Anthropology of Gender
ANTH 144a

Instructor: Keridwen N. Luis
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Office Hours: Wed 1-3
Office: Brown 220
Time: Mon-Wed 3:30-4:50
Location: Lown Center for Judaic Studies 203
Class Site: https://moodle2.brandeis.edu/course/view.php?id=2812

Course Description

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 through the library and on our course site. (Listed on the syllabus)

Course Requirements:
Attendance and participation in class discussion: 10%
In-class assignments/reading responses 20%
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.

  Three Essays/One Essay and Research Project: Students may choose to write either three short (4-5 page) essays or to write one short essay, submit a research proposal, and then do a 10-12 page research paper for the final essay. Students taking the research proposal option will also be required to turn in an annotated bibliography in Week 11, in order that I may comment on their research track and make comments and suggestions.

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 unless LATTE is not working.

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.

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.

Class Participation and Courtesy:
--I 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.
--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 safe space for students to express their views.
--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").
--Speak up in class. I don't expect every student to volunteer an opinion in every class, but your opinions count -- be sure to share them in most classes. 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).
--Respect confidentiality. 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."
--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. However, 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, 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 Director of Studies of the WGS department.

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). 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. 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**

**Week 1: Gender and Sex in the Social Sciences**  
1/12 First day, introduction to the class


**Week 2: Is Male Dominance Universal? And Other Questions From the Second Wave.**  
1/19 Martin Luther King Day: No Class


**Week 3: Performance Theory Over Time**  

Part II: Gender Systems

Week 4: Beyond the Binary

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


Week 5: Gender Epistemologies (Case study: North America)


First Essay Due

2/16--2/20 : Midterm Recess, No Class

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

Week 6: Colonialism Constructs Gender


Week 7: Constructing Gendered Bodies/Colonialism Revisited


Week 8: Performing Femininity: Gender and Body Experience


Week 9: Gender/Sexuality/Body (starting early!)

*in-class film:* Schermerhorn, Candace, and Bestor Cram. 1996. "You Don't Know Dick: Courageous Hearts of Transsexual Men" (documentary). University of California.


Recommended (for students who have not read this before): Anne Fausto-Sterling. 1997. "How to Build a Man." The Gender/Sexuality Reader, Lancaster and di Leonardo, eds. reserve

Second Essay or Research Proposals Due

**Part IV: Constructing Gender**

**Week 10-11: Ritual Masculinities**


Bibliography for Research Paper Due

4/3-4/10: Spring Break, No Class

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


**Week 13: 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


**Week 14: Concerning Motherhood and Marriage (starting early)**


**Final Papers Due**