

**ANTHROPOLOGY 4230/6230—Women in the Developing World:
Economics, Education and Environment**
TuTh 12:30am-1:45pm, 131 Brackett Hall
Clemson University—Fall 2017

Professor: Melissa Vogel (mvogel@clemson.edu), 656-0837
Office Hours: 123B Brackett Hall, TuTh 11am-12pm & by appt.
Teaching Assistant: Savanna Taylor (sbt@g.clemson.edu)

COURSE DESCRIPTION:

This seminar course provides a comparative anthropological study of women in developing countries around the world. Readings and discussions will focus on a survey of women's daily lives in a global context, with an emphasis on education, economics and the environment. Case studies will include the Grameen Bank in Bangladesh, reproductive rights and practices in China and India, and the impact of religious fundamentalism on women in the Middle East. The class will conclude with student presentations of independent research projects on a related topic of the student's choice. The unifying themes will be the importance and interconnectivity of economics, education, and the status of women in differing cultural contexts. Through readings, lectures, discussions, and visual media, students will explore the lives of women in the developing world.

Student Cautions: This is an upper division course at a nationally ranked university, so you can expect a rigorous class geared to that level. As a seminar style course which is "reading and writing intensive," the success of the class is dependent on each student fulfilling their obligation to their classmates by coming prepared to discuss the readings and actively participating. Therefore it is essential that you keep up with the readings and lecture notes and perform consistently well throughout the semester, if you want to earn an excellent grade. Please don't expect to "coast" for most of the semester, then cram at the last minute.

CLEMSON THINKS²

This course is part of the Clemson Thinks² (CT2) critical thinking experiment, a program aimed at improving student critical thinking skills. Memorizing facts and being able to repeat definitions is not a sufficient skill set to address the complex problems facing our world today. You need to develop the ability to critically evaluate how knowledge is constructed and the assumptions underlying that knowledge. We will engage in specific learning strategies that are outlined in the course schedule that will help you to deliberately think about your own thinking process and the assumptions underlying the field of anthropology.

As part of the CT2 program, we will measure critical thinking skills through the California Critical Thinking Skills Test (CCTST) given at the start and end of the course. Although the CCTST will not influence your grade, it will be used in the overall assessment of the Clemson CT2 program and help me to tailor this course to optimize your learning experience. Please complete the test carefully and thoughtfully.

CT² ARTIFACTS:

There are a variety of assignments in this course that you can utilize as artifacts to demonstrate your refinement of critical thinking skills over the term (e.g., powerpoint presentation and writing assignments). The products you create may provide a good option to include in your learning Portfolio to demonstrate critical thinking skills.

Required Texts: *Women in the Material World* by F. D’Aluisio and P. Menzel (WMW)
Women, Gender & Development Reader 2nd ed. by Visvanathan et al (Reader)
The Penguin Atlas of Women in the World 4th ed. by Joni Seager (Atlas)
Banker to the Poor (2003 ed.) by Muhammad Yunus (Banker)
Half the Sky: Turning Oppression into Opportunity for Women Worldwide by N. Kristof and S. WuDunn (Half)
The World’s Women 2015: Progress in Statistics from the United Nations (UN)
Additional readings are posted on Canvas (by Author)
(Occasional readings and resources may be handed out in class.)

ATTENDANCE POLICY:

Regular attendance is necessary for academic success in this course; therefore students are expected to attend all classes and take detailed notes. Your grade requires that you not only attend class but also actively participate in discussions and activities. A student who misses too many classes may be administratively withdrawn. If you miss a lecture, you must get notes from a classmate. Please do not ask me or the TA for notes. Be on time for exams or it may affect your grade.

COURSE REQUIREMENTS:

This is a seminar style course, so students are expected to have readings completed for the date assigned and be prepared to discuss them in class. Imagery presented in slides, readings, and handouts, will be an important aspect of the course, therefore regular attendance and participation are essential for your success. In accordance with university policy, your grades are available to you at any time. Students with appropriate university documentation for disabilities will be fully accommodated. Grading will be based on the following breakdown:

Undergraduate Grading Rubric

Class Participation	10%	=	50 pts.
Presentations/Response Papers:	20%	=	100 pts.
Midterm Exam:	20%	=	100 pts.
Final Paper and Presentation:	30%	=	150 pts.
Final Exam:	20%	=	100 pts.
Total:	100%	=	500 pts.

