

ANTH 372: ANTHROPOLOGY OF SEX AND GENDER

Instructor: Dr. Kimberley Anne Snarr

kymberley.snarr@eou.edu

BOOKS/READINGS: The following books have been assigned for this course and are required for all students. They are available for purchase at the EOU Bookstore.

1. Gender in Cross-Cultural Perspective (fifth edition) Caroline B. Brettell 2009, Prentice-Hall, New Jersey.
2. Sexing the Body: Gender Politics and the Construction of Sexuality Anne Fausto-Sterling 2000 Basic Books, New York.
3. The Hijras of India: Neither Man nor Woman (second edition) Serena Nanda 1999 Wadsworth Publishing Company, California.

Some case studies may be made available through electronic links and can be read in the software platform – Adobe Acrobat - which can be downloaded for free off the internet (see external links if you do not have adobe acrobat reader). There may be other readings placed on electronic reserve or in Course Documents from time to time. Always check the Announcements section.

While there are no prerequisites for this course, it would be helpful for a student to have some 100 or 200 level courses in Anthropology or Sociology.

COURSE DESCRIPTION, OBJECTIVES AND OUTCOMES:

Throughout this course, the student will explore a wide range of ideas, theories and information relating to the study of sex and gender. Through the examination of sex and gender in the context of human evolution, biology, and prehistory in reflection with the idea of gender as a social construct, the student will reflect on the potential impact of false dichotomies such as nature/nurture, biology/culture in their exploration of the current ideologies on sex and gender. There are a multitude of ways in which an Anthropologist may study sex and gender. In this course, the student will examine a case study as presented by an Anthropologist and examine how the work of the Anthropologist is carried out. Through the use of cross-cultural studies, the student will gain an understanding on how sex and gender impact on human societies in the past and present local and global structures.

This course will cover the historical development of the study of sex and gender in anthropology, the cross sectors of biology and culture as it fits into this field of inquiry, and local, global, and cross cultural case studies which illuminate the theory discussed.

Course Objectives:

The goal of this course is to give the student an understanding of how anthropologists study the human dimension of sex and gender. The student will study, challenge and examine their own perspectives on sex and gender through the exposure to cross cultural studies and current research on the intersexed. Today, anthropologists are investigating sex and gender through a wide variety of approaches, incorporating multiple approaches to their work. Through course readings, discussions and papers, students will become familiar with how anthropologists have and currently are studying sex and gender and the growing body of research in this area.

By the end of this course, the student should be able to:

- Understand where the anthropology of sex and gender fits into the larger field of anthropology
- Know the key authors and theoretical perspectives in the anthropological study of sex and gender
- Be familiar with the methodologies that anthropologists employ in understanding their particular sector of study of sex and gender.
- Know the key organizations in which anthropologists studying sex and gender are employed
- Understand the interrelationship between sex and gender from an anthropological perspective

Be sure to express yourself in the discussion forums. These forums are for you to ask questions and gain further depth into areas where your understanding is lacking. Argue intelligently with the professor and the other students. As the study of the Anthropology of Sex and Gender is a relatively new field and is continually evolving, please feel free to give your view or interpretation based on your experiences.

ASSIGNMENTS, GRADES AND ASSESSMENT: The grade you obtain from this course will depend on your writing ability, critical thinking ability and participation in the discussion forums. There are four short essays every other week and one final long essay due in the final eleventh week. In week 9, you will be required to hand-in a preliminary summary of the topic and some key references you will be using for the final long essay to ensure that you are on the right track for the final essay. In addition, you must participate actively in discussion forums weekly. The grade assessments are as follows:

Short Essays (in weeks 2, 4, and 7 with 10% for each short essay) – 30%
 Participation in Forum – 30%
 Preliminary Preparation for Final Long Essay – 10%
 Final Long Essay - 30%

The short essays will generally be based on the readings from the text and will allow the student to synthesize the additional readings in a critical and succinct manner. These essays will be around 950-1100 words each. The purpose of these essays is for you to improve your writing and critical thinking skills. The longer essay will be a research paper based on the approval of your preliminary preparation for the final long essay. I will give clear and further instructions on both the short and long essays once the course has started.

The evaluation of the essays will be based upon style/format and content. Standard essay format is expected with an introduction containing a statement of intent for the essay, well-developed main points of discussion which clearly relate back to the statement of intent, and a summary conclusion. The essays should be free of editorial errors and contain a recognized referencing/documentation/sourcing format. The content should be a clear reflection on your working knowledge of the course material. As this is a third year course, there is the expectation you are able to synthesis material from the variety of sources available to produce well-formed ideas and discussions in your essay. Avoid use of first person and keep writing tight, concise and mature.

Grading scale: 90-100% = A
 80-89% = B
 70-79% = C
 60-69% = D
 below 60% = F

STUDENT OBLIGATIONS:

a) Students are expected to participate “in class” every week. As this is a third year, I will assume that you are a responsible person who takes your studies seriously and is in this class to learn about the Anthropology of Sex and Gender. The forum participation is a quarter of your overall mark, and will be based on your regular contributions to all major discussions. If you are silent or invisible during the first half of the course, you won’t be able to “catch up” in the second half and earn all the points. So do participate on a regular basis and expected to post **minimally** twice weekly. Here is the rubric upon which your contributions to the discussion forum will be evaluated.

