ANTH/WGST 3870A:
Identity: Ethnicity, Gender, & Class

Course Description and Objectives:
This course develops conceptual tools and critical perspectives that enable students to better understand and analyze the processes through which identities are constructed and experienced. We will tackle key ideas and theoretical debates surrounding the cultural construction of such issues of identity including race and ethnicity, gender and sexuality, and class in cross-cultural perspective. We will place ourselves in a historically changing context to examine these issues as expressed through ideas such as biology and race, the body and sexuality, and class lifestyles and values. We will study identity through institutions, e.g. school or medicine, as well as daily practices that shape people’s identity and agency. Throughout the semester we will be taking a number of unfamiliar perspectives to appreciate the diversity in our world and society while we try to better understand our place within them. This course is designed with the understanding that it is an upper-level class, and therefore, students are entering with some basic background in the social sciences, preferably in anthropology or women’s studies. Also, even though the syllabus is divided into thematic units, it should be quickly evident that these basic categories of identity that we focus on mix with each other to provide our complex identities.

This course is cross-listed as a Women’s and Gender Studies course and serves as an upper-division offering for students who may be completing the WGST minor. This particular cross-listed course provides an opportunity for WGST students to engage with facets in two goals:

1. The socio-cultural and historical construction of gender as a category of experience that intersects with race, ethnicity, class, and sexuality, at both local and global levels.
2. The contexts in which gender influences agency and disempowerment and how these contexts pertain to individuals’ lives, both historically and in contemporary society.
Tentative Course Outline: A complete bibliography of readings can be found on D2L.

Jan. 7, 12  Introduction and Identity
Who are we and how do we come to that conclusion? Who has the right to choose our identity or are we born with it? Can we have more than one identity, i.e. is identity fluid? What are stereotypes and roles in relationship to identity? What roles do institutions, e.g., media and religion, have in our construction of gendered, sexed, ethnic identities and our perception of the body?

Bernstein, Nell. “Going Gangsta: Choosin’ Cholita” p. 87-90 in UTNE Reader
Kondo, Dorinne. Ch. 1 “The Eye/I”, p. 3-43 in Crafting Selves

Jan. 14, 21  Historical Understandings of Sex and Gender in Anthropology and Postmodernity’s Influence on Identity
What were some of the early understandings of sex and gender? Who were key figures in the development of these ideas? What caused change in people’s understandings of these concepts? How does globalization, travel, migration, and the media affect our understanding of world view? What do we believe and why?

Mascia-Lees, Frances and Nancy Johnson Black. Ch. 1 & 2 in Gender and Anthropology

Jan. 26, 28  Conceptualizing the Body
Various aspects of our identity are affected if not determined by our body. Certainly our identity is enacted through our body. What are some of these processes? How does the media use images of the body (ethnic, sexual, etc.)? In what ways is the body commodified—what does it buy and sell?

George, Stephen. “Eggs for Sale” p. 16-21 in Leo
Urla, Jacqueline and Alan C. Swedlund. Ch. 10 “The Anthropometry of Barbie” p. 277-313 in Deviant Bodies

Feb. 2, 4  Race & Ethnicity
How are racial and ethnic identities determined and acted out in different contexts? How do these identities mix with other identities such as class and gender?

AAA Statement on Race
De Vos, George A. Ch. 1 “Ethnic Pluralism: Conflict and Accommodation” p. 15-47 in Ethnic Identity
McIntosh, Peggy. “White Privilege and Male Privilege”

Feb. 9, 11, 16  Race, Ethnicity, Nationality
**Research Project Proposal Due Feb. 9**
Price, S.L., “The Indian Wars” p.66-72 in Sports Illustrated
Video: In Whose Honor?

Feb. 18, 23, 25  Group Media Project Due—in class presentations
**Research Questions Due Feb. 25**
March 2, 4, 9  Language
The words and dialect we use as well as the ways we use them are very much tied to regional, ethnic, class, etc. identities.
Film: The Language You Cry In

March 11 **Essay Exam 1**

March 16, 18  Work, Class, Economic Development
What are different ways of categorizing people according to economic stratification? How does education and employment impact each other and influence class standing? How does gender, race, class affect production (work)? How have international aid and development agencies influenced identity, especially gender, relationships in developing countries?

Uncertain Terms ch. 8, 9

March 23, 25, 30  Enculturation and Education
How do we learn our identities through socialization? Who and what are the influences that shape us? What are the differences between informal and formal education? How has schooling created different gendered and sexual expectations for school age girls in places like Ghana and Kenya? In what ways are girls’ bodies and sexuality focused on in sex education and AIDS awareness campaigns?

