**Lincoln University**

**Department of Sociology & Criminal Justice**

**Master Course Syllabus**

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| **Course Title:** | Gender Anthropology: At the Intersections of Power, Health, Social, and Criminal Justice | **Course number:** | **SOC 414** |
| **Credit Hours:** | 3 | **Prerequisite (s):** | **SOC 201** |
| **Term:** |  | **Co-Requisite (s):** | **N/A** |
| **Course Method** | Lecture | **Meeting day and Time:** |  |
| **Instructor:** |  | **Classroom/lab/Studio Location:** |  |
| **Office location:** |  | **e-mail:** |  |
| **Office Hours:** |  | **Phone Extension:** |  |

**COURSE DESCRIPTION:** This course will explore gender issues in culture at the intersections of Power, Health, Social and Criminal Justice. It examines how male-oriented hegemony, embedded in patriarchal cultures, reproduces inequality in health, social and criminal justice between male and females.

**REQUIRED TEXT:**

1. Babatunde, E. Women’s Rights versus Women’s Rites: A Study of Circumcision among the Ketu Yoruba of South Western Nigeria. Trenton: African World Press, 1998.
2. Stein & Stein. The Anthropology of Religion, Magic and Witchcraft. Routledge. ISBN 9780205718115.
3. Holmes, S. Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States. Berkeley: University of California Press. ISBN: 9780520275140, 2013.
4. Brown, P. & Barrett, R. (eds.) Understanding and Applying Medical Anthropology. Boston: McGraw-Hill, 2010 Medical Anthropology: An Introduction to the Fields
5. Hoberman, J. 2012 Black and Blue: The Origins of Consequences of Medical Racism. U.C. Press. ISBN 9781492803997

**Assessment Criteria & Alignment (usE Numbers only)**

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| CSLO | PSLOs | ILOs | Direct and Indirect Assessment Methods |
| CSLO 1 | 1 | 5 | Multiple Choice Exam |
| CSLO 2 | 2 | 5 | Rubric Driven Essay Examination |
| CSLO 3 | 3 | 5 | Rubric Driven Oral Presentation |
| CSLO 4 | 4 | 5 | Class Discussion |

**Course Student Learning Outcomes (CSLO):**

Upon successful completion of this course the student will:

1. Define and examine theoretical culture-based approaches to health, medicine, social justice, law and human right
2. Analyze the three components of culture locating health, medicine and human rights in their specific components
3. Discuss the importance of nutrition from breastfeeding as the foundation of human development.
4. Distinguish the differences between Western World view and Traditional Worldview and how this throws into relief the understanding of health system as related to illness, disease, legal and social justice.

**Program Student Learning Outcomes (PSLO):**

1. At the end of this course, the students will be able to identify the importance of human diversity in regards to health, illness, diagnosis and social justice
2. To develop awareness off the issues of power and inequality as they relate illness and access to healthcare
3. Discuss the subfield of medical anthropology and explain the complexities of health and illness in the light of the cultural beliefs both at the micro and macro level processes.

**Institutional Learning Outcomes (ILO):**

1. Students will reason abstractly and think critically to make connections between ideas and experiences and to solve novel problems.

**Calculation of Final Grades:**

Participation in the class 10%

Reflective Thinking Assignment 10%

Group Presentation 10%

Research Assignment 20%

One Midterm examination 25%

One final examination 25%

**GRADING SCALE:**

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| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | F |
| GPA Points | 4.0 | 3.7 | 3.3 | 3.0 | 2.7 | 2.3 | 2.0 | 1.7 | 1.3 | 1.0 | 0.0 |
| % | 100-93 | 92.9-90 | 89.9-88 | 87.9-82 | 81.9-80 | 79.9-78 | 77.9-72 | 71.9-70 | 69.9-67 | 66.9-60.1 | 60 and under |

