

ANT 314: Anthropology of Sex and Gender Diversity

T TH 12:30 – 1:45 (3 credits) Candelaria 1190 Section 001 Fall 2016

Instructor: Dr. Sally McBeth
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Office Hours: Mon 10:00 – 2:00
Tues 2:00 – 3:00
Thurs 2:00 – 3:00
or by appointment

Texts:

Gender and Anthropology: 2000

F.E. Mascias-Lees and N.J. Black
also on Michener Reserve

Gender Diversity: 2014 (or 2000)

Serena Nanda
also on Michener Reserve

ADA Statement:

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

Catalogue Description:

Study biologically and culturally determined gender role differences by comparing sex-related behavior in a variety of cultures.

Controversial Subject Matter:

Human Sexuality is an emotionally charged and controversial topic. Exploring human behaviors and cultural practices that challenge our sense of what is “normal” is the very basis of the anthropological endeavor. We will approach the subject matter in an open-minded fashion using our scientific/anthropological lens. I intend that this class will push your intellectual boundaries. Respectful questions and listening to varying opinions is the foundation of the learning environment that I want to establish and create. We may not come to understand that which we believe we already know.

Student Learning Outcomes

This course explores the construction of gender and sex in a variety of the world's societies. It focuses on sex and gender as fundamental aspects of the human experience and as analytical constructs. On completion of the course, students will have gained knowledge of gender-based systems of social classification in non-Western societies, and acquired knowledge of the ways in which gender impacts on the lives of women and men throughout the world.

The student learning outcomes are as follows:

1. to become aware of and knowledgeable about the essential role played by gender in all human societies; this means that we will draw on the historical framework, methodology, and research findings of various relevant disciplines; this course is broad in scope and will integrate various perspectives; the interrelation of knowledge will be stressed
2. to critically view the multiple ways in which gender is elaborated in a variety of social and cultural constructs; this means that students will identify issues involved in human welfare and survival and foster cross-cultural understanding

3. demonstrate a critical ability to understand and engage in on-going theoretical debates about gender; thus I encourage critical and independent thought
4. demonstrate grade-level writing and communication skills; produce scholarship

Readings: listed in order of due date (see syllabus); available under the **Course Material Tab** in your **Blackboard Shell** under **Week # as listed below**

Readings That Require Reading Notes

"When Gender Isn't a Given" – Navarro, Mirey A.
 Internet Search on Testosterone and Estrogen (see Aug. 30 Assignment)
 "Testosterone Rules" – Sapolsky, Robert
 "The Slaying of Monsters" [Apache] – Opler, Morris
 "Unmasking Tradition: a Sudanese Anthropologist Confronts 'circumcision'" – Abusharaf, R.
 "From Pollution to Love Magic: The New Anthropology of Menstruation" – Gottlieb, Alma
 "'That Is My Road': The Life and Times of a Crow Berdache" – Roscoe, Will
 "My Mom Sold My Virginity" – Haworth, Abigail
Gender Diversity: Seven Chapters (excluding introduction and the chapter on Indonesia): Native Americans, India, Brazil, Polynesia, Thailand, Euro-American, & Variations

Required and Recommended readings That Do NOT require reading Notes

None of the Chapters in *Gender and Anthropology* require reading notes

"The Curious Case of the Children Whose Penises Don't Appear Until Puberty" – Wilding, Mark
 "Homosexual Activity among Animals Stirs Debate" – Owen, James (National Geographic)
 "Do Animals Exhibit Homosexuality?" – Fereydooni, Arash (Yale Scientific)
 "Five Things You Should Know About Your Agender Acquaintance" – Outlandish
 "A Cold War Fought by Women" – Hrdy, Sarah
 "Transgender(ed) Males Seen as an Asset to Some Ancestral Societies" – Science Daily
 "Researchers Describe A New Hypothesis about Why the Female Orgasm Exists" – Hersher, R.
 "Sex and the Superbug" – Groopman, Jerome
 "A Fight as U.S. Girls Face Genital Cutting" – Turkewitz, Julie
 "Genital Cutting" – Bell, Kirsten
 "He Said, She Said" – Tannen, Deborah
 "On Uptalk" – Rutter, Virginia
 "One Year after Third Gender; Hijra in India" – Free Speech Radio News Ed.
 "Travesti" – Kulick, Don
 "Rituals of Manhood; Male Initiation in PNG" – Herdt, Gilbert
 "Turning From War to Peace in PNG – Culotta, Elizabeth
 "Sid's Story" – Seabrook, Jeremy
 "Mapping the Market for Sex; Native American Juveniles" – Pember, Mary
 "Increasingly Visible, Transgender Americans Defy Stereotypes" – Londoño, Ernesto
 "When Women Become Men at Wellesley" – Padawer, Ruth
 "Christopher Street" Trans Portfolio – Seliger, Mark and Janet Mock

