ANTH 244:
Graduate Seminar in Gender and Sexuality

Instructor: Keridwen N. Luis
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Office Hours: Monday, 10:30 to 12:30pm
Office: Raab 107
Time: Mon, Wed, 2-3:20 pm
Location: 
Class Site: https://moodle2.brandeis.edu/course/view.php?id=15531

Course Description
This is a graduate seminar course on gender and sexuality theory from the perspective of anthropology. We will be reading both theory and ethnography on gender and sexuality, and will discuss many questions pertaining to gender and sexuality in the social sciences. Among these questions: how have gender and sexuality been constructed and discussed through academia? What is the impact of colonialism and post-colonial political structures on genders and sexualities in various cultures? How do we understand gender and/or sexuality through bodily experience? What can current gender theory and queer theory add to our anthropological understanding?

We will be exploring a number of specific questions, cultures, and theories, but of course a single semester class can do no more than scratch the surface of this rich topic. As this is a graduate course, the syllabus will remain flexible to input from students.

Required Readings: Books will be available at the bookstore and on reserve at the library. For purchasing, I recommend trying the Advanced Book Exchange, at http://www.abebooks.com, a consortium of independent used booksellers which I have found very useful in the past for finding multiple copies of used books (in varying conditions and prices).

Additional required articles--marked in the syllabus with the word reserve in bold print--will also be available to students via the library and via our course website. These articles are essential to the course. A link to the library reserves is available via our course website.

Required Books: None. ALL Readings will be available on LATTE.

Recommended Books: If you prefer to have physical copies of books, here are the texts we will be reading this semester:

Ching, Yau. 2010. As Normal As Possible: Negotiating Sexuality and Gender in Mainland China and Hong Kong. Hong Kong University Press. (portions)
Reserve readings available on our course site. *(Listed on the syllabus)*

**Course Requirements:**
- Attendance and participation in class discussion: 15%
- Class Presentation/Leading Class: 20%
- Midterm Essay: 30%
- Final Essay: 35%

**PLEASE NOTE:** I do not use Latte to calculate final grades, as it is inaccurate (the rounding does not agree with my grade schema) and does not take participation, presentations, or attendance into account. I strongly recommend that you ignore the website's grade calculation.

**General Requirements:** Class attendance and participation are both essential to this class. For this reason, unexcused absences will impact your grade; the discussion we do in class cannot be replicated by simply doing the reading. Also, this is a seminar class, and so it is necessary to do the reading beforehand to participate in the discussion. It also makes the class more engaging if we have things to talk about. Although this is not a writing intensive course, the papers are another vehicle for you to reflect on the reading topics and to introduce your own ideas; creativity, critical thinking, and good analysis are all highly encouraged. Please note that reading must be completed before class.

The use of cell phones, pagers, or other communication devices will NOT be permitted in class, unless you are an EMT or other medical professional on call. Laptops will also not be permitted without my prior consent. Students observed using cell phones will be marked absent; this will have an effect on the final course grade.

**Specific Assignments:** Please note that more detailed assignment sheets will be available on our website in the folder marked "Class Assignments."

- **Class presentation/Leading Class:** Students will sign up to “open” class one day during the semester, for which they will prepare a short (5-10 minute) discussion of the readings and 3 discussion questions to start class discussion. **Extension days may not be used for this assignment.**
- **Midterm Essay:** Students will be asked to write a short (5-6 page) essay based on the course reading. **Prompts for this essay will be posted on our class website ahead of time.**
- **Final Paper:** Students will write a longer paper with some research components. **Prompts for this essay will be posted on our class website ahead of time.**

**IMPORTANT NOTE:** These descriptions are for your information only. In all cases the assignment sheets will supersede the syllabus in matters of assignment detail. Be sure to read the assignment sheet before doing the assignment.

