

Fall 2015

# ANTH 4766

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**ANTHROPOLOGY of SEX & GENDER**  
**ANTH 4766 Fa2015 8/25-12/1**  
**Tuesdays 4 - 6:40 PM, MH 213**

Dr. Ana Croegaert  
Office Hours: and by appt.  
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**\*\*ALL EMAIL CORRESPONDENCE MUST BE FORMATTED AS FOLLOWS:**

Subject Head: Anth 4766/5766 YOUR LAST NAME

I will only read emails with this format.

**Course Description:**

How has anthropology contributed to the study of “sex” and of “gender”? In what ways have anthropologists participated in discussions and debates over the category of “third sex / gender” status? How does anthropology help us to see—and to challenge—systems of gender inequality?

This course explores key anthropological treatments of the study of sex and gender. The first part of the course will explore the origins of the concepts of “sex” and of “gender” and their transformations. We are especially attentive to the ways that “gender” as a category of analysis is connected to theoretical formations against inequality based on race and class, and to the marginalization of the study of sex within academic disciplines. We ask why some scholars argue for separating “sex” from “gender” studies entirely, and, what are the implications of such an approach?

The second part of the course will more intensively engage with a key theme or line of inquiry in the anthropology of sex and gender relations. Here, students work together to craft research projects centered around the following five topics: (1) Migration and Domestic Work (2) Sex and Gender-Based Collective Violence during political conflict

(3) LGBT activism and Urban Inequality (4) Sex Work and Affective Labor (5) Living Transgender Experiences

**Course Objectives:** By the end of the course, students will understand gender to be the changing social organization and symbolic representation of sex difference. They will have an intensive understanding of the intellectual histories from which the Anthropology of sex and gender arose, including feminist theory's particular contributions to the field. Students should also recognize the study of gender to be critical to understanding cultural and historical phenomena - indeed, a primary field within which power is articulated and power relations are signified. Finally, students will be conversant in a variety of methodologies across the humanities and social sciences, including ethnography and attendant qualitative approaches to research.

### **Course Requirements**

The primary requirements for undergraduates students in the class will be two written assignments: 1) a mid-term essay exam 2) a research project, with a partner. You are encouraged to send me drafts of your papers via email at least 3 days before the due date. Final versions of papers should be submitted in hard copy.

Papers should be carefully written and edited, and papers which do not meet an acceptable standard will be returned to you for revision.

Your grade will be assessed according to your written work **and** your participation and preparedness for class discussions. Reading assignments are to be completed prior to attending class so that you can fully participate in class discussions. During the first part of the semester, students are responsible to co-facilitate one class meeting . The presenters will begin class based on their understanding of the arguments in the readings and then raise questions to begin discussion centered on the week's material and its connection to previous week's key terms, concepts, and arguments. Presenters must meet with me on the Thursday prior to Tuesday's class meeting.

### **Evaluation**

Oral Presentations and Seminar Participation: 20%

Midterm Essay: 35%

Research Project: 45%

**Attendance:** Because this is a seminar-style, discussion-intensive course, it is imperative that you attend every class meeting. If you have a medical or other emergency that prevents you from attending class, you should inform me prior to the class, or as soon after as is possible. **Please note the attendance policy: every two unexcused absences will result in a reduction of your grade by one whole grade (eg from A to B; B to C).**

The syllabus is subject to change. Students are responsible for the amended material. Other readings may be added throughout the semester and will be posted on-line, or handed out in class.

### **What it Means to Read**

In setting the readings on this syllabus, I am laying both a historical and thematic approach to the concepts “gender” and “sex” in anthropology, and in the social sciences and humanities more generally. In reading your class assignments, I expect that you read the articles and books *critically*, that is, with an eye to the assumptions, claims, and conclusions of the authors. In other words, I expect you to derive from your reading not simply a knowledge of the content of the materials, but also the ways in which these authors understand and work with these broader concepts (“sex” “gender”). As the semester progresses, you will be encouraged to draw earlier readings into your written work and class discussions. As such, my strong suggestion is that you take notes on the materials you read to aid you in this task.