Recommended readings in Syllabus means just that; not required but you may find them of interest and we are likely to discuss them in class

Course Requirements:

150 pts.

Typed Reserve Reading and Chapter Notes

For each of the Readings listed on page 2 (first list) and for each required Chapter in *Gender Diversity* you are required to write about 250 words (app. one double-spaced page) on what **two** things piqued your interest and why? That is, add enough specific detail to provoke class discussion including personal experiences if relevant and/or if you are willing to share. See syllabus for 15 assignments @ 10 points.

These “reading notes” will be collected on the day of the assigned reading. They are designed to generate class discussion and so do not turn them into my mailbox or email them to me; I will not accept them as late assignments except in the case of documented illness or emergency conflicts you let me know of in advance. These paragraphs are required; they are not optional.

100 pts.

Attendance, Participation, and Discussion

50 pts.

Group Project on Transgender Murders Internationally and in US in preparation for Transgender Remembrance Day: Nov. 17 (details to follow).

100 pts.

Gendered Story-Telling / Research Paper (min. 2500 words)
Outline due Oct. 27. See page 7-8 of syllabus due **December 3rd**.

200 pts.

2 Exams: Identification and Essay @ 100 points (Oct. 6/11; Dec. 6)

600

TOTAL

Grade	Points
A	600 - 540 (100-90%)
B	539 - 480 (89-80%)
C	479 - 420 (79-70%)
D	419 - 360 (69-60%)
F	359 - (below 60 %)

Extra Credit:

You may Earn up to 25 points extra credit for attending any one of the publicized events sponsored by the GLBTA Office this semester and writing up a 500 word description and reflection on event or activity.

Or

Watch film: *Photos of Angie* (Michener reserve) and answer prompt as posted on Blackboard under Tab 1: Miscellaneous+.

Tentative Course Outline and Assignments

- Be sure to look ahead; reading assignments are due on day listed; bring books/articles/reading notes to class.
- Please turn off and put away cell phones (except for emergency situations); In-class exercises and reading notes **cannot** be made up, except for documented illness or conflicts you notify me of in advance.

Week #1 Introduction

Aug. 23 Introduction to course and course requirements (+ “sex” exercise)

Aug. 25 Origins & Theory: The “science” of sex and gender

An introduction to gender and the biology of sex (**XX**, **XY**, and **Intersex**). Check out: Intersex Society of North America Web Site <http://www.isna.org/>,
Assignment: “When Gender Isn’t a Given” (below or in Week 1 folder; 10 pts.) <http://www.nytimes.com/2004/09/19/fashion/19INTE.html>

Alice Dreger’s Ted Talk “Is Anatomy Destiny?” on Intersex is provocative; watch it if you are interested in this topic http://www.ted.com/search?cat=ss_all&q=dreger

Week #2 Origins: Nature (Biological Determinism) **vs. Nurture (Cultural Determinism)**

Aug. 30 Effects of Hormones: Testosterone and Estrogen

Assignment: do an Internet search on testosterone and estrogen (one hit/hormone). Read them and bring these to class with you with your name on them for an-class group exercise. These do not have to be long articles (10 pts.)

Sept. 1 Origins cont.

Bruce → Brenda → David Case Study

Assignment: “Testosterone Rules” (in Week 2 folder; 10 pts.); “The Curious Case of the Children Whose Penises Don’t Appear Until Puberty.”

