Anthropology of Gender
ANTH 144a

Instructor: Keridwen N. Luis
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Office Hours: Mon/Wed 12=1:45
Office: Raab 109
Time: Mon/Wed 2-3:20
Location: Olin-Sang American Civ Ctr 104
Class Site: https://moodle2.brandeis.edu/course/view.php?id=17700#section-4

Course Description
This course serves as an introduction to gender studies through the lens of anthropology and the social sciences, and as an introduction to anthropology through the lens of gender and sexuality studies. Gender is a primary way in which humans organize the world — however, the diversity of gender systems around the world is immense! We will only be able to scratch the surface of this diversity in a single semester, but students will acquire useful tools for thinking about and examining gender. In this class we will investigate research about gender and the body, the relationship between gender and sexuality, and perhaps question social science itself and its fascination with concrete (numeric!) genders.

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 (will also be on reserve in the library):

Recommended Books:

Reserve readings available on our course site. (Listed on the syllabus)
Course Requirements:
Syllabus Quiz 5%
Attendance and participation in class discussion: 15%
In-class assignments/reading responses 20%
First Essay 25%
Second Essay 35%

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.

No cell phones, pagers, or other communication devices will 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.

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

In-class assignments: Students will either bring assignments to class or will do short class exercises responding to the reading. These exercises will vary from a short writing exercise about the reading, to assignments asking the students to collect abstracts from medical journals or prepare short speeches.

Course Essays: Students will write a short (1000-1250 word) essay for each assignment; prompts will be available on our LATTE site.

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: 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 and APA 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 our course site 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; of course it is okay to use “male” or “female” as an adjective! For example, you may write “female-identified” or “female sex roles.” However, a phrase such as “all the males showed signs of stress” is not permitted — if you are referring to humans). It is objectifying and dehumanizing to refer to human beings this way and I will not encourage it. We are not lab rats.

**Latedays/Extension Days:** 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 Papers:**

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).

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.

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; a lower grade may result.

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). 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; you may not turn in work which has been prepared for any other use. (If you wish to use some of your previous work, you may cite it.) Plagiarism will be dealt with according to the Academic Honesty Policy; plagiarized work will result in a failure of the class and further sanctions, at the discretion of Brandeis University, may result.

If you are a student with a documented disability on record and wish to have accommodation made for you in this class, please see me immediately with your letter from Academic Services. All communications will be kept confidential.

Credits: Many thanks to Hanne Blank, whose proposed class courtesy rules and many suggested readings have been invaluable to the creation of this syllabus, and to Sarah Lamb, whose previous syllabus provided many readings!

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Schedule of Readings and Due Dates

Part I: The Study of Gender and Sexuality in the Social Sciences

Weeks 1-2: Gender and Sex in the Social Sciences

8/28 First day, introduction to the class


Week 2: Is Male Dominance Universal? And Performance Theory Over Time


Part II: Gender Systems

**Week 3: Beyond the Binary**


Recommended for students who have not previously taken an anthropology class: Chapter 1.


**Week 4: Gender Epistemologies (How do we know what we know about gender? How do we construct gender knowledge? How is gender knowledge constructed? Case study: North America)**


Part III: The Gendered Body: Interpretation, Experience, and Modification

**Weeks 5-6: Constructing Gendered Bodies/Colonialism Constructs Gender?**


**in-class film:** selections from Mire, Soraya. 1994. "Fire Eyes." Persistent Productions.


**Recommended:** Bohannan, Paul. 1954. “Circumcision Among the Tiv.” *Man* 54(1): 2-6. reserve

**Warning:** photos.


**First Essay Due**

**Weeks 7-8: Gender, Time, and the Body**


Week 9: Gender and Sexuality, Case Study: *Falling Into the Lesbi World*
10/28  Blackwood, Evelyn. 2010. *Falling into the Lesbi World: Desire and Difference in Indonesia.* Honolulu: University of Hawai'i Press. Please read Chapters 1-3 (reserve)

10/30  Blackwood, Evelyn. 2010. *Falling into the Lesbi World: Desire and Difference in Indonesia.* Honolulu: University of Hawai'i Press. Please read Chapters 4-7 (reserve).

Part IV: Constructing Gender

Week 10: Ritual Masculinities


Week 11: Constructing Masculinity and Femininity (Again)


**Week 12: Learning Gender/Gender of Childhood**


**Week 12.5 (half week): Motherhood**


**Thanksgiving Break: 11/27-12/1**

**Week 13 (half week): Violence as Gender Discipline**


Sanday, Peggy Reeves. 2007. *Fraternity Gang Rape: Sex, Brotherhood and Privilege on Campus*. Please read: "Introduction to the Second Edition" and Chapter 3, "Rape or 'She Asked for It'?" reserve


**Final Week: Topic Chosen by Class: Gender Neutral Child Rearing**


**Recommended:** MacPhee, David and Sarah Prendergast. 2019. “Room for Improvement: Girls’ and Boys’ Home Environments are Still Gendered.” *Sex Roles* 80:332–346. reserve


**In-class film:** VICE. 2017. “Raised Without Gender.” Vice/Youtube (documentary film) [https://www.youtube.com/watch?v=4sPj8HhbwHs]

12/13 **Final Papers Due (no class)**