### **Plagiarism**

Plagiarism will not be tolerated, will result in a failing grade, and will be reported to that Student Conduct Committee. Please ask me if you have any questions. For further details on academic integrity, see the UNO Judicial Code, available at <http://www.studentaffairs.uno.edu/accountability.cfm>.

### **Required Texts**

You must have copies of these readings. As an alternative to hard copies, you may read on a tablet device; however, phone screens are not sufficient for this course’s reading.

^^additional required readings are on Moodle, or will be handed out in class.

*Global Cinderellas: Migrant Domesticity and Newly Rich Employers in Taiwan* Pei-Chia Lan (Duke University 2006) ISBN: 0-8223-3742-8

*Innocence and Victimhood: Gender, Nation, and Women’s Activism in Postwar Bosnia-Herzegovina* Elissa Helms (University of Wisconsin 2013) ISBN: 978-0-299-29554-7

*Travesti: Sex, Gender and Culture among Brazilian Transgendered Prostitutes* Don Kulick (University of Chicago 1998) ISBN: 978-0-226-46100-7

*Safe Space: Gay Neighborhood History and the Politics of Violence* Christina Hanhardt (Duke University 2013) ISBN: 978-0-8223-5470-3

*Temporarily Yours: Intimacy, Authenticity, and the Commerce of Sex* Elizabeth Bernstein (University of Chicago 2007) ISBN: 978-0-226-04458-3

additional resources (of course, additions are welcome!)

**Bureau of Labor Statistics**

<http://www.bls.gov>

**U.S. Census Data**

<http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

**United Nations Inter-Agency Network on Women and Gender Equality**

<http://www.un.org/womenwatch/>

**World Health Organization**

<http://www.who.int/mediacentre/factsheets/fs239/en/>

**The Data Center: New Orleans**

<http://www.datacenterresearch.org>

**National Center for Transgender Equality Advocacy**

<http://transequality.org/issues>

## **COURSE SCHEDULE**

### **8/25 Week One: Introductions**

Introduction to the course; Student Introductions

### **PART I**

### **9/1 Week Two: Intellectual Histories of Gender Theory**

#### Reading:

^^Frederick Engels, *The Origin of the Family, Private Property and the State* 33 pp

^^Karl Marx, *Das Kapital*, excerpts 16 pp

^^Mary Wollstonecraft, *Vindication of the Rights of Women*, excerpts 55 pp

^^Simone de Beauvoir, *Second Sex*, excerpts 30 pp

^^Anna Julia Cooper, *A Voice from the South*, excerpts 94 pp

### **9/8 Week Three: “Sex” at the Dawn of the Discipline**

#### Reading:

^^Margaret Mead, *Sex and Temperament in Three Primitive Societies*, excerpts

^^Bronislaw Malinowski, *The Sexual Life of Savages*, excerpts

^^Carole Vance “Anthropology Rediscovered Sexuality: A Theoretical Comment” *Social Science and Medicine* 33(8):875-84.

### **9/15 Week Four: Theoretical Issues: Gender and Post-Structuralist Theory**

#### Reading:

^^Judith Butler, *Gender Trouble*, excerpts 52 pp

^^Saba Mahmood, “Feminist Theory, Embodiment, and the Docile Agent: Some Reflections on the Egyptian Islamic Revival” *Cultural Anthropology*, 16(2): 202-236 2001

^^Michel Foucault, *The History of Sexuality*, Volume I excerpts, 102 pp.

### **9/22 Week Five: Anthropology, Gender and Feminism**

#### Reading:

^^Gayle Rubin, “The Traffic in Women: notes on the ‘political economy’ of sex” *In* *Toward an Anthropology of Women*, (1975) Rayna Rapp Reiter, ed.