**Email Policy:** Emails will be answered within 24 hours, except for weekend days (when I cannot guarantee to check my email as regularly). I do not check email between the hours of 9 pm and 8 am. Please keep emails short and to the point; longer commentary may be better discussed during office hours. Written work will **not be accepted via email except through prior arrangement and/or unless LATTE is unavailable.**

**Written Work:** Assignment sheets will be made available on the class website, and due dates are specified in the syllabus. Written work submitted later than fifteen minutes after the beginning of
class on the due date will be lowered by a third of a grade for each day late, except in cases of illness or emergency. **All sources MUST be cited.** Please use **in-text citation.** For example:

American teenage girls seem to be in a liminal state, for "as a society, we discarded the Victorian moral umbrella over girls before we agreed on useful strategies and programs--a kind of 'social Gore-Tex' to help them stay dry" (Brumberg 1997: 201).

**Works Cited:**


**NOTE.** Proper anthropological citation utilizes the LAST NAME of the author, the YEAR of the publication date, and the PAGE number, in that order (Chicago in-text citation). **I will also accept MLA citation.**

**I will not accept footnote or endnote citation.**

**EVEN MORE IMPORTANT NOTE: NO FORM OF CITATION ALLOWS YOU TO OMIT PAGE NUMBERS ENTIRELY. PERIOD.** If page numbers exist, you must include them for direct quotes and specific summary material.

Be sure to include the works cited page. All papers must be word-processed, spellchecked, double-spaced, and possess reasonable margins and page numbers. I highly encourage you to proofread as grammar and punctuation are essential parts of writing well, and writing is one of the main tools of the social sciences. Clear and readable prose is also highly esteemed! **We will be using LATTE to turn in papers this semester.**

**Important Policies on Written Work:**

I will grade a paper down by an amount of my choosing for omitting any of the above (Works Cited page, name, title, etc.).

I will lower a grade by **4 points (from an A to an A-, and so on)** for any paper that refers to men and women as "males" or "females" (noun use; adjective use is fine and often necessary). It is objectifying and dehumanizing to refer to human beings this way and I will not encourage it. We are not lab rats.

**Extension Days Policy:** I use a system with my upper-level classes that works like this: You are granted **one week (seven days) of extension** at the beginning of the semester. You do not have to ask ahead of time to use these days, you may simply exercise this privilege of being a little flexible about due dates. You may divide them up however you wish -- turn one paper in a week late, or three papers in each two days late. Please note the following rules:

1. You may divide your days up however you wish.
2. When you turn in any paper that uses latedays/extension days, you MUST note at the top of the paper that "X extension days" or "Y latedays" were used. **Otherwise I will mark your paper as late, assuming that you do NOT wish to use your latedays.** You may not retroactively use latedays.
3. Papers must be turned in electronically to the class website; this will timestamp your papers automatically. **Email may only be used in the event you cannot reach the class website.**
4. **Weekend days count.** For example, if you turned your paper in on a Monday after it was due on a Tuesday, you would need to use six latedays, not four.
Rules for Paper Turn-ins:

All papers must be in PDF, RTF, or Microsoft Word (DOC or DOCX) format. **No exceptions.** I cannot accept links of any kind (to your work), nor will I follow them; I cannot look at GoogleDocs while they are on Google (you will need to export your document and upload it to our course site). This is for your legal protection as well as mine (regretfully). I cannot look at or share documents using any shared document platform (this is not because you and I do not understand the technical aspects thereof; it has to do with the problems of tracking document changes and turn-in dates).

Papers must be turned into/posted to our course site, unless you have technical difficulties, in which case you may email them directly to me.

Academic course turnins tend to be very picky about time -- even if you are 30 seconds late, it will mark the paper late. **I am less picky and capable of looking at the timestamp; DO NOT PANIC.** If you turned in your paper within a reasonable timeframe, you are fine.

I am happy to look at and comment on no more than **2 paragraphs** of your paper via email (you may also ask whatever specific questions you have!). If you would like to discuss a full draft with me, please come to my office hours or make an appointment (I can give you more complete advice; also comments on a whole draft via email are "pre-grading" which I feel is unfair to your fellow students). You do not have to print out your paper to come to office hours unless you prefer to work that way; I have a computer and you may bring one too if you wish. You can come to office hours with a paper draft, half a draft, an outline, or just to discuss pre-writing -- this is all fine!