Graduate Grading Rubric*

Class Participation	~14%	=	100 pts.
Presentations/Response Papers:	~14%	=	100 pts.
Midterm Paper (due 10/20):	~14%	=	100 pts.

Midterm Exam:	~14% = 100 pts.
Final Paper and Presentation:	~30% = 200 pts.
Final Exam:	~14% = 100 pts.
<hr/> Total:	100% = 700 pts.

*In addition to writing a midterm paper of 10-12pgs., the graduate final paper is expected to be longer (22-25 pgs.), more in-depth, and of potentially publishable quality.

Each student will write short response papers (2-3 pages) on class readings for one or two weeks as assigned by the instructor. Those students who wrote response papers will be expected to lead the discussion for that week. I *strongly* encourage discussion leaders to use outside resources (**news/current events**) in their presentations and to be creative. You can use powerpoint slides, handouts, photos, diagrams, the wipe board, etc. Do your best to keep your fellow students engaged and interested. It is up to the presenters to be our guides, but all students are expected to participate in the discussions each week and to provide detailed notes to be used in their discussion.

USE the UN STATISTICS

The Exams will cover material from lectures, readings, videos, and class discussions. Scantrons will be provided. Makeup exams will be given only in the case of a documented medical emergency or with prior notice if you must attend a university-sponsored event (proper documentation still required). Email me if you must miss an exam. You will take the exam as soon as possible at a time convenient for both of us. Topics for the Final Paper must be approved by the instructor by Week 7.

In accordance with university policy, your grades are available to you at any time. Any grade challenges must be presented *in writing with detailed justifications* within three days of receiving the grade.

You have one major writing assignment which requires independent library research:

“You’re the Expert” In-Depth Exploration of Current Status due: **Dec. 7**

For your final paper you will pick a topic from one of the course themes (economics, education, environment, reproductive rights, politics or activism) and pick a developing country that you would like to know more about. You will do independent research to find the current status of that topic for women in your chosen country (e.g., women and water in Ethiopia, women and politics in Iran, etc.) Be sure to provide an anthropological perspective on the issues involved. If you use a website, be sure of its credentials (i.e., online versions of print publications like the *New York Times*.) DO NOT TRUST THE INTERNET; anyone can post anything they want without substantiation. You will be the expert on your topic, and give a short, informal presentation to the class in Week 15.

I want to give you as much freedom as possible when picking your topic, but to ensure it is in keeping with the focus of the class, please follow the following guidelines:

- Topics must be approved by professor IN ADVANCE (**TOPICS DUE WEEK 7**)
- Include at least 5 scholarly sources, including books, journal articles, university-affiliated web resources, etc.

*Please number the pages and be sure to proofread for spelling and grammatical errors (mechanics=10 pts). Papers should be 10-12 double spaced pages (plus bibliography), with 1 inch margins and font no bigger than 12 point. Please feel free to discuss your papers with me individually.

Papers will be turned in via Canvas and uploaded to the TurnItIn website. This website checks for evidence that your work is original by comparing it to sources stored on the internet as well as to the work of your classmates and of students from universities around the world. I take this step for your protection as much as mine. **NO LATE PAPERS ACCEPTED.

GENERAL WRITING TIPS FOR ANTHROPOLOGY:

If this is your first anthropology course or if you'd just like some guidelines for how to write from an anthropological perspective, here are a few tips for how to write an anthropology paper. Thinking about these questions while reading the assignments for the class will help you to gain a greater understanding of the works and hopefully improve the clarity and effectiveness of your writing.

