



El Camino College  
COURSE OUTLINE OF RECORD – Official

<b>Course Acronym:</b>	ANTH
<b>Course Number:</b>	9
<b>Descriptive Title:</b>	Women, Culture, and Society
<b>Division:</b>	Behavioral and Social Sciences
<b>Department:</b>	Anthropology
<b>Course Disciplines:</b>	Anthropology
<b>Catalog Description:</b>	This course is a cross-cultural survey of women's experiences in various types of societies including band, tribal, chiefdom, and state level societies. Topics will include women's roles in subsistence strategies, economics, kinship, marriage and the family, political organization, religion, and expressive culture, as well as the crosscultural social dynamics between men and women. The changing status of women in diverse cultures, the impact of biology and culture on sex roles, and alternate gender categories found in traditional societies will also be examined.
<b>Prerequisite:</b>	
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	English 1 or eligibility for English 1A or qualification by appropriate assessment
<b>Enrollment Limitation:</b>	
<b>Hours Lecture (per week):</b>	3
<b>Hours Laboratory (per week):</b>	0
<b>Outside Study Hours:</b>	6
<b>Total Course Hours:</b>	54
<b>Course Units:</b>	3
<b>Grading Method:</b>	Letter Grade only
<b>Credit Status:</b>	Credit, degree applicable
<b>Transfer CSU:</b>	Yes
<b>Effective Date:</b>	03/20/2000
<b>Transfer UC:</b>	Yes
<b>Effective Date:</b>	
<b>General Education:</b>	Area 2C - Social and Behavioral Science
<b>ECC</b>	
<b>Term:</b>	
<b>Other:</b>	

<b>CSU GE:</b>	Area D - Social Sciences
<b>Term:</b>	
<b>Other:</b>	
<b>IGETC:</b>	Area 4 - Social and Behavioral Sciences
<b>Term:</b>	
<b>Other:</b>	
<b>Student Learning Outcomes:</b>	<p><b>SLO #1 Four-Field Approach and Gender</b></p> <p>In a written assignment or objective exam, students will demonstrate an understanding of the four-field approach in anthropology as it relates to the topic of gender. Students will need to identify each of the four sub-fields of anthropology, the major area(s) of study within each field and how gender might be analyzed within each field.</p> <p><b>SLO #2 Integrated System</b></p> <p>In a written assignment or objective exam, students will demonstrate an understanding of culture as an integrated system. Using a selected case study, students will need to identify at least two areas of culture that are related to gender and describe how they are interconnected.</p> <p><b>SLO #3 Gender as a Cultural Construction</b></p> <p>In a written assignment or objective exam students will demonstrate an understanding of gender as a cultural construction. Students will correctly define the term gender, and using selected case studies, they will describe the tremendous variation in the expectations for gender cross-culturally.</p>
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. Describe women's gender roles from a cross-cultural perspective that includes band, tribal, chiefdom and state level societies.</li> <li>2. Analyze women's socioeconomic and political status from a cross-cultural perspective including band, tribal, chiefdom and state level societies.</li> <li>3. Identify and analyze the changing socioeconomic, political and gender roles of women in diverse societies, including hunting and gathering groups, peasant and contemporary industrialized societies.</li> <li>4. Assess biological and cultural theories used to understand gender roles.</li> <li>5. Evaluate the cross-cultural representation of women in art and material culture from the Paleolithic to present day in various cultures of the world.</li> <li>6. Analyze the way in which notions of gender identity are learned through the process of enculturation in band, tribal and state level societies.</li> </ol>
<b>Major Topics:</b>	<p><b>I. Introduction to Sex Roles and Gender Ideology (3 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Biological and Cultural Definitions</li> <li>B. Learning Gender Roles - Enculturation</li> </ol> <p><b>II. Theoretical Frameworks for Understanding Gender Roles (9 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Biological Explanations</li> <li>B. Evolutionary Psychology</li> </ol>

