFRAID TO ASK ME QUESTIONS AND REQUEST HELP!!!!! DON'T RELY ONLY ON YOURSELF—USE YOUR CLASS MATES AS WELL

COURSE SYLLABUS: TOPICS AND READINGS

Note: Dates and topics may be adjusted as the semester proceeds. I will give you plenty of notice.

SECTION ONE: Introduction & overview. Historical overview. Key issues & perspectives. The question of female "status"; unraveling Euro-American folk theories of gender: origins reconsidered. Sexual division of labor.

Ethnographic Focus: The !Kung San of Botswana & Namibia
Ward Chapters: 1, 7, 2, 4, 3; Additional articles: see below & TBA

I. 1/22. Introduction and Overview of Course Themes. Burning Issues.
READ: Ward, Introduction; Chapter 1.

II. Assessing Female Status Cross-Culturally. The ForeMothers.
READ: Ward Ch. 7, 2, Shostak (Nisa! Introduction, p. 1-43). E-Reserve/Handout

III. Origins Reconsidered: Our Primate Ancestors
READ: Ward, CH. 4.

IV. The Hunting Way of Life, Reconsidered: The San.
READ: Ward ch. 3.

V. The San: Discussion. Other H&G.
READ: Hewlett [on reserve]; Estioko-Griffin [on reserve]

VI. Catch up. Exam 1

SECTION TWO: GENDER AND "FAMILY": KINSHIP, MARRIAGE, REPRODUCTION, SEXUALITY. Will the real "family" please stand-? What IS sex about, anyhow? What difference does family structure make? Is matrilineal matriarchal? Is patrilineal patriarchal?
GENDER AND STRATIFICATION. What happens to women and gender relations in intensive agricultural, large-scale complex, stratified societies? Where does religion fit into all of this? Is arranged marriage "oppressive"? What about polygyny? And sexual segregation? And "the veil"???? Is "romantic love" and "monogamy" liberating?

Ethnographic Focus: TBA
Chapters from Ward: 5, 6, 8, & TBA
Additional Societies & Readings: TBA

VII: Introduction: the universality of "the family". Variations.
READ: Ward, ch.5;

VIII: Is matrilineal matriarchal? What difference does it make?
READ: Ward Ch.6

IX. Gender in Stratified Societies. Patrifocal Family Systems. India.
READ: Mukhopadhyay (E-reserve or handout)

X Ideologies of Gender: Patrifocal Family Systems and Ideology. Islamic Versions.
READ: Ward, ch. 8

XI. Continued. Discussion.
READ: tba

XII. Catch-up. Exam 2? .

SECTION THREE: CONTEMPORARY ISSUES: Women in the New Global Economy. Women and "technology": the sexual division of labor revisited. Gender in American Culture: Have we "Come a long way, baby?"? And why no women "heads of states" in the U.S. (aka: Women and Political Power).

Ethnographic Focus: Cross-cultural, including the United States
Readings: Ward: 10, 9, Mukhopadhyay (2 articles) and TBA

XIII: Women and "Development": issues, problems.
READ: Ward Ch. 10, Mukhopadhyay article [e-reserve or in class)

XIV. Challenges to Cultural Relativism
READ: Ward, Ch. 9.

XV: The US in Comparative Perspective.
READ: Mukhopadhyay, Sati or Shakti (on reserve)

XVI. Conclusion. Catch-up

EXAM DATES: EXAM ONE:_____ EXAM TWO _____other:

FINAL EXAM:

OTHER NOTES/DATES:

Culture in Mind
Fall 2007
Anthropology 142

Meeting Time: TR 9:00-10:15 **Room**: CL 204
Instructor: Dr. Karen Fjelstad
Office: CLK 463
Office Hours: TR 11:00-1:00 and W 2:00-3:00 **Phone**: 924-5714
Email: kafjelst@cabrillo.edu
Web site: www.cabrillo.edu/~kfjelstad

Course Description

Culture in Mind introduces students to the central topics and methods of psychological anthropology. A subfield of cultural anthropology, psychological anthropology combines the interests of a discipline that focuses on "mind" as its object of study with those of a discipline that focuses on "culture." As a result, it challenges many of the assumptions of both disciplines, leading to deeper understandings of both culture and mind.

This course asks such questions as: What is the relation between self and society? How do we experience social life? How does culture influence perception and cognition? Are our emotions culturally patterned? How do different cultures define behavior as abnormal, pathological or insane? This class is primarily designed to meet the needs of anthropology, psychology, behavioral science, and social science majors who wish to explore the dynamic between the individual and culture.

1. The course will promote critical thinking, teaching a vocabulary of anthropology and psychology as well as an examination of underlying assumptions of both disciplines.

2. The course aims to improve writing skills.

3. The course encourages reflective discovery - that is thinking and reflecting on why "we" do things differently than "they" do.

Persons with Disabilities

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.

Goals of the Anthropology Department

KNOWLEDGE

1. Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution.
2. Awareness of human diversity and the ways humans have categorized diversity.
3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline.

4. Knowledge of the history of anthropological thought and its place in modern intellectual history
5. Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society.

