



# ANTHROPOLOGY

312

Fall 2009

*Dr. Alice James*



## Welcome to *Comparative Marriage and Family!*

*Why would several men take one wife? Why would women work hard to raise the pigs husbands need to get a second wife? Are behavioral differences between men and women learned or innate? Why do most families on a South Pacific island have adopted children, and where do these children come from? Why are so many Indian brides burned in "kitchen fires"? Is it cruel (as many cultures believe) to force a child to sleep alone in a dark room? Are there really only two sexes?*

The objective of this course is to familiarize you with a wide variety of marriage and family forms worldwide, with a special emphasis on non-western family patterns. We will focus on the broader social context that shapes marriage and family behavior in such areas as kin groups, marriage choices, incest taboos, and gender roles. By increasing our awareness of the interrelationship of family structures and their cultural contexts, we will increase our understanding of ourselves, our families, and those of others.

**Useful Information:** My office is Grove Hall 337 and my phone extension is x1339. Our class web site is at <http://webspace.ship.edu/ajames/> and my email is [ajames@ship.edu](mailto:ajames@ship.edu). The Sociology/Anthropology office is Grove 428. Our department secretary is Mrs. Lisa Dubbs and her phone is x1735. If class is canceled due to bad weather I will leave a message on my phone voice mail and email the class list. Check your @ship email if you want to receive messages sent to the class. My office hours are:

Monday	1:00 – 3:00 PM	Wednesday	1:00 – 3:00 PM
Tuesday	11:20 - 12:20 PM	Thursday	11:20 - 12:20 PM

and by appointment

*I'm in my office a lot even when I don't have hours, but make an appointment just to be sure I'll be there. If you have a problem, come and see me right away. Even if you don't have a problem, come to see me. I like to talk to students!*

**Attendance Policy:** There will be questions on material covered in class that is not in the readings. I find that people who come to class do better. Discussion cards are due at the next class and no later if you miss. Attendance/participation count for borderline grades.

**Readings:** Articles on Blackboard "Documents" and chapters in *Marriage and Culture Honor to the Bride, a true story of Moroccan love and marriage*, by Jane Kramer

Grades devalue 2% for every day material is late without pre-approval. Talk to me about work crunch or emergencies *before* the material is late.

This semester you have two free late days, no explanation needed, to use as you need, but prior approval is necessary in order to miss an exam, unless there is a medical emergency. A doctor's excuse will be required if an exam is missed without prior approval. On my part, I promise to do my best to return all your work to you within one week.

**\*\*\*IMPORTANT (and I mean this): If you are faced with the decision of whether to come to class or to complete an assignment, ALWAYS COME TO CLASS.\*\*\* (I mean this.)**

Grades are based on:

In-class Essay Exam 1	26%	In-class Essay Exam 2	26%
Annotated Bibliography	10%	Group Report	18%
Interview	11%	Discussion Cards	2%
<i>Honor the Bride Journal</i>	7%	Participation	borderline

My web page has all the information for all the assignments and a form to help you calculate your grade. Questions about assignments? Check my webpage; then talk to me.

Exams will be essay. You may bring a handwritten 3x5 card with notes to the exam.

The Annotated Bibliography is on your oral Group Report topic and must include 3 articles from any 2 sources: books, academic journals, or reputable websites. It is due via email the day before your oral group report. The instructions are on my website.

Honor to the Bride Journal instructions are on the back page of this syllabus.

Discussion Cards: On a 3x5 card write a question or comment that could lead to a class discussion about the reading assigned for that class. On the other side of the same card pose a question or make a comment about the class material or film of the preceding class. Make two and I'll collect one. Put your NAME and the CARD NUMBER on the card, so I can mark it down. You must turn in at least 17 cards for full credit.

Reserve Reading assignments are on Blackboard under "Documents".

Website: You will be able to download assignments, handouts, and study guides from my website. Films will be on reserve in the library for review after they are shown in class. If there are problems with articles or films on reserve, please let me know immediately.

Prerequisites: If you have not had Cultural Anthropology, please talk to me pronto.

Please Note: If you are registered with the Office of Social Equity and have special needs, please let me know early in the semester. I will be happy to work with you.

# Schedule

- August 31**      **Middle Eastern Families and Film: *Daughters of the Nile***  
**Introduction to *Honor to the Bride***  
*Honor to the Bride* Journal assignment on the back of syllabus
- September 2**      **Origins of the Family and Primate Families**  
Read: "What's Love Got to Do with It?"  
**Due: Discussion Card 1**
- September 9**      **Residence Patterns and Family Types—Matrilineal Families**  
Film Clip: *Hopi Families*  
Read: In *Marriage and Culture*,  
"Marriage among the Historical Iroquois"  
**Due: Discussion Card 2**  
**Due: Journal on *Honor to the Bride*, Part 1**
- September 14**      **Residence Patterns and Family Types—Patrilineal Families**  
Film: *Ax Fight*  
Read: Yanomamö article  
**Due: Discussion Card 3**  
**Due: Journal on *Honor to the Bride*, Part 2**
- September 16**      **Incest Taboos and Inbreeding**  
Read: "Adopt a Daughter-in-Law"  
Download: Interview assignment  
**Due: Discussion Card 4**
- September 21**      **More on Incest Taboos and Inbreeding**  
Read: "Go Ahead, Kiss Your Cousin"  
**Due: Discussion Card 5**  
**Due: Journal on *Honor to the Bride*, Parts 3 & 4**
- September 23**      **Tiwi Marriage Strategies and Family Life**  
Read: "The Tiwi"  
**Due: Discussion Card 6**
- September 28**      **Film: *Dadi's Family***  
Read: In *Marriage and Culture*,  
"Marriage in Traditional Chinese Culture"  
**Due: Discussion Card 7**  
**Due: Interview Plan: Questions, Background Write-up,  
and Name of Interviewee**
- September 30**      **Filling the Cooking Pot: Family and Economy**  
Read: "Status, Property, and the Value on Virginity"  
**Due: Discussion Card 8**