1. Think of your audience as your fellow classmates: people who are familiar with anthropology and its terms, but not the specifics of your case study or problem.
2. **Proofread** for grammar and punctuation; spell check won't catch it if you type "quiet" instead of "quite," or "where" instead of "were."
3. Don't forget to give your paper a **title**.
4. For response papers, adopt a critical tone, as in the case of a book review. You may speak in the first person for response papers.
5. Do NOT just summarize an article; give your opinion of the work or situation.
6. Point out anything that caught your attention, whether positive or negative.
7. What is the author's analytical framework? Research questions? Thesis? How did the author collect data?
8. What counts as evidence: observed behaviors, testimony, material culture, etc.?
9. Give concrete examples, use quotes, paraphrase, and compare/contrast with other works you've read.
10. ****Most importantly, make sure to follow the directions specific to each assignment.****

References cited should be listed alphabetically, double-spaced, at the end of the paper. In-text citations should take the following form: (Castles 1990:323). *American Anthropologist* format for citations and references is as follows:

Journals:

Moll, Luis C.

2000 Writing as Communication: Creating Strategic Learning Environments for Students. *Theory into Practice* 25(3):202–208.

Books:

Castles, Stephen

1990 *Here for Good*. London: Pluto Press.

Internet Document:

American Anthropological Association

2000[1992] Planning for the Future: Current Long-Range Plan for the AAA.

Electronic document, <http://www.aaanet.org/committees/lrp/lrplan.htm>, accessed January 18, 2001.

For further information on formatting references cited or in-text citations see:

http://www.aaanet.org/pubs/style_guide.pdf

PLAGIARISM:

All work turned in on tests and papers must be your own. Academic dishonesty in any form is not tolerated, and violators will be punished with the maximum penalties. Any material taken word-for-word from any source must be put in quotes and the source information must be provided completely. Work from other students, the internet, or any paper-writing service may not be used under any circumstances. Plagiarism is stealing. When in doubt, provide citation information!

The following is the official Clemson statement on academic integrity:

“As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a “high seminary of learning.” Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.”

CLASSROOM GUIDELINES:

This is a college-level course and an attentive, responsive class will create a positive class atmosphere. Therefore the following behaviors are unacceptable during class: **using your laptop for anything other than taking notes**, reading anything not assigned for the course, sleeping, disrupting class verbally or physically, and rude conduct. Please arrive on time and stay for the entire class period. Please turn all cell phones off. If you find yourself falling behind in school for personal or academic reasons, please see me rather than simply stop attending class. If I know there is a problem, I can direct you to the proper resources. Students who wish to drop this class must follow appropriate university procedures to do so. Please do not simply stop attending.

ADDITIONAL INFORMATION AND RESOURCES:

In the unlikely event that the instructor is late for class, please wait at least 15 minutes. If class should be cancelled for any reason (e.g., inclement weather), all readings/assignments/exams for BOTH the missed day(s) AND the current day will be due on the day that classes resume. Please note that classes will be cancelled only with official university announcements.

*I do my best to respond to student emails in a timely fashion. However, I am not available all day every day. Please contact me in advance if you have questions. **If you really need to talk to me, make an appointment**—office hours sometimes fill up.

Students with disabilities requesting accommodations should make an appointment with Dr. Margaret Camp (656-6848), Director of Disability Services, to discuss specific needs within the first month of classes. Students should present a Faculty Accommodation Letter from SDSS when they meet with instructors. Accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester.

For more information on time management, study skills, improving your writing or note-taking, please contact the Academic Success Center at www.clemson.edu/asc, consult www.clemson.edu/collegeskills, or ask for assistance.

Clemson University Title IX (Sexual Harassment) Statement:

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He also is the Director of Access and Equity. His office is located at 111 Holtzendorf Hall, [864.656.3181](tel:864.656.3181) (voice) or [864.565.0899](tel:864.565.0899) (TDD).

Emergency Guidelines from Clemson University Police Department

Evacuation:

- When evacuating buildings, do not use elevators as they may lose power, stranding riders.
- Familiarize yourself with the locations of stairwells and exits.
- Individuals needing assistance evacuating should move to a stairwell away from the hazard, dial 911, and provide the Dispatcher with their exact location and what they need regarding evacuation.
- When evacuating follow the instructions provided by Public Safety personnel to reach a safe place.
- To seek "Tornado Safer Places," get to the lowest level of the building time allows, stay away from areas with windows and glass, and put as many walls as you can between yourself and the outside. In public buildings, bathrooms typically have an additional wall.

