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ANTHROPOLOGY of SEX & GENDER
ANTH 5766 Fa2015 8/25-12/1
Tuesdays 4 - 6:40 PM, MH 213

Dr. Ana Croegaert
Office Hours: and by appt.
Office: MH330

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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
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.

Additional Graduate Student Objectives:

Graduate students will demonstrate how gender is critical to the design of their independent research concentration.

Graduate students will develop a constructive peer-review framework that incorporates gender as a key analytic.

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.

5766 / Graduate Students Component

In addition to the requirements above, graduate students in the class will take a lead role in peer review of research projects. You will also complete an annotated bibliography that illustrates how a sex and gender may be critical analytical concepts in your individual graduate research concentration. This list should include no less than 25 peer-reviewed sources, along with a 2-3pp essay (single-spaced) that introduces
and synthesizes the bibliography’s key themes, and how these contribute to your individual research program.

**Graduate Evaluation**
Oral Presentations and Seminar Participation: 20%
Midterm Essay: 25%
Research Project: 25%
Annotated bibliography: 30%

**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 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](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.

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


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


9/15 Week Four: Theoretical Issues: Gender and Post-Structuralist Theory
Reading:
^^Judith Butler, Gender Trouble, excerpts 52 pp


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

9/22 Week Five: Anthropology, Gender and Feminism
Reading:


9/29 Week Six: Kinship and Reproduction
Mid semester exams handed out
Reading:


John D’Emilio “Capitalism and Gay Identity” In The Gender Sexuality Reader, Lancaster and di Leonardo eds.

10/6 Week Seven: Queering Anthropology
Reading:


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:


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