Women in Cross-Cultural Perspective

Course Design
2018-2019

Course Information

Division: Social Sciences
Course Number: ANT 211
Title: Women in Cross-Cultural Perspective
Credits: 3
Developed by: Linda Blan
Lecture/Lab Ratio: 3 Lecture/0 Lab

Transfer Status

<table>
<thead>
<tr>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
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<td>Fall 2018 and beyond: ASB 211, SGS Dept Elective, Humanities, Social-Behavioral Sciences (SB), Global Awareness (G)</td>
<td>ANT Departmental Elective; Cultural Understanding (CU)</td>
<td>GWS 240; Tier 2 Indv &amp; Societies (IND2) --or-- GWS 240; Gen Ed Div Emphasis (DE)</td>
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Activity Course: No
CIP Code: 45.0201
Assessment Mode: Pre/Post Test (50 Questions/50 Points)
Semester Taught: Fall and Spring
GE Category: Social Sciences
Separate Lab: No
Awareness Course: Yes (GIH)
Intensive Writing Course: Yes
Diversity and Inclusion Course: Yes

Prerequisites
ENG 101 with a grade of "C" or higher

Educational Value
A. For transfer students, anthropology or social science majors, or any student wishing to broaden their knowledge of human cultures. This course fulfills the Global/International/Historical Awareness (GIH) requirement. Meets the Intensive Writing (IW) requirement. Meets Diversity and Inclusion (DI) requirement.
B. This course will be taught by an instructor prepared in intensive writing/critical inquiry skills through undergraduate and/or graduate coursework or through an in-service session. The instructional content of the course will include at least one formal writing assignment of not less than 1,500 words and a minimum of two additional writing assignments totaling 1,000 words or more. The instructor must provide students with feedback on selected writing assignments, addressing issues including but not limited to, development, style, grammar, sentence and organizational structure, use of sources, and logical consistency, and the assignments must be designed to include feedback from peers, professionals, or the EAC Writing Center.
Description
This course is a cross-cultural study of the definition, trends, and issues of women’s status by examining and evaluating the operative forces behind women’s role in society.

Supplies
None

Competencies and Performance Standards
1. Illustrate thematic issues in gender.

Learning objectives
What you will learn as you master the competency:

a. Identify differing interpretations of gender and prehistory.
b. Discuss the anthropological arguments regarding domestic/public world theory.
c. Analyze the effects of sexual division of labor and gender stratification.
d. Define the relationship of gender and kinship.
e. Identify the cultural construction of sexuality.
f. Describe the role of women in ritual and religious observances.
g. Discuss the impact of colonialism and development on gender.
h. Characterize the effects on women after the creation of property and state level society.
i. Discuss the cultural analysis of reproduction.

Performance Standards
Competence will be demonstrated:

- journal entries
- film field reports
- in-class quizzes
- class discussion/participation
- walk a mile project

Criteria - Performance will be satisfactory when:

- learner can identify differing interpretations of gender and prehistory
- learner can discuss the anthropological arguments regarding domestic/public world theory
- learner can analyze the effects of sexual division of labor and gender stratification
- learner can define the relationship of gender and kinship
- learner can identify the cultural construction of sexuality
- learner can describe the role of women in ritual and religious observances
- learner can discuss the impact of colonialism and development on gender
- learner can characterize the effects on women after the creation of property and state level society
- learner can discuss cultural analysis of reproduction
2. **Categorize basic gender concepts.**

*Learning objectives*

*What you will learn as you master the competency:*

a. Characterize sex/gender systems.
b. Describe social construct of “reality.”
c. Demonstrate construction of gender roles cross-culturally.
d. Compare the paradigm of private vs. public.
e. Distinguish varieties of domestic experience.
f. Describe concepts of masculinity and femininity.
g. Define paternalism, patriarchy, essentialism, biological determinism, and subordination of women.