Class Participation and Courtesy:

We require and expect all students to treat each other with courtesy. Courtesy includes being prepared, being on time, and being respectful of the material and your colleagues’ work with it. Honor the labor of the author and your colleagues, don’t just dismiss work; analysis before critique.

Harassment, whether physical, sexual, or verbal, **will not be tolerated in this class.** We may be discussing some sensitive and sometimes upsetting topics; I expect this classroom to be a space for growth for students to express their views.

Respect confidentiality, for both our discussion and your own experience. What we share in this room is confidential. If you want to adduce examples which do not come from the texts, don't give names: we will be discussing sensitive subjects (this goes as well for your papers, if you are giving personal experiences or doing fieldwork). A friend gave me this excellent advice for talking about issues, and not individuals: "plots, not characters."

It is possible to disagree respectfully: rather than telling people that they are wrong, do what is called "reflecting" before responding. For example, "You seem to be saying that X is Y," (reflection) "however, I have a different opinion, which is that X is Z, because of A." Also, be sure not to disagree with people (i.e. "you are wrong,") but with their actual statements ("I do not agree with X equalling Y").

Don't be afraid to speak up, as everyone has something to contribute. We are all learning. Not every student must volunteer an opinion in every class, but your opinions count -- be sure to share them. As an adjunct to this, share the floor! Let others speak (and if you are afraid that you will forget your point, write it down). We also don't have to share our insights with the whole group -- let's also do smaller discussions in class, and one on one discussions as well. We can also use the forum for discussion and students are welcome to email the professor with questions or discussion points, even anonymously.

Use "I statements" for your opinions rather than assuming that what you think should be universal. This can also be helpful for distinguishing between personal opinion and facts which can be backed up by documented scholarly evidence.
Expressions of bias are hurtful even if unintended. Even if you did not mean to step on my foot, it's best if you move when I tell you that it hurts. Similarly, when someone says something that another person finds biased and hurtful, it's best to cease and apologize, even if that's not what the first person intended. Intent is not magic and will not prevent bias from happening; we all carry around unconscious misogyny, transphobia, homophobia, ableism, racism, and a host of other prejudices because of how society is. I encourage all students to try to be graceful about listening when their bias is brought up (and I promise to do my best, myself).

If you have any problems or questions, I encourage you to bring them to me, or to the Office of the Dean of Students.

These class courtesy rules were created with the help of my 2017 Graduate Feminist Theory class at Brandeis University, and Hanne Blank.

Regrade Requests: In the event of a grade dispute, I will re-evaluate the entire work according to my grading rubric. A higher grade is not guaranteed.

Academic Integrity: Academic integrity is expected of all students. All work turned in must be the work of the student whose name appears at the top of the paper, except where you have specifically requested and received permission for a collaborative effort. All students are expected to cite their sources fully (whether from texts, interviews, or online). Summary information from class texts is not considered “common knowledge” and must be cited. Ignorance is not an excuse: misrepresentation of another person's work as your own is plagiarism under any and all circumstances. If you have any questions on when or whether to cite, please do not hesitate to ask. You may not turn in work for this class which you have previously turned in for other classes or for this class, except in the case of an explicit rewrite assignment. Plagiarism will be dealt with according to the Academic Honesty Policy; plagiarized work will result in a failure of the assignment and possibly the class and further sanctions, at the discretion of the Brandeis Administrative Board, may result.

Required Statement: Four-Credit Course (with three hours of class-time per week)
Success in this 4 credit hour course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, papers, discussion sections, preparation for exams, etc.).

Please note that you may need to spend more than 9 hours of study time depending the varying amount of reading, writing, assignments, etc. per week.

If you are a student with a documented disability on record at Brandeis University and wish to have accommodation made for you in this class, please see me immediately with your letter from the Accessible Education Office. All communications will be kept confidential.

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Schedule of Readings and Due Dates
Please Note: Because ALL the readings are reserve/available on our course website, they are not marked as reserve.
Please note that due to the nature of this course, explicit sexual material will occur in many of our readings.

