

ANT 343: Gender, Power, and Culture
Spring 2005 M,W,F 10:30-11:20 am, Chambers 1027

Prof. Eriberto P. Lozada Jr.
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Office Hours: M, W, F 9:30 – 10:30 am
T, Th 10:00 – 11:30 am or by appointment
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This course explores how gender ideologies shape the exercise of power upon men and women in different societies and cultures. Using anthropological perspectives, we will address different topical areas including the construction of masculinity and femininity, the commodification and consumption of gender, social position, agency, and the political economy of gender. The emphasis will be on applying different theoretical perspectives and methodological approaches to the study of gender in different cultures.

The anthropological perspective is a comparative examination of particular social and cultural micro processes, and is presented in the form of ethnographic monographs and articles that describe everyday life in detail. The main question that we will be addressing throughout the course is the intersection of gender and power. We will first overview various theoretical perspectives on gender, and then focus on how cultural conceptions of masculinity and femininity become incorporated into wider processes in political economy. We will then examine particular ethnographic case studies to deepen our understanding of how gendered approaches reveal wider social contexts and cultural processes.

Course Readings

Mascia-Lees, Frances and Nancy J. Black (2000). *Gender and Anthropology*. Waveland Press. (ISBN: 1577660668)

Lancaster, Roger and Micaela DiLeonardo, eds. (1997). *The Gender/Sexuality Reader: Culture, History, Political Economy*. Routledge. (ISBN: 0415910056)

Constable, Nicole.(2003). *Romance on a Global Stage: Pen Pals, Virtual Ethnography, and "Mail-Order" Marriages*. Berkeley: University of California Press. (ISBN: 0520238702).

Archetti, Eduardo P. (1999). *Masculinities: Football, Polo and the Tango in Argentina*. Berg Publishers. (ISBN: 1859732666)

Joans, Barbara (2001). *Bike Lust: Harleys, Women, and American Society*. Madison: University of Wisconsin Press. (ISBN: 0299173542)

Additional articles will be available on Blackboard.

Course Requirements

Seminar Participation: (20%) This course is a seminar – students will take turns leading discussion after talking to me about key points that should be emphasized. As part of your preparation for participating in the seminar, you will write response papers (discussed below) that reflect on questions or ideas that I will distribute on Blackboard. Readings will be quite extensive, with an average of **60 pages per week**. Students are expected to attend all classes, do the readings prior to class, and **lead off the discussion of issues from the readings** in the classroom (10% of the overall grade, embedded in seminar participation). Student participation is crucial to the success of this seminar, and is a key part of the learning process in this class.

Response papers: (15%) You will write weekly response papers of no more than one page and double-spaced. They are to be submitted to me electronically (either as an email attachment or by the digital drop box) prior to each Monday’s class meeting for full credit. See the handout for more information.

Research Project: (65%): This is divided into three different parts that will be due at different times throughout the semester.

- *Case Study Literature Review (20%)*. After consultation with me, students will compile a selected bibliography on their research topic and write a 5-7 page paper on a topic of their choosing. Students must first get approval on their topic from the instructor.
- *Research Presentation (10%)*. Students will present their findings to the class in a 10 minute format, followed by a brief question and answer period. Students are encouraged to use Powerpoint or other presentation software. Submission of a script or presentation is mandatory and part of the evaluation.
- *Research Paper (35%)*. The capstone to this seminar will be the semester-long research paper (no more than 20 pages), based on a topic that students will select after consultation with me. This essay must include outside research, either library or fieldwork-based.

While I encourage group discussion of class material and peer-critiques of written work, all papers for this seminar must in the end be your own individual work. All work is subject to the Davidson College Honor Code as stated in the student handbook. If there are individual accommodations for special needs, please let me know and authorize the Dean of Students to contact me so that we can work something out.

Class Schedule (subject to modification)

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| Monday, 10 January | Introduction to the Seminar Studying Gender from an Anthropological Perspective |
| Wednesday, 12 January | Reading: Mascia-Lees and Black, Chapters 1 & 2 |
| Friday, 14 January | Reproduction and Evolution Reading: Mascia-Lees and Black, Chapter 3 Ginsburg and Rapp article (on blackboard) |
| Monday, 17 January | No Class: Martin Luther King Day |

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| Wednesday, 19 January | Reading: Collier, Rosaldo, and Yanagisako article (reader) Assignment: Response Paper Due (succeeding Mondays from now on) |
| Friday, 21 January | Psychological Approaches Reading: Mascia-Lees and Black, Chapter 4 Chodorow article (on blackboard) Scheper-Hughes article (reader) |
| Monday, 24 January | Materialist Approaches Reading: Mascia-Lees and Black, Chapter 5 Sacks article (on blackboard) |
| Wednesday, 26 January | Reading: Tambiah article (on blackboard) |
| Friday, 28 January | Reading: Guyer article (on blackboard) |
| Monday, 31 January | Structuralist Approach Reading: Mascia-Lees and Black, Chapter 6 |
| Wednesday, 2 February | Reading: Ortner article (on blackboard) |
| Friday, 4 February | Reading: Tambiah article (on blackboard) |
| Monday, 7 February | Postmodern Approaches Reading: Mascia-Lees and Black, Chapter 7, Chapter 8 Bordo article (reader) |
| Wednesday, 9 February | Ethnography: Bike Lust Reading: Joans, Part I (for Wednesday and Friday) |
| Friday, 11 February | Reading: Joans, Part I (continued) |
| Monday, 14 February | Reading: Joans, Chapters 5-8 (all week) |
| Wednesday, 16 February | Reading: Joans, Chapters 5-8 (continued) |
| Friday, 18 February | Reading: Joans, Chapters 9-end |
| Monday, 21 February | Reading: Joans, Chapters 9-end (continued) |
| Wednesday, 23 February | Reading: Cahn article (on blackboard) |
| Friday, 25 February | Reading: <i>Nike is a Goddess</i> article (on blackboard) |
| 26 Feb – 6 March | Spring Break: Have a Good Vacation |
| Monday, 7 March | Ethnography: Romance on a Global Stage Reading: Constable, Chapters 1, 2 |
| Wednesday, 9 March | Reading: Constable, Chapter 3 |
| Friday, 11 March | Reading: Constable, Chapter 4 |

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| Monday, 14 March | Reading: Constable, Chapter 5 |
| Wednesday, 16 March | Reading: Constable, Chapter 6 |
| Friday, 18 March | Reading: Constable, Chapters 7, 8 |
| Monday, 21 March | Back to Theory Reading: Stoler article, Somerville article (reader) Assignment: Literature Review Due |
| Wednesday, 23 March | Reading: Fox-Keller article, Laquer article (reader) |
| Friday, 25 March | Reading: Laurentis article, Patton article, Lutz and Collins article (reader) |
| Monday, 28 March | Easter Break: Have a Good Vacation |
| Wednesday, 30 March | Ethnography: Masculinities Reading: Archetti, p. 1-42 |
| Friday, 1 April | Reading: Archetti p. 46-76 |
| Monday, 4 April | Reading: Archetti p. 77-105 |
| Wednesday, 6 April | Reading: Archetti p. 113-157 |
| Friday, 8 April | Reading: Archetti p. 161-193 |
| Monday, 11 April | Theory Closer Reading: “Traveling Theory” section |
| Wednesday, 13 April | Reading: “Re-Imagining Bodies” section |
| Friday, 15 April | Research Presentations |
| Monday, 18 April | Research Presentations |
| Wednesday, 20 April | Research Presentations |
| Friday, 22 April | Research Presentations |
| Monday, 25 April | Research Presentations |
| Wednesday, 27 April | Research Presentations |