C. Cultural Patterns

**III. Economic Roles of Women (6 hours, lecture)**

A. Division of Labor

1. Subsistence Strategies
2. Status - !Kung, Inuit, Iroquois, Yanomamo

B. Domestic Versus Productive Work

1. Public Roles
2. Private Roles
3. Stratification

**IV. Marriage, Family and Kinship Roles (9 hours, lecture)**

A. Forming Alliances

1. Rights
2. Privileges

3. Obligations

- B. Matrilineal Descent  
C. Family Honor  
D. Patterns of Exchange

1. Dowry
2. Bridewealth
3. Brideservice

**V. Women in Politics (6 hours, lecture)**

A. Exercising Political Power

1. Baka
2. !Kung
3. Iroquois

B. The Matriarchal Myth

**VI. Language and Communication (6 hours, lecture)**

- A. Cross-Cultural Speech Styles  
B. Values, Beliefs, and Attitudes

	<p>C. Non-Verbal Communication Cross-Culturally</p> <p><b>VII. Social Stratification Among Female Groups (6 hours, lecture)</b></p> <p>A. Hierarchies of Female Power  B. Symbols of Female Power  C. Rites of Passage</p> <p><b>VIII. Women and Religion (3 hours, lecture)</b></p> <p>A. Roles</p> <p>    1. Ceremonial - Public and Private  B. Origin Myths</p> <p><b>IX. Images of Women in Art and Material Culture (6 hours, lecture)</b></p> <p>A. Symbolism</p> <p>    1. Paleolithic-Age</p> <p>    2. Band Level Societies</p> <p>    3. Tribal Societies</p> <p>    4. State Level Societies</p> <p>B. Gender Ideology</p> <p>    1. Values, Beliefs, and Attitudes</p> <p>    2. Reinforcing Gender Roles</p> <p>    3. Enculturation</p>
<b>Total Lecture Hours:</b>	54
<b>Total Laboratory Hours:</b>	0
<b>Total Hours:</b>	54
<b>Primary Method of Evaluation:</b>	1) Substantial writing assignments
<b>Typical Assignment Using Primary Method of Evaluation:</b>	Read the following two sections from your text: <i>Family Structure and Feminine Personality and Strategies, Cooperation, and Conflict Among Women in Domestic Groups</i> . In a two- to three-page essay compare and contrast the roles women play within the family in diverse cultures and types of societies. Evaluate how gender ideology molds behavior and attitudes.
<b>Critical Thinking Assignment 1:</b>	Write a two- to three-page essay comparing and contrasting gender ideology in a society where women enjoy a higher status than men versus a society where women have a subordinate status to men. Evaluate factors that may contribute to differences in behaviors and attitudes.

<b>Critical Thinking Assignment 2:</b>	Write a two- to three-page essay comparing and contrasting a society in which women have access to the political process versus a society where women lack political power. Evaluate the circumstances that allow women this power in societies where they have access.
<b>Other Evaluation Methods:</b>	Essay Exams, Multiple Choice, Objective Exam, Term or Other Papers, Written Homework
<b>Instructional Methods:</b>	Discussion, Lecture, Multimedia presentations
<b>If other:</b>	
<b>Work Outside of Class:</b>	Journal (done on a continuing basis throughout the semester), Required reading, Study, Written work (such as essay/composition/report/analysis/research)
<b>If Other:</b>	
<b>Up-To-Date Representative Textbooks:</b>	Martha C. Ward, Monica D. Edelstein, <u>A World Full of Women</u> , 6th edition, Routledge, 2016. Discipline Standard
<b>Alternative Textbooks:</b>	
<b>Required Supplementary Readings:</b>	
<b>Other Required Materials:</b>	
<b>Requisite:</b>	
<b>Category:</b>	
<b>Requisite course(s): List both prerequisites and corequisites in this box.</b>	
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	
<b>Requisite Skill:</b>	
<b>Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable</b>	
<b>Requisite course:</b>	English 1 or
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	<b>Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and assignments.</b> ENGL 1 - Summarize, analyze, evaluate, and synthesize college-level texts. ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
<b>Requisite Skill:</b>	eligibility for English 1A or qualification by appropriate assessment
<b>Requisite Skill and Matching skill(s): Bold</b>	<b>This course involves reading college level textbooks, written assignments and answering essay questions. A student's success in this class will be enhanced if they have these</b>

<b>the requisite skill. List the corresponding course objective under each skill(s). If applicable</b>	<b>skills.</b> Summarize, analyze, evaluate, and synthesize college-level texts. Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	Angela C. Rodriguez
<b>Date:</b>	10/21/1999
<b>Original Board Approval Date:</b>	03/20/2000
<b>Last Reviewed and/or Revised by:</b>	Angela (Rodriguez) Mannen
<b>Date:</b>	10/21/2021
<b>Last Board Approval Date:</b>	12/20/2021