Promptness and Initiative	Does not respond to most postings; rarely participates freely	Responds to most postings several days after initial discussion; limited initiative	Responds to most postings within a 24 hour period; requires occasional prompting to post	Consistently responds to postings in less than 24 hours; demonstrates good self-initiative
Delivery of Post	Utilizes poor spelling and grammar in most posts; posts appear "hasty"	Errors in spelling and grammar evidenced in several posts	Few grammatical or spelling errors are noted in posts	Consistently uses grammatically correct posts with rare misspellings
Relevance of Post	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Frequently posts topics that are related to discussion content; prompts further discussion of topic	Consistently posts topics related to discussion topic; cites additional references related to topic
Expression Within the Post	Does not express opinions or ideas clearly; no connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Opinions and ideas are stated clearly with occasional lack of connection to topic	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic

Contribution to the Learning Community	Does not make effort to participate in learning community as it develops; seems indifferent	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic
				TOTAL

b) Students are expected to be diligent about reading the Announcements section of the course. You will be responsible for keeping up with announcements, assignments, and any changes, additions, or deletions made to this course as we go along. Read the announcements every day!

c) Students are expected to know and to meet deadlines for written assignments. The assignments will have specific due dates--if you are unable to meet one of the deadlines (for a legitimate reason), please email me before the deadline to inform me your assignment will be late. If you do NOT notify me of late assignments in advance, I will still accept them, but you will lose 25 percent of points for the longer essays, and 50 percent of points for reaction papers.

FORUM DECORUM: In discussion forums, remember to think, discuss, and debate as anthropologists. This means that both the professor and the students will use language that is scholarly and professional, reflecting the fact that we are trying to achieve a greater understanding of the human condition. Learn to express yourself clearly and accurately, and in an intellectual rather than personal fashion. Develop awareness of your own ethnocentrism and make conscious efforts to ameliorate it. Bear in mind that some of the readings will come from other fields of study and may use jargon that is not familiar to you as an anthropologist. Ensure to understand the subtleties of these new terms to gain a deep understanding of the new material being presented. Also, be conscious of the language you use to talk about race, ethnicity, and gender. And be careful to avoid any bigoted or exclusive language.

Students who express themselves inappropriately or attack others personally in the discussion forums will lose their points for participation. Most students are considerate and respectful of others, but every now and then, someone is abusive and it ruins the experience for everyone. So think carefully before you submit contributions to the discussions.

Statement on Academic Misconduct: Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found guilty of an act of academic misconduct (including, but not limited to, cheating, plagiarism, or theft of an examination or supplies) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or being expelled from the University—or a combination of these. Please see Student Handbook at: <http://www.eou.edu/saffairs/handbook/honest.html>

Statement on Americans with Disabilities: If you have a documented disability or suspect that you have a learning problem and need accommodations, please contact the Disability Services Program in Loso Hall 234. Telephone: 962-3081.

If you remain in the course after reviewing this syllabus, I will assume you have read it carefully and understand the mechanics and objectives of the course. Welcome to *The Anthropology of Sex and Gender - the WEB edition!*

COURSE SCHEDULE

Week 1

Introduction to course, historical perspective on the study of sex and gender in anthropology, and an investigation into biology, gender and human evolution

Readings: examine all three books, read table of contents and preface to all, Miller (1993) located in electronic reserves; Brettell and Sargent (2009), Section I (1-50)

Week 2

Gender and Prehistory; Domestic/Pubic Dichotomy

Reading: Brettell and Sargent (2009), Section II (51-84) and Section III (85-136)

Short essay #1 due by end of week on Sunday by midnight

Week 3

Equality and Inequality: Sexual Division of Labor and Gender Stratification; Gender Cultural Constructs and Personhood; Culture, Sexuality, and the Body

Readings: Brettell and Sargent (2009), Section IV (137-190), V (191-248) and VI (249-296)

Week 4

Gender Politics and the Construction of Sexuality

Readings: Fausto-Sterling (2000), Chapter 1 (1-29), 2 (30-44), 3 (45-7), and 4 (8-114)

Short essay #2 due by end of week on Sunday by midnight

Week 5

Gender in Property and the State, and in Household and Kinship

Readings: Brettell and Sargent (2009), Section VII (297-346) and VIII (347-394)

Week 6

Gender in Ritual and Religion, Politics and Reproduction, and Culture Contact, Development, and the Global Economy

Readings: Brettell and Sargent (2009), Section IX (395-448), X (449-504), and XI (505-578)

Week 7

Case Study of the Hijras in India

Readings: Nanda (1999), Introduction (xvii-xxi), Chapter 1 (1-12), 2 (13-23), 3 (24-37), 4 (38-54), and 9 (113-127)

Short essay #3 due by end of week on Sunday by midnight

Week 8

Case Study of the Hijras in India Continued

Readings: Nanda (1999), 5 (55-70), and 6 (71-82), 7 (83-96), 8 (97-112), 10 (128-149), and Epilogue (150-158)

Week 9

Work week for final long essay

No readings for this week.

Preliminary preparation for final long essay due at end of week by Sunday midnight

Week 10

Wrap-Up Module

Readings: Fausto-Sterling (2000), Chapter 9 (233-255)

Final long essay due by following Monday by midnight