**The Anthropology of Sex and Gender** Max Kirsch

**ANT 4413 -3 credits**

Social Science 300 SO 177. 7-2874

Office Hours: **Tues/Thurs 3-7 and by appointment**

**Tentative and Subject to Change**

The Anthropology of Sex and Gender is an ***upper-level*** anthropology course that explores the cultural construction of gender and what it means to be masculine and feminine across time and space. It will explore variations in sexualities and gender both theoretically and ethnographically. The course will focus on the United States as a central geographic site to explore these constructions, although we will also use examples from other parts of the world as comparisons to our own experience and beliefs. We will use popular culture as the means by which our beliefs about sexuality and gender are portrayed and played out in everyday life, and how these dominant views differ from the reality of people’s experience in a variety of settings.

This course will use films, both ethnographic and popular, to explore how sexuality and gender are portrayed, and as a basis for discussion for how they are constructed, resisted, and lived both through the dominant culture and the sub-cultures that have arisen to challenge normative beliefs. Along with this focus on popular culture, we will also read and discuss more theoretically oriented discussions and debates on the origins and development of sexuality and gender and the changes that have evolved over time.

As an upper-level course, students will be expected to contribute to the development and administration of the course, and students will be organized into groups responsible for initiating and organizing class discussions*. Students not contributing to their group or not present on their assigned day will have their grade lowered for the course at the discretion of the instructor.*

This syllabus should not be seen as a final document but open to change and reorganization depending on student interests and the direction of the discussions. It should therefore be viewed as a working document, subject to change. Not all of the films listed may be available, and may be substituted with class suggestions or other means.

**Course Objectives**

Students will read, analyze and discuss current issues outlined in the description of the course and complete the course with a project and/or paper that demonstrates an understanding of course topics as outlined in the description and in the weekly topic headings

Blackboard will be used to post announcements, reminders, and post materials relevant to the course. Many of the books referenced in the syllabus have been ordered through the bookstore, although not all books ordered for the bookstore will be directly assigned for weekly assignments. All are excellent reference books, many not available in the library. The required books for the course are:

\*Lancaster, R. and Michele 1997. *The Gender/Sexuality Reader*, New York: Routledge.

\* 1997. *Situated Lives*

\*Kirsch, Max 2000. *Queer Theory and Social Change*. London: Routledge

\*Kirsch, Max (ed). *Inclusion and Exclusion in the Global Arena.* New York: Routledge

\*Nash, June (ed.) *Social Movements.* Hadley, MA: Blackwell Publishers

\*Leacock, E. *Myths of Male Dominance.* New York: Monthly Review Press.

**Preparation of your presentations, reviews and final exam/paper:**

Please note that your weekly discussions, along with your exams and papers, should go beyond a simply summary of the material. The idea is to gain practice in synthesizing diverse sources into your own voice and point of view. When you are directing a discussion, To do this, make sure that you prepare your introductions before class, keeping in mind that for all of your oral and written work, you will need to (a) develop a theme, a thesis or set of theses, argument or other structure for your argument, b) demonstrate your understanding of the material; c) in most cases, integrate material from multiple authors and topic areas and d) prepare your presentations and written papers clearly and cogently.

*Given time restraints and the size of the class, your final presentations are to be no longer than TEN minutes. The idea is to succinctly summarize your idea, sources and main argument. If possible, time will be left for discussion.*

**Grading:**

 Midterm 30%

 Midterm Paper Outline 15%

 Group Presentations 20% +

 Presentation and Final Paper 35%

 Attendance see note below +

**Note that Attendance** will be considered into the final grade. Missing more than 3 sessions without an excuse requires official notification. Students not providing notification will be downgraded at least 2 grades for the course. Non-participation in group activity or presentations will also be considered with more weight than noted above. That is, students who do not participate in their group preparations will be given an F for the activity, and their grade for the course may be lowered further at the discretion of the instructor**. Students who leave during a film or during a break without permission will be given two absences for the course.**