Week #3

Sept. 6 **Biological Sex and Sexualities: hetero, homo, bi, a, poly, pan, etc.**

Types of Marriage: monogamy, polygamy, bigamy, same sex, etc.

Assignment: “Homosexual Activity among Animals Stirs Debate;” (National Geo) “Do Animals Exhibit Homosexuality?” (Yale Scientific).

Recommended: “Five Things You Should Know About Your Agender Acquaintance” – Outlandish (in Week 3 folder)

Sept. 8

Stephen Loveless (our community partner), Director of UNC GLBTA Resource Office, will come into class to discuss our community engaged project including Transgender Remembrance Day (Nov. 17) <https://tdor.info/>, tips on interviewing for your “gendered story-telling” assignment, the importance of pronoun use, and MMDI (Model of Multiple Dimensions of Identity), among other possible topics.
Assignment: *Gender and Anthropology* Ch. 1-2.

Week #4 Theories of Gender in the Social Sciences

Sept. 13 ***Evolutionary Theories***

Assignment: *Gender and Anthropology* Ch. 3.

Sept. 15 ***Evolutionary Theories (cont.)***

Assignment: "A Cold War Fought by Women;" "Transgender(ed) Males Seen as an Asset to Some Ancestral Societies;" "Researchers Describe a New Hypothesis about Why the Female Orgasm Exists" (in Week 4 folder).

Week #5 *Psychological Theories*

Sept. 20 Assignment: *Gender and Anthropology* Ch. 4; "The Slaying of Monsters" [Apache] (in week 5 folder; 10 pts.).

Sept. 22 AIDS and STD's Presentation

Assignment: "Sex and the Superbug" (in Week 5 folder).

Week #6 *Materialist Theories*

Sept. 27 Assignment : *Gender and Anthropology* Ch. 5

Sept. 29 ***Female Genital Cutting***

Film: *Female Circumcision: Human Rites* (note: graphic content)

Assignment: "Unmasking Tradition: a Sudanese Anthropologist Confronts Female 'Circumcision...'" (in week 6 folder; 10 pts.)

Recommended: "A Fight as U.S. Girls Face Genital Cutting;" "Genital Cutting" (in Week 6 folder)

Week #7

Oct. 4 ***Structuralism and Post-Structuralism***

Assignment: "From Pollution to Love Magic" (in week 7 folder; 10 pts.); *Gender and Anthropology* Ch. 6, 7, 8, 9.

Recommended: "He Said; She Said"; "On Uptalk." (in Week 7 folder).

Oct. 6 **Review for Exam 1 and Exam Part I**

Week #8

Oct. 11 **Exam Part II**

Oct. 13 **GLBTA Panel (location tba)**

Gender Diversity: A Cross-Cultural Introduction

Week #9 **INDIGENOUS NORTH AMERICA: Native American Two Spirits**

Oct. 18 Assignment: *Gender Diversity Introduction and Ch. 1* (10 pts.).

Oct. 20 film: *Two Spirits* (documentary): see assignment next page

Assignment: "That is My Road" (in Week 9 folder; 10 pts.).

Week #10

INDIA (Hijra)

Oct. 25 Assignment: Gender Diversity Ch. 2 (10 pts.).

Oct. 27 film: Hijra (Tabu Series)
Recommended: "One Year After Third Gender in India..." (in Week 10 folder)
Work in Groups for Transgender Remembrance Day (due Nov. 3). Research Paper Outline Due including Collaborator (who) and Agency (what).

Week #11

BRAZIL (Travesti)

Nov. 1 Assignment: Gender Diversity Ch. 3 (10 pts.)

"Travesti" (in week 11 folder)

Nov. 3 Group Presentations on Transgender in 21st Century (Stephen Loveless in class)

Week #12

POLYNESIA (Fa'afafine) and PAPUA NEW GUINEA

Nov. 8 Assignment: Gender Diversity Ch. 4 (10 pts.).

film: "Paradise Bent"

Nov. 10 Ritualized Homosexuality in Papua New Guinea (PNG)
Film: *Guardians of the Flute* (note: graphic content)
Recommended: "Rituals of Manhood; Male Initiation in PNG;" "Turning from War to Peace in PNG" (in Week 12 folder).