*Performance Standards*

*Competence will be demonstrated:*

- journal entries
- film field reports
- in-class quizzes
- class discussion/participation
- walk a mile project

*Criteria - Performance will be satisfactory when:*

- learner can characterize sex/gender systems
- learner can describe social construct of "reality"
- learner can demonstrate construction of gender roles cross-culturally
- learner can compare the paradigm of private vs. public
- learner can distinguish varieties of domestic experience
- learner can describe concepts of masculinity and femininity
- learner can define paternalism, patriarchy, essentialism, biological determinism, and subordination of women

3. **Apply field techniques specific to issues of gender.**

*Learning objectives*

*What you will learn as you master the competency:*

a. Specify participant/observer vs. "objective" approaches to fieldwork.
b. Critique the strengths and weaknesses of "feminist" anthropological fieldwork.
c. Define the characteristics of a life history.
d. Demonstrate techniques of field analysis of gender.
e. Demonstrate techniques of cross-cultural comparison.

*Performance Standards*

*Competence will be demonstrated:*

- journal entries
- film field reports
- in-class quizzes
- class discussion/participation
Criteria - Performance will be satisfactory when:

- learner can specify participant/observer vs. "objective" approaches to fieldwork
- learner can critique the strengths and weaknesses of "feminist" anthropological fieldwork
- learner can define the characteristics of a life history
- learner can demonstrate techniques of field analysis of gender
- learner can demonstrate techniques of cross-cultural comparison

4. **Summarize the major categories of anthropological thinking on gender.**

**Learning objectives**

What you will learn as you master the competency:

a. Explain basic anthropological concepts.

b. Relate history of anthropological thinking on issues of gender.

c. Analyze theories of gender dominance and subordination.

b. Examine popular attitudes of gender in various cultures.

e. Identify the central arguments specific to anthropological monographs.

**Performance Standards**

Competence will be demonstrated:

- journal entries
- film field reports
- in-class quizzes
- class discussion/participation
- walk a mile project

Criteria - Performance will be satisfactory when:

- learner can explain basic anthropological concepts
- learner can relate history of anthropological thinking on issues of gender
- learner can analyze theories of gender dominance and subordination
- learner has a working knowledge of popular attitudes toward gender in various cultures
- learner can identify the central arguments specific to anthropological monographs

5. **Exercise critical thinking skills.**

**Learning objectives**

What you will learn as you master the competency:

a. Foster gender awareness.

b. Critique personal ethnocentric and ego-centric attitudes.

c. Discuss issues facing women in the world.

d. Identify underlying concepts and themes in a variety of media.

e. Distinguish between content, narrative, and deeper meaning in a variety of media.
Performance Standards

**Competence will be demonstrated:**
- journal entries
- film field reports
- in-class quizzes
- class discussion/participation
- walk a mile project

**Criteria - Performance will be satisfactory when:**
- learner has fostered gender awareness
- learner can critique personal ethnocentric and ego-centric attitudes
- learner can describe issues facing women in the world
- learner can identify underlying concepts and themes in a variety of media
- learner can distinguish between content, narrative, and deeper meaning in a variety of media

Types of Instruction

Classroom Presentation

Video Presentation

Grading Information

**Grading Rationale**

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<tr>
<th></th>
<th>Percentage</th>
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<tr>
<td>Journal Entries</td>
<td>15%</td>
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<tr>
<td>Film Responses</td>
<td>15%</td>
</tr>
<tr>
<td>Project</td>
<td>30%</td>
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<tr>
<td>Class Discussion/Quizzes</td>
<td>25%</td>
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<tr>
<td>Post/Final</td>
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Grading Scale

<table>
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<tbody>
<tr>
<td>A</td>
<td>91-100%</td>
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<tr>
<td>B</td>
<td>81-90%</td>
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<tr>
<td>C</td>
<td>71-80%</td>
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<tr>
<td>D</td>
<td>61-70%</td>
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<tr>
<td>F</td>
<td>below 60%</td>
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