**Code of Academic Integrity policy:**

**Cheating or plagiarism on examinations will be punished with a failing grade for the course**. This act of Academic Dishonesty will also be noted on your permanent academic record. There will be no discussion. Disruptions of lectures or discussion sections will result in appropriate disciplinary action. See the current FAU catalogue section on Academic Irregularities. At FAU we expect you to engage in honorable conduct, which means behaving in an ethical manner with regard to your work. *For more information, see the Code of Academic Integrity in the University Regulations:* [*http://www.fau.edu/regulations/chapter4/4.001\_Code\_of\_Academic\_Integrity.pdf*](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

**Accessibility Statement**

“*In compliance with the Americans with Disabilities Act (ADA), students who, due to a disability, require special accommodation to properly execute course work must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 110 (561-799-8010) -- and follow all OSD procedures.*”

**House rules: Students violating the house rules will be downgraded for the course at the discretion of the instructor.**

1) Arrive on time to class.

2) Do not talk during class unless you are participating in class discussions.

3) Do not read or study other materials not related to this course during lectures or discussions.

4) Do not bring radios, walkmans, MP3 players, iPods etc. to class. Under no conditions can you wear earphones during class sessions.

5) Turn your cell phone and/or pager off before coming into class. If you must leave it on, put it on silent/vibrate mode*.* ***Please note that anyone texting during class will be considered absent for that class, will be asked to leave*, and the grade for the course may be lowered.**

6) Persons not enrolled in this course must have the instructor’s permission to sit in and must follow all of these rules. In no event will a non-registered person be allowed to occupy a seat until all registered students are seated.

7) You may tape record lectures for the specific purpose of supplementing your notes.

8) Computers may be used in class for taking notes ONLY. ***Anyone accessing sites not related to the class will be asked to leave with no discussion, and may be downgraded for the course.***

9) Anyone in violation of these rules will be asked to leave the class.

**CLASS SCHEDULE**

**NOTE:** Depending on availability and scheduling, the films shown at class time may not always exactly coincide with the topic for that week. Together, however, they will all become part of the same discussion.

1. **August 25: Introductions/Discussion of the Course**
2. **September 1— Anthropology, Ethnography and Gender**

Kirsch, Max, forthcoming (2012). “What is Anthropology?” in *The Way We Live Now,* London: Routledge. On Blackboard

 Kirsch, Max forthcoming (2012) “What is Ethnography?” in *The Way We Live Now,* London: Routledge. On Blackboard

1. **September 8: Differences between Gender and Sexuality; Gender Influences**

**Reading:** Introductions to *Situated Lives and The Gender/Sexuality Reader*

Film:Far From Heaven

1. **September 15: Socialization, Construction and Values, Or ‘You Can’t Beat Your Culture’**

**Reading:** Ross, Ellen and Rayna Rapp 1997. “A “Research Note from Social History and Anthropology, in *The Gender/Sexuality Reader.*

Kirsch, M. 2007. “Queer Theory, Late Capitalism and Internalized Homophobia” in the *Journal of Homosexuality*, (52) 1/2, 19-45. Special Issue on the Contested Terrain of LGBT Studies and Queer Reprinted in *The Contested Terrain of LGBT Studies and Queer Theory* TheoryKaren Lovaas, John Elia and Gust Yep (eds.) New York: The Haworth Press 2007. On Blackboard

Vance, Carol F. “Negotiating Sex and Gender in the Attorney General’s Commission on Pornography” in *The Gender/Sexuality Reader.*

Film:Boys Will Be Men

1. **September 22: From Tradition to Modern, Sexuality and Changing Gender Practices in ‘Small’ Societies**

 **(Group 1)**

**Reading:** Kirsch, M. 2006. “Introduction” to *Inclusion and Exclusion in the Global Arena.* New York: Routledge. Available on Blackboard

Comaroff, Jean (1977). “The Empires Old Clothes” in Louise Lamphere, Helena Ragoné, and Patricia Zavella, *Situated Lives.* New York: Routledge.

Lutz, Catherine A. and Jane L. Collins. “Postwar Photographic Histories of Race and Gender in *National Geographic Magazine*” in *The Gender/Sexuality Reader.*

Simoniam, Ligia, 2006. “Political Organization and Indigenous Women at the Amazonia” In Nash, ed. *Social Movements*

Film: Guardians of the Flute

1. **September 29: Politics, Identity and Social Change**

**(Group 2)**

**Reading:** Brodkin, Karen, 2000, “Global Capitalism: What’s Race Got to Do with It?” *American Ethnologist,* 27(2): 237-266.- On Blackboard.