Active Shooter:

- Always call 911 as soon as you possibly can.
- Run away from the area, if it is safe to do so, time allows and the gunman is not nearby.
- Hide if the gunman is too close to your location. Find a safer place, lock and barricade doors, turn lights out and cell phones off or to vibrate.
- Fight. As a last resort, resolve to fight the intruder with everything you have at your disposal.

A short video prepared and presented by the Department of Homeland Security can be found at: dhs.gov/video/options-consideration-active-shooter-preparedness-video.

Instructions for accessing additional articles:

* Log into Canvas & select the folder with the appropriate week's date. All the additional articles for that week will be in the folder. You can read the articles online or printed out.

LECTURE TOPICS:

Aug. 24	Course Introduction. Text: WMW Foreword and Preface *Complete CCTST Pretest*
Week 1: Aug. 29 & 31	Brief History of Women and Development: an Anthropological Perspective Text: Atlas part 1, Reader p. 3-20, Ch. 11, 15
Week 2: Sep. 5 & 7	Women's Changing Lives: Statistics and Theories Text: Half Introduction, U.N. Exec. Summary, Chs. 2, 6, 8, WMW (Italy, U.S.)
Week 3: Sept. 12 & 14	Focus on Education: Women in Africa Text: Atlas part 6, U.N. ch. 3, WMW (Ethiopia, Mali, South Africa, & Education), Half Ch. 10, Kenny & Camenzind
Week 4: Sept. 19 & 21	Education and Fertility Text: Atlas part 3, WMW (Mongolia), Half Chs. 6 and 7, Chapman
Week 5: Sept. 26 & 28	The Politics of Reproduction: Households and Families Text: Atlas part 2, U.N. Ch. 1, WMW (China, India, Marriage & Childcare), Half Ch. 8, Reader chs. 17, 18, 19, 20
Week 6: Oct. 3 & 5	Focus on Economics: Women's Work, Women in Asia Text: Atlas part 5, U.N. Ch. 4, WMW (Bhutan, Japan, Thailand, Work & Laundry), Half Chs. 1 & 2, Lacsamana, Reader ch. 16
Week 7: Oct. 10 & 12 (10/10 D.C.)	The Grameen Bank: Successful women in Bangladesh Text: Half Ch. 11, <i>Banker</i> Intro. & chs. 4, 5, 7, 9, and 13 *Paper Topics DUE*
Week 8: Oct. 17 Oct. 19	<i>FALL BREAK</i> (no class) MIDTERM EXAM (in class)
Week 9: Oct. 24 & 26	Women and Multinational Corporations Text: Atlas part 4, Reader chs. 22, 23, 24, Ariffin
Week 10: Oct. 31 & Nov. 2	Focus on Environment: Women in Latin America Text: Seager Intro., Reader chs. 6 & 30, WMW (Brazil, Cuba, Guatemala, Haiti, Mexico),

- Week 11:
Nov. 7 & 9 Environment Issues: Food, Water, Fuel, Climate
Text: UN Ch 7, WMW (Food, Water), Bordi, Bedoya, Reader ch. 31
- Week 12:
Nov. 14 & 16 Power and Politics
Text: Atlas part 7, Half Ch. 12, UN Ch. 5, WMW (Albania, Russia),
Reader chs. 36 & 43, Bowie
- Week 13:
Nov. 21 Feminist Activism in a Global Perspective
Text: Half Ch. 14, Reader chs. 37, 41, 42, 44
Nov. 23 *THANKSGIVING BREAK* (no class)
- Week 14:
Nov. 28 & 30
(11/30 D.C.) Caught in the Cross-fire: Women in the Middle East
Text: WMW (Israel, Jordan), Half Ch. 9, Reader chs. 12 & 33,
Osanloo
- Week 15:
Dec. 5 & 7 Student Presentations of Research Papers
Complete CCTST Posttest
****FINAL PAPER DUE****
- *Mon. Dec. 11 FINAL EXAM 3-4:30pm***

****I reserve the right to modify this syllabus during the semester if necessary. In that case you will be notified by email, an announcement in class, and on Canvas.****