Week #13

Nov. 15 **THAILAND (Genders; Sex Trafficking): Dr. Yamprai: guest lecture**

Assignment: Gender Diversity Ch. 5 (10 pts.); "My Mom Sold My Virginity" (in Week 13 folder; 10 pts.) & "Sid's Story"

Recommended: "Mapping the Market for Sex; Native American Juveniles"

Nov. 17 **EUROPE and AMERICA**

Assignment: Gender Diversity Ch. 7 (10 pts.).

Recommended: "Increasingly Visible Transgender Americans Defy Stereotypes;" "When Women Become Men at Wellesley"; "Christopher Street"(in Week 13 folder)

Transgender Day of Remembrance @ 6:30 p.m. attendance required

Week #14

Nov. 24 **Variations on a Theme / Natal Inequality**

Assignment: Gender Diversity Ch.8 (10 pts.)

Nov. 26 Thanksgiving

Week #15

Dec. 1-3

Class presentations. Attendance Required. Points will be deducted from your final project if you do not make a presentation. Details to follow.

Assignment: Gendered-Story Original Research Paper due **December 3rd**

Week #16

Dec. 6

Tuesday of Finals Week 10:45 – 1:15

Exam 2: identification & essay.

Please bring a **small** (8.5 x 7) BLUE BOOK

Gendered Story Telling: Partnered Research with GLBTA Community

An original research paper (of approximately 10-12 pages; app. 2500 words) is required and is worth 100 pts.

This semester a portion of the class will be an “engaged” project with our University partner, Stephen Loveless, Director, GLBTA, who will assist us in identifying our collaborators/partners for the below as well as working with us on Transgender Day of Remembrance presentations.

This project will involve sitting down with a member of the community who identifies as a member of the GLBTQ community. The result will be an original research project documenting the story of an individual who is not like you (whatever that means).

When a story is told, it is not forgotten. Sometimes the story becomes something else -- the hope of what we can become. But if a story is never told, it is forgotten and we can learn nothing of ourselves or our humanity. People don't view their life as merely the average of all of its moments (which is nothing much plus some sleep). Life is meaningful because it is a story that has a sense of whole and its arc is determined by the significant moments—the ones where something happens. The chance to shape one's story is essential to sustaining meaning in life.

This original research is about AGENCY. In anthropology, agency is the capacity of a person to act in any given environment, engaging with the social structure as an individual, not (necessarily) being controlled by his/her/their place in the social structure. We are here looking at purposeful, goal-directed activity; the individual takes control over his/her/their own behavior. Human agency is the capacity for human beings to make choices. Human agency holds that humans make decisions and enact them on the world.

The concept of agency is very useful in anthropology because it refers to the capacity of individuals to act independently and to make their own free choices, whereas “structure” refers to those factors (such as social class, religion, gender, ethnicity, culture...) that seem to limit or influence the opportunities that individuals have. In the feminist context, agency is used to describe the universal core of equality feminism and gender; these are frequently characterized as a struggle for agency. For example when a person rebels against her or his social norm, she or he are displaying agency (cribbed from a number of internet and academic sources).

Each student is required to meet with me well before October 27, and submit an outline and preliminary bibliography on October 27th.

Your topic and outline are due to me no later than October 27th and the final paper must be submitted by December 3rd. Minimally your paper will require: 1) relevant background on individual; 2) why you chose this person; 3) main body: story in their voice (details to follow); 4) your thoughts on agency and on your growth as an anthropologist

Title: give your paper a creative title; writing makes your thinking more visible.

Headings: be imaginative in how you will organize your paper; use headings to help your reader along.

Paragraph breaks: watch overly-long paragraphs. One double-spaced page should have at least one paragraph break.

Voice: use an authentic or original “voice.” I want to see you in your paper

Mechanics and Grammar: Proof read your papers carefully. Read them aloud, have a friend who is not afraid to be kindly critical read it. How clear and effective is your prose?

Clichés: Avoid clichés like cool, awesome, hit the nail on the head, and the like.

Citation Style: Use parenthetical Citations (Jones 1969:4) and Ref Cited page.

Page numbers: don't forget

In anthropology, the use of “I” is acceptable; “you” is not.