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1/16 First Day of Class
Reading: No reading

Weeks 1-2: Sex and Gender in the Social Sciences
1/22 [Brandeis Monday]


1/23


1/28


1/30


Week 3: Invisible No More: Straight White Men
Warnings: Stills from initiation/pornography, explicit

2/4
Please read chapters 1-3.


2/6
Please read chapters 4-6.

**Week 4: Further Masculinities**

2/11


2/13


2/18-2/22 Midterm Recess

**Week 5: Normal/Violence**

Warnings: Discussions of sexual violence (particularly in Theidon).

2/25

Recommended: Chapter 1/Introduction.


2/27


Week 6: As Normal As Possible

3/4
Reading: Ching, Yau. 2010. “Dreaming of Normal While Sleeping with Impossible: Introduction.” As Normal As Possible: Negotiating Sexuality and Gender in Mainland China and Hong Kong, Yau Ching, Ed. Hong Kong: Hong Kong University Press.

Tang, Denise Tse Shang. 2010. “Tung Lo Wan: A Lesbian Haven or Everyday Life?” As Normal As Possible: Negotiating Sexuality and Gender in Mainland China and Hong Kong, Yau Ching, Ed. Hong Kong: Hong Kong University Press.

Sim, Amy. 2010. “Lesbianism among Indonesian Women Migrants in Hong Kong.” As Normal As Possible: Negotiating Sexuality and Gender in Mainland China and Hong Kong, Yau Ching, Ed. Hong Kong: Hong Kong University Press.

3/6
Reading: Lucetta, Kam Yip Lo. 2010. “Opening up Marriage: Married Lalas in Shanghai.” As Normal As Possible: Negotiating Sexuality and Gender in Mainland China and Hong Kong, Yau Ching, Ed. Hong Kong: Hong Kong University Press.

Kong, Travis S.K. 2010. “Outcast Bodies: Money, Sex and Desire of Money Boys in Mainland China.” As Normal As Possible: Negotiating Sexuality and Gender in Mainland China and Hong Kong, Yau Ching, Ed. Hong Kong: Hong Kong University Press.

He, Xiaopei. 2010. “My Unconventional Marriage or ménage à trois in Beijing.” As Normal As Possible: Negotiating Sexuality and Gender in Mainland China and Hong Kong, Yau Ching, Ed. Hong Kong: Hong Kong University Press.

Cheung, Eleanor. 2010. “GID in Hong Kong: A Critical Overview of Medical Treatments for Transsexual Patients.” As Normal As Possible: Negotiating Sexuality and Gender in Mainland China and Hong Kong, Yau Ching, Ed. Hong Kong: Hong Kong University Press.

Week 7: The Color of Kink

Warnings: Sexual imagery, BDSM imagery, racial stereotyping/sexual imagery (Kara Walker image), Nazi imagery, explicit material.

3/11

3/13

Midterm Paper Due

Week 8: Gender on the Edge

3/18


3/20


Week 9: Love and Risk
3/25

3/27

Week 10: Moral Panics
4/1


4/3


**Week 11: Falling into the Lesbi World**

4/8 No Class!

However, I recommended that you start reading the Blackwood book today, so we can discuss the whole thing on Wednesday.

**Reading:** Blackwood, Evelyn. 2010. *Falling into the Lesbi World: Desire and Difference in Indonesia.* Honolulu: University of Hawai‘i Press. Please read Chapters 1-3.

4/10

**Reading:** Blackwood, Evelyn. 2010. *Falling into the Lesbi World: Desire and Difference in Indonesia.* Honolulu: University of Hawai‘i Press. Please read Chapters 4-7.

**Week 12: Theory and New Directions (topics TBD by class)**

4/15

**Reading:** McClintock, Barbara. “Introduction: Postcolonialism and the Angel of Progress,” and “The Lay of the Land: Genealogies of Imperialism,” in her *Imperial Leather*.

4/17


**Break: 4/22-4/26**

**Week 13**

4/29


Final Papers Due

5/1