Uncertain Terms ch. 14
Messner, Michael. “Masculinities and Athletic Careers” p. 97-107 in Sport, Men, and the Gender Order
Stambach, Amy. Ch. 9 “Education is My Husband’: Marriage, Gender, and Reproduction in Northern Tanzania” p. 185-200 in Women and Education in Sub-Saharan Africa

April 1, 13  Religion
How does religion create and inform people’s ethnic, gendered, sexualized, etc. identities? For example, how can veiling be a form of piety and modesty in Islam, Judaism, and Christianity?

Uncertain Terms ch. 6
Abu-Lughod, Lila. Ch. 33 “Movie Stars and Islamic Moralism in Egypt” p. 502-512 in The Gender Sexuality Reader
**Kaufman, Debra Renee. Rachel’s Daughters: Newly Orthodox Jewish Women.

April 15, 20  Ritual Markers of Identity and Circumcision
What is the difference between circumcision and female genital mutilation? Who practices these rituals and why do they persist in “modern” times? What’s the difference for men and women?
Abusharaf “Virtuous Cuts: Female Genital Circumcision in an African Ontology” in Differences 12(1): 112-28
Meneley, Anne. Ch. 4 “Achieving Virtue through Modesty” p. 81-98 in Tournaments of Value
Sabo, Donald F. and Joe Panepinto. Ch. 9 “Football Ritual and the Social Reproduction of Masculinity” p. 115-126 in Sport, Men, and the Gender Order
April 22, 27  Sexuality, Marriage, Parenting
*****Id Project due on April 22*****

Terms: Hetero, homo, transsexual, transvestite; third gender. What is marriage and how does it (not) intersect with sexuality? How does parenting affect identity?

Sexuality: Kimmel, Michael S. “Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity” p. 119-141 in Theorizing Masculinities
Nanda, Serena. Ch. 3 “Men and Not-Men: Sexuality and Gender in Brazil” p. 43-56 in Gender Diversity


Uncertain Terms Ch. 17

Mon., May 4 @ 3:30-5:30 p.m. **** FINAL ESSAY EXAM****

Required texts:


The articles not in the textbooks are available on D2L. I will post notes, announcements, articles, study guides, etc. on D2L. It is the students’ responsibility to check it regularly. If you have trouble accessing D2L then call the IT help desk at 706-721-4000.

Course Requirements:
Grades are based on the following assignments plus two essay exams and in-class participation. Here is a brief summary of the assignments, but more details will be given out closer to the due date. Papers should reflect what you have learned from discussions and readings from class. Assignments are due at the beginning of class in 12 pt. Times font, double-spaced, 1” margins.

Reading Pop Quizzes: 100 pts. To encourage students to keep up with the readings there will be random pop quizzes. Readings for each topic should be completed by the circled date.

Media Analysis group presentation: 200 pts. In groups, compare/contrast two magazines, tv shows, films, songs. Who is their target audience, what is being sold or consumed, and how do they attract their audience?

Identity project: 300 pts. Students will distinguish and research an identity issue that is important to their own lives and/or Augusta State University Campus.

Participation: 200 points. Participation assumes active learning by paying attention, presenting relevant comments/questions to class, and not distracting other students from learning. Therefore, please respect your fellow classmates by NOT contributing to distracting classroom behavior (e.g., talking when someone else is talking, eating, being tardy, leaving early, leaving your cell phone ringer on, etc.). The professor has the right to remove disruptive students from class and to penalize them for any work they miss as a result. Students who come in after the roll is passed around will not be allowed
to sign in and will be counted absent for the day. Frequent distracting behavior and absences will lower participation grades. Cell phones and other electronic devices are not allowed to be used at all during the exams. As you come into class you should sign only yourself in (and not anyone else). **Students who have more than 3 absences (6 if you use three GOJF passes) will automatically fail the course.**

According to the 2013-2014 Georgia Regents University Catalog, “if [a] student has been absent for more than the equivalent of 10 percent of class time, regardless of cause, then the professor may withdraw the student from the class for excessive absences.” Each class meeting is important. It is your responsibility to maintain a record of your attendance. If you choose to withdraw from the course then it is your responsibility to take care of the paperwork or you will have an F on your transcript. If you miss class because of sports or military obligations then inform Dr. Bratton.

**Grading Scale**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points (%)</th>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Pop Quizzes</td>
<td>100 pts. (15%)</td>
<td>1000-900</td>
<td>A</td>
</tr>
<tr>
<td>Media Project</td>
<td>200 pts. (20%)</td>
<td>899-800</td>
<td>B</td>
</tr>
<tr>
<td>Identity Project</td>
<td>300 pts. (30%)</td>
<td>799-700</td>
<td>C</td>
</tr>
<tr>
<td>Essay exams</td>
<td>200 pts. (20%)</td>
<td>699-600</td>
<td>D</td>
</tr>
<tr>
<td>Participation</td>
<td>200 pts. (10%)</td>
<td>599-&lt;F</td>
<td></td>
</tr>
</tbody>
</table>

| Total                    | 1,000 pts. (100%) |       |       |

**The Professor:**

Dr. Angela Bratton — Allgood Hall E 2 0 8  
email: abratton@gru.edu  
Office hours: W 2:30-4 or by appointment  
Tel: 706-729-2286

Teaching Methods: This class is lecture and discussion based. Films and Powerpoint are used as tools—students are responsible for their own note taking and recording may take place only with professor’s permission.