Farmer, Paul 2004. “An Anthropology of Structural Violence,” *Current Anthropology,* 45(3), 305-325. – On Blackboard.

 Esther Newton (1979) *Mother Camp.* University of Chicago Press

 Emilio, John D’ 1997. “Capitalism and Gay Identity” in *The Gender Sexuality Reader.*

 Nash, June 1967. Death as a Way of Life: The Increasing Resort to Homicide in a Maya Indian Community**”** *American Anthropologist.* Vol. 69:5, 455- 470

 Film: Paris is Burning

1. **October 6: How are Dominant Ideas About Culture and Gender Practices Determined and Resisted?**

 **(Group 3)**

 **Reading:** Stoler, Ann, “Making Empire Respectable” in *Situated Lives.*

 Guttman, Matthew, “Changing Mexican Male Identities” in *Situated Lives.*

 Peña, Devon G*. “*The Mirror of Exploitation” in *Situated Lives.*

Deepa, Reddy 2006. “At Home in the World: Women’s Activism in Hyderabad, India” In Nash, ed. *Social Movements.*

 Lutz, Catherine and Donald Nonini 1999. “The Economics of Violence and the Violence of Economics” in *Anthropological Theory Today,* Henrietta Moore, Ed. London: Polity Press.

 Emilio, John D’ 1997. “Capitalism and Gay Identity” in *The Gender Sexuality Reader.*

Film: Velvet Goldmine

1. **October 13: Community Building and Integration: Challenging Dominant Practices**

 **(Group 4)**

 Reading: Lewin, Ellen, “The Permanent Roomate” in *Situated Lives.*

 Lamphere, Louise and Patricia Zavella, “Women’s Resistance in the Sunbelt: Anglos and Hispanas Respond to Managerial Control” in *Situated Lives.*

 Heise, Lori I. 1997. “Violence. Sexuality, and Women’s Lives.” In *The Gender/Sexuality Reader.*

Stephen, Lynn, 2006. “Gender, Citizenship and the Politics of Identity”

 In Nash, June, *Social Movements.*

1. **October 20 – NO CLASS**

**10) October 27— MIDTERM**

**11) November 3: Other Than Dominant: What Constitutes Normality?’**

 **(Group 5)**

 **Reading:** Esther Newton (2000) *Margaret Mead Made Me Gay*. Duke University Press

David Schneider, 1980 (1968) *American Kinship.* University of Chicago Press.

Stacey, Judith (1997) “The Neo-Family Values Campaign” in *The Gender/Sexuality Reader.*

Nanda, Serena 1996, “Hijras: An Alternative Sex and Gender Role in India” in Herdt, Gilbert. Ed. 1996. *Third Sex, Third Gender: Beyond Sexual Dimorphism in Culture and History.* New York: Zone Books.

*Of Interest: Richard Yates* 2008 (1961) *Revolutionary Road*.(Novel)—Not Required Reading

 **INDIVIDUAL** **PRESENTATIONS (Ten Minutes each)**

**12) November 10: Challenging Biology and the Technology of Gender Change**

 **(Group 6)**

**Reading:** Weeks, John, “Sexuality and the Unconscious” in *Sexuality and its Discontents.* (On Blackboard**).**

Martin, Emily, “The Egg and the Sperm” in *Situated Lives.*

Moran, Mary H. “Warriors or Soldiers? Masculinity and Ritual Transvestism in the Liberian Civil War” in *Situated Lives*

Laqueur, Thomas 1997, “Orgasm, Generation, and the Politics of Reproductive Biology” in *The Gender/Sexuality Reader.*

**INDIVIDUAL PRESENTATIONS (Ten Minutes Each)**

**13) November 17: INDIVIDUAL PRESENTATIONS (Ten Minutes Each)**

 **14) November 24 - NO CLASS- THANKSGIVING**

 **15) December 1- PAPERS DUE**