**SCHEDULE (15 Weeks) OF LEARNING topics covered**

**•ASSIGNMENT SELECTION & SCHEDULE MAY BE SUBJECT TO CHANGE•**

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| --- | --- |
| **Class Meets:**  **•ASSIGNMENT SELECTION & SCHEDULE MAY BE SUBJECT TO CHANGE•** | |
| **Week 01 & 02:** | What is Anthropology?  What is the pedagogy of “Culture Matters”?  Where is Medical Anthropology located in the four branches of Anthropology?  How does Law develop?  What is the difference between Human rights and Cultural rights?   * Read ‘Medical Anthropology: An Introduction to the Fields’ in *Understanding and Applying Medical Anthropology*, pp. 3-15 * Read Janzen, J. The Social Fabric of Health and the Core of Medical Anthropology. Boston: McGraw-Hill 2002 in Social Fabric of Health: An Introduction to Medical Anthropology, pp. 2-19. |
| **Week 03:** | The Culture and Art of Breastfeeding  Breastfeeding: Biology and Culture  Breastfeeding is socially learned  Techniques Appropriate to breastfeeding versus those suitable to Formula Feeding  Culture a complex concept  Culturally based Components of World view as a social construct  Dimensions of culture must make sense of concepts important for survival in communities  Differences in the perception of innate Human Nature. |
| **Week 04:** | Social Relationships that exist in all societies.  Relationships with nature  Concept of Time  Human Activity  Other Five Dimensions of Culture  Cultural Dimensions of Breastfeeding  Mother nursling relationship with breastfeeding |
| **Week 05:** | Timing Schedule and Mother’s attitude to breastfeeding  Breastfeeding worldview or biology  Western Worldview versus Traditional worldview  Biological bases of breastfeeding  Benefits of breastfeeding to Mother and Child  Comparison of worldview or common values   * Mojab, C.J. *La Leche League International,* vol. 36, n.5. pp.1-21, 2007. |

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| **Week 06:** | Market Abundance versus Health Scarcity – Poverty and the condition of Migrant Workers and the health of Minorities   * Read Farmer, P. “Bad Blood, Soiled Milk: Bodily Fluids as Moral Barometers in Rural Haiti.” *American Ethnologist* 15(1):62-83 * Maraesa, A. “A Competition over Reproductive Authority: Prenatal Risk Assessment in Southern Belize.” In Fordyce,L. & Maraesa, A.(Eds.) *Risk, Reproduction, and Narratives of Experience*. Nashville: Vanderbilt University Press, pp. 211-229, 2012 * Young, A. “Negotiating Risk and the Politics of Responsibility: Mothers and young Child Health among Dagota Pastoralists in Northern Tanzania” in Fordyce,L. & Maraesa, A.(Eds.) *Risk, Reproduction, and Narratives of Experience*. Nashville: Vanderbilt University Press, pp. 157-172. |
| **Week 07 or 08:** | **Revision & Midterm** |
| **Week 08 – 10:** | The Anthropological study of rituals –stylized and repetitive acts of worship  Religion and the rules of the sociological method,  The holistic and comparative methodology  The Fore of New Guinea: An ethnographic example.  What causes the Kuru Disease among the Fore?  Kuru disease from the Emic perspective  Kuru disease from the Etic perspective  Symptoms of Kuru. Treatment!  Fore’s Kuru and the concept of Holism  Modernism: Renaissance  Post-Modernism  Human Rights & Aztec Cannibalism  Aztec Cannibalism as an aspect of elite corruption |
| **Week 11 & 12:** | Women’s Rights versus Women’s Rites –Female Genital Mutilation (FGM).  Chapter Four – The meaning of fertility and how it relates to FGM  Chapter Five – The Series of Fertility Rites  Chapter Six – Eurocentric Policy Issues related to FGM. |
| **Week 13 & 14:** | Power-point Presentation on assigned topics.  Review of topics and Final Examination |
| **Week 15:** | **Final Exam Week** |

**ATTENDANCE AND CLASS PARTICIPATION:**

Students taking this course are required to attend all scheduled class meetings, read all assigned material before class and submit written assignment by the deadline.

**University ATTENDANCE POLICY:**

Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard.

<http://www.lincoln.edu/registrar/2014Catalog.pdf>

**STUDENTS WITH DISABILITIES STATEMENT:**

Lincoln University is committed to non-discrimination of students with disabilities and therefore ensures that they have equal access to higher education, programs, activities, and services in order to achieve full participation and integration into the University.  In keeping with the philosophies of the mission and vision of the University, the Office of Student Support Services, through the Services for Students with Disabilities (SSD) Program, provides an array of support services and reasonable accommodations for students with special needs and/or disabilities as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.  The Services for Students with Disabilities Program seeks to promote awareness and a campus environment in which accommodating students with special needs and/or disabilities is natural extension of the University’s goal.

Any student with a documented disability should contact the Office of Student Support Services.

<http://www.lincoln.edu/studentservices/index.html>

**UNIVERSITY ACADEMIC INTEGRITY STATEMENT:**

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor's instructions when completing tests, homework, and laboratory reports, and must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is therefore expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity.

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**POLICY ON ELECTRONIC DEVICES IN CLASSROOM:**

No cell phone conversations or texting is allowed in class. Please silence your cell phones or put them on vibrate mode.