- October 5            **Irish Marriage and film: “Sex and Marriage”**  
**Exam Review: Group Work**  
 Read: “Daughters of the Forest”  
**Due: Discussion Card 9**  
 Download and bring to class: Study Guide 1
- October 7            **EXAM 1**
- FALL BREAK**
- October 14           **Comparative Beauty and Sexual Attraction**  
 Read: “Everything Else You Always Wanted to Know about Sex,”  
 “Why Don’t We Act Like the Opposite Sex?” and  
 “When Fat is a Mark of Beauty”  
**Due: Discussion Card 10 – on “Everything Else” and “Fat”**
- October 19           **Marriage Variation: Male Wives, Female Husbands, or No Spouses?**  
 Read: “Arranging a Marriage in India” and  
 “Woman-to-Woman Marriage in Sub-Saharan Africa”  
**Due: Discussion Card 11 – on both articles**
- October 21           **Film: *Without Fathers and Husbands: the Na of China***  
**Group Oral Report Planning Time**  
 Read: “The Visit”  
**Due: Discussion Card 12**  
**Due: Complete Interview**
- October 26           **More on Marriage Variation:**  
**Tibetan High Mountain People—Fraternal Polyandry**  
 Read: In *Marriage and Culture*, “Marriage among Tibetans”  
**Due: Discussion Card 13**
- October 28           **Sociobiological Approach**  
 Read: In *Marriage and Culture*, “Marriage among the !Kung San”  
**Due: Discussion Card 14**
- November 2           **Mead and the Samoa Controversy**  
 Read: “South Seas Squall”  
**Due: Discussion Card 15**
- November 4           **Film: *Margaret Mead and Samoa***  
 Download Annotated Bibliography Instructions
- November 9           **Gender Roles—Status of Women, and Family Relations**  
 Read: “Society and Sex Roles”  
 Discuss Annotated Bibliography  
**Due: Discussion Card 16**
- November 11         **Gender Roles—Cultures with Two-Sex Systems**  
 Read: “Life Behind the Veil”  
**Due: Discussion Card 17**

November 16      **More on Gender Roles—Cultures with Three-and-More-Sex Systems**  
**Exam Review/Group Oral Report Planning Time**  
Read: “The Berdache Tradition” and “Hijras of India”  
**Due: Discussion Card 18 – on both articles**  
Download: Study Guide 2

November 18      **EXAM 2**

## ***GROUP REPORTS***

Attendance is required for the group reports and I will record attendance.

November 22      **DUE: Group 1 Individual Annotated Bibliography (email)**  
November 23      **Group 1: A Cross-Cultural View of Marital Disruption, Divorce, Adultery, Domestic Violence, Genital Mutilation**

## ***THANKSGIVING BREAK***

November 29      **DUE: Group 2 Individual Annotated Bibliography (email)**  
November 30      **Group 2: Alternative Sexual Identities**

December 1      **DUE: Group 3 Individual Annotated Bibliography (email)**  
December 2      **Group 3: A Cross-Cultural View of Children—Adoption, Child-Rearing, Education and Training, Infanticide, Illegitimacy**

December 6      **DUE: Group 4 Individual Annotated Bibliography (email)**  
December 7      **Group 4: Experiments in Family Living: Kibbutz, Utopian Societies, etc**

December 8      **DUE: Group 5 Individual Annotated Bibliography (email)**  
December 9      **Group 5: Experiments in Family Living: Kibbutz, Utopian Societies, etc.**

**Final Exam Period** Class wrap-up, attendance required

This course fulfills a course requirement for the Anthropology Minor. It will describe basic anthropological concepts and theories, apply anthropological concepts and theories, compare and contrast patterns and processes of human behavior across cultures, and assess importance of past and present human diversity.



**Each of the three journals should be**  
**3- to 4-pages double-spaced**  
**in Times 12-point font with 1-inch margins**

## Journal Assignment

A true story of Moroccan love and marriage customs:

### ***HONOR TO THE BRIDE***

"Deft, racy, and funny" - *Time*

After each of the three assignments:

**Very, very BRIEFLY**

Identify: the major people involved  
Explain: who they are (if new), what they have been doing, and why  
(two sentences should cover this stuff)

then

**-this is the important part-**

***Write your reaction to the people and events***

does what they are doing make sense in terms of their culture?  
would people in your culture act in a similar manner?  
what are the differences and similarities in the reasons why people get  
married in Morocco and your culture?  
and *any other reactions and personal thoughts*  
What was surprising and what made sense to you?