

# ANTHROPOLOGY OF SEX AND GENDER ONLINE

## SPRING 2015

**Instructor:** Maureen Boyle

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**Office Hours:** My preferred method of communication is through Canvas email. Office hours are Tuesdays and Thursdays from 1:00 to 3:00 PM. During this time, I'll be available through Canvas email. Outside of office hours, I will respond to emails within 2 days.

### Course Description

This online course examines the construction of gender, sexuality, and sex difference across cultures. We will explore core anthropological approaches to gender systems, including the modeling of gendered human behavior through primate subjects and the analysis of gendered roles and gender inequality in past and present human societies. This course centralizes critical engagement with contemporary social issues as a way of examining gender diversity in cross-cultural perspective. Special topics include American masculinities; African-American motherhood; GLBTQI awareness and advocacy; third gender identities in the Pacific Islands and Native North America; the politics of infant gender assignment and “natural” birth practices in the U.S. and Canada; and sex work experiences across the globe.

### Course Objectives

The primary goal of this course is to help students gain an understanding of the anthropological concepts of gender, sex, and sexuality in cross-cultural perspective.

#### IDEA Objectives

In accordance with USU's course evaluation system, this course will focus on the following learning objectives:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Developing skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Gaining a broader understanding and appreciation of intellectual/cultural activity
5. Learning to analyze and critically evaluate ideas, arguments, and points of view

IDEA objectives will be incorporated into the course as you gain a basic background in fundamental concepts and theories of anthropological research on gender, sex difference, and sexuality; develop a holistic, comparative approach to the study of gender systems necessary for professional anthropological research; and broaden your understanding of gender diversity and contemporary social problems related to gender and sexuality.

## Course Structure

This online course is divided into three modules:

- **Module One** focuses on core anthropological approaches to sex and gender.
- **Module Two** explores the anthropological concept of identity through case studies in gender diversity.
- **Module Three** examines the embodiment of cultural constructions of gender, sex difference, and sexuality through case studies in the politics of reproduction and sex work.

The content of each weekly unit will differ slightly and may combine any of the following elements: lectures; assigned readings, online media content, and/or films; and assignments.

## Required Texts

This course has one required text:

- Caroline Brettell and Carolyn Sargent (2013). *Gender in Cross-Cultural Perspective*, Sixth Edition. Boston: Pearson.

## Supplemental Readings

Supplemental readings will be provided through Canvas and include:

- Clipperton, Deborah (2013). Work, Sex, or Theatre: A Brief History of Toronto Strippers and Sex Work Identity. In *Selling Sex: Experience, Advocacy, and Research on Sex Work in Canada*, Pp. 29-44. Vancouver: UBC Press.