You are welcome to visit my office to discuss any problems or questions you have, whether or not they are related to class. I will steer you in the direction of the appropriate campus resources as best I can. For example, those with writing or other tutoring questions are urged to visit the Writing Center (University Hall 235 < http://www.gru.edu/colleges/pamplin/writingcenter/>). For help managing your schedule, dealing with stress, or if you’re just feeling overwhelmed, there is the Counseling Center (in the Central Utilities Plant building, 706-737-1471 http://www.gru.edu/admin/counseling/). Services are confidential and inclusive in your school fees.

Disabilities note: If you have a disability that may require assistance or accommodations, or if you have questions related to any accommodations for testing, note takers, readers, etc. please speak with me and also contact the Testing and Disability Center (737-1469 or http://www.gru.edu/admin/tds/) for additional information about services available at GRU.

Another Anthropology resource is the **Anthropology Student Union.** This club promotes interest in anthropology through fieldtrips, lectures, films, etc.

**Class Policies:**

There are three (3) “Get Out of Jail Free” passes. These can be turned in for an absence OR attached to an assignment that must be handed in during the NEXT class period. They CANNOT be used to simultaneously count as an absence and a late assignment. If you are two classes late with an assignment then you must use two passes to turn it in. Once these three are used up there will be no more excused late assignments or absences, therefore you will earn a zero for those not turned in. Use wisely. They CANNOT be used for the exams.
**Academic Honesty:** Violations of academic honesty include cheating of all kinds, plagiarism, fraudulent research activity and/or scholarship, collusion, and false statements made to avoid negative academic consequences. These violations or attempts at such are not tolerated in this course (for more information see link below). All work that is turned in should be your own work. Instances of academic misconduct will be dealt with in accordance with the procedures outlined in the GRU Academic Conduct Policy 3.1.4 (available at [http://policy.gru.edu/3-1-4-academic-conduct-policy/](http://policy.gru.edu/3-1-4-academic-conduct-policy/) ) and may include failing the assignment, the course, or even expulsion from GRU.

Plagiarism is presenting the work, words or ideas of another person as though they were one’s own, without giving the originator credit (e.g., copying someone’s answers on an exam, copying material from a website or book without giving credit to the authors). **For example, it is plagiarism to paraphrase material from another source without proper citation.** Consider the following statement from Barbara Myerhoff’s 1980 ethnography *Number Our Days*: “Thus, in addition to being an intrinsic good, learning was a strategy for worldly gain.” It is plagiarism for the student to write the following in a paper: “Learning was not only inherently good, but a way to acquire worldly things.” Although a few words have been changed, the sentence is basically the same, and Myerhoff is not given credit. An acceptable sentence in a student paper would be, “Myerhoff (1980:92) notes that although learning was valued for its own sake, it was also “a strategy for worldly gain.” Here, Myerhoff is given credit for the idea, and her exact words are placed in quotation marks. The same rules apply to material from websites, and student work may be subject to online plagiarism searches1. Buying or attempting to buy papers for class is a breach of academic honesty.

You may discuss assignments with classmates, but you should note their ideas you use just like you would cite a book. If you use published or web sources, whether you are quoting or directly paraphrasing, you should acknowledge this using standard citation practices (e.g., Chicago, MLA). Citations should appear in-text where the material is being discussed (through in-text citation as seen in the example above or in a footnote style like Turabian). In-text citations also require a full works cited section.

- A successful discussion requires your critical **thinking** about issues raised in class and readings as well as your **articulation** about your positions, which requires your regular **participation**. No idea is too simple or silly to communicate. Do not be afraid to ask questions or take a stand or articulate confusion.

- It is **not** my job to summarize the reading for you. You need to do the assigned readings **before** class and think about them on your own. During class time we will connect the readings to broader anthropological issues. I am depending on you to interact with me and with one another in class during these discussions.

- We will frequently talk about current events as examples and to demonstrate anthropology’s relevance to the real world. Also, there is no topic off limits in class, and you do not have to agree with everyone. However, we must learn how to listen and respect people’s rights to their own opinion as well as their right to express those opinions. We will be discussing sensitive or charged issues in class, so please practice cultural relativity as much as possible. The readings and ideas we will discuss in this class may challenge how you look at the world and how you engage in everyday practices, including your thoughts on what you do on a day-to-day basis. All students are expected to commit to the creation of a safe, respectful classroom community in which we are able to enter into productive dialogue. Comments that deny the humanity of anyone inside or outside the classroom are not acceptable.

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1 Taken from Miami University’s Anthropology Majors’ Handbook (Feb. 2004).