^^Marilyn Strathern “An Awkward Relationship: The case of feminism and anthropology” (1987) *Signs* 12(2):276-292.

^^Norma Alcaron, "The theoretical subject(s) of This Bridge Called My Back and Anglo-American feminism. In *Making face, making soul/haciendo caras: creative and critical perspectives by feminists of color*. (1990) Gloria Anzaldua, ed. pp 356-369.

^^Micaela di Leonardo, "Introduction: Gender, Culture, and Political Economy: Feminist Anthropology in Historical Perspective," In *Gender at the Crossroads of Knowledge* (1991) Micaela di Leonardo, ed.

^^Kamala Visweswaram, "Histories of Feminist Ethnography" *Annual Review of Anthropology* 26(1997):591-621

### **9/29 Week Six: Kinship and Reproduction**

#### **Mid semester exams handed out**

##### Reading:

^^Collier, Jane, Michelle Rosaldo, Sylvia Yanagisako [1981] 1997 Is There a Family? In *The Gender Sexuality Reader*, Lancaster and di Leonardo, eds.

^^Blackwood, Evelyn "Wedding bell blues: marriage, missing men, and matrifocal follies," *American Ethnologist* 32(1):3-19

^^Das, Veena "National Honor and Practical Kinship: Unwanted Women and Children," In *Conceiving the New World Order: the global politics of reproduction* (1995) U Cali Press 221-233

^^Weismantel, Mary "Making Kin: kinship theory and Zumbagua adoptions," *American Ethnologist* 22(4):685-709

^^John D'Emilio "Capitalism and Gay Identity" In *The Gender Sexuality Reader*, Lancaster and di Leonardo eds.

### **10/6 Week Seven: Queering Anthropology**

##### Reading:

^^Weston, Kath "Lesbian/Gay studies in the house of anthropology." *Annual Review of Anthropology* 22:339-369

^^Evelyn Blackwood and Saskia Wieringa "Introduction" in *Female desires: same-sex relations and transgender practices across cultures*.

### **10/13 Week Eight: Third Genders**

#### **Mid-Semester Exams due**

##### Reading:

^^Jacobs, Sue-Ellen, Wesley Thomas and Sabine Lang "Introduction" In *Two-spirit people: Native American gender identity, sexuality, and spirituality* (1997)

^^Roscoe, Will “How to become a berdache: toward a unified analysis of gender diversity. *In* Third sex, third gender: beyond sexual dimorphism in culture and history. Gilbert Herdt, ed pp. 329-372.

^^Wikkan, Unni “The Xanith: a third gender role? *In* Behind the veil in Arabia: women in Oman (1991) U Chicago Press.

^^Towle, Evan B. and Lynn M. Morgan “Romancing the transgender narrative: rethinking the use of the “third gender” concept” *GLQ* 8(4):469-497

## **PART II**

### **10/20 Week Nine, : Workshop Research Project Topics**

Reading: for your project

Due: 1 page (single-spaced) project proposal

### **10/27 Week Ten: Workshop Migration and Domestic Work**

Reading:

*Global Cinderellas*

### **11/3 Week Eleven: Workshop Sex Work and Affective Labor**

Reading:

*Temporarily Yours*

Due: project proposal abstract (200 words)

### **11/10 Week Twelve: Workshop LGBT Activism and Urban Inequality**

Reading:

*Safe Haven*

### **11/17 Week Thirteen: Workshop Sex and Gender-Based Collective Violence during Political Conflicts**

Reading:

*Innocence and Victimhood*

### **11/24 Week Fourteen: Workshop Living Transgender Experiences**

Reading:

*Travesti*

### **12/1 LAST CLASS MEETING: Final Project Presentations**

Presentation guidelines will be handed out during the semester.

**Final Projects DUE: 12/11**

**Annotated Bibliographies DUE: 12/11**