SKILLS

6. Ability to access various forms of anthropological data and literature.
7. Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.
8. Knowledge of the research methods of the sub-disciplines of anthropology, and the ability to apply appropriate research methods in at least one sub-discipline.
9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.

PROFESSIONAL VALUES

10. Knowledge of political and ethical implications of social research

Academic Integrity

Your own commitment to learning, as evidenced by your enrollment at SJSU and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found on the SJSU home page.

Classroom Etiquette

Please do not use your cell phones for any purpose during class. However, if you are expecting an important call you should notify me so we can make arrangements.

Please do not use your computers to take notes during in-class films.

Required Textbooks

A reader has been prepared for this class. It is available at Maple Press.

Castillo, Richard. 1997. *Culture and Mental Illness: A Client-Centered Approach.* Pacific Grove: Brooks Cole Publishing.

Course Assignments and Evaluation

Much of this class will consist of seminar format which means that you will be expected to participate in class activities, including discussions, and keep up with the reading. Such participation will be worth up to 50 points. Credit will be given on days when such activity is essential. Participation will be assessed by giving full credit for active participation, partial credit for passive participation, and no credit for non-participation. To be excused from class you must leave a voice-mail or email on that same day and give your reason for missing the activity. You will receive full credit as long as the reason is significant and the privilege is not abused.

You will be expected to write an 8-10 page term paper on a particular individual or topic in psychological anthropology, and you will lead a seminar on a specific topic in culture and mental illness.

Examinations

The exams (a midterm and a final) will consist of multiple choice, fill-in, short answer and essay questions that will be answered in class. Students will receive a study guide prior to the examination. Examinations will include a substantial amount of writing (about 4 pages per exam). Each test will be worth 100 points each.

Evaluation:

Midterm Exam	100
Term Paper	100
Final Exam	100
Seminar Presentation	50
Participation	50
Total Points	400

Class Schedule

Week 1, Aug. 23

Introduction to the class

Week 2, Aug. 28-30

Intro to Anth/ The Relationship between Anth and Psych
Methods of Research
Reader: Matsumoto, "Introduction"
Castillo, Chapter One: Why Culture?

Week 3, Sept. 4-6

Anthropology and Psychoanalysis
Mead and Benedict
Reader: Bock, "Psychoanalytic Anthropology"

Week 4, Sept. 11-13

Basic and Modal Personality/ National Character Studies
Film: Margaret Mead
Reader: Bock, "Configurations of Culture and Personality"
Bock, Basic and Modal Personality
Bock: National Character Studies
Welsh, "Was Margaret Mead's Fieldwork Fundamentally Flawed?"

Week 5, Sept. 18 (NO Class Sept. 20)

Film: Preschool in Three Cultures
Reader: *Tobin, Wu and Davidson, " Komatsudani: a Japanese Preschool"*

Week 6, Sept. 25-27

Childhood Socialization
Reader: Reese, A Parenting Manual..."
Gottlieb, "Luring Your Child into this Life"

Week 7, Oct. 2-4
Childhood Socialization
Reader: Bourgouis, "Families and Children in Pain..."
Robbons, "Kinderculture in America"

Week 8, Oct. 9-11
Cognitive Anthropology
Reader: Shore, "Rethinking Cultural Models"
Shore, "Mind Games: Cognitive Baseball"

Week 9, Oct. 16-18
Culture and Self
Reader: Kitayama and Markus, "Culture and Self"
Natadecha-Sponsel, "The Young, The Rich, and the Famous"
Castillo, Chapter 3: Culture and Personality

Week 10, Oct. 23-25
Culture and Emotion
Reader: Simon, "Shame, Knowing, and Anthropology"
Robarchek, "Waorani Grief and the Killer's Rage"
Castillo: Chapter 4, pp. 55-62 "Culture and Emotion"

Week 11, Oct. 30-Nov. 1
Culture and Mental Health
Reader: Small, "The Rooted Sorrow"
Welsch and Endicott, "Do Some Illnesses Exist Only Among Members of a Particular Culture?"
Castillo: Chapter 2: Culture and Clinical Reality

Week 12, Nov. 6-8
Culture and Mental Health
Castillo, Chapter 6: Personality Disorders
Castillo, Chapter 7: Sexual and Identity Disorders
Castillo, Chapter 8: Eating Disorders
Castillo, Chapter 9: Substance Related Disorders

Week 13, Nov. 13-15
Culture and Mental Health
Castillo, Chapter 10: Anxiety Disorders
Castilllo, Chapter 11: Somatoform Disorders
Castillo, Chapter 12: Mood disorders
Castillo, Chapter 13: Dissociative Disorders

Week 14, Nov. 20 –22 Happy Thanksgiving!
Culture and Mental Health
Castillo, Chapter 14: Psychotic Disorders

Week 15, Nov. 27-29

Culture and Mental Health

Culture and Curing

Reader: *Small, "Cursed and Haunted"*

Harvey, "The Korean Mudang as Household Therapist"

Tseng, "Folk Psychotherapy in Taiwan"

Castillo: Chapter 15

Week 16, Dec. 4-6

Review for final

Final Examination

Tuesday December 18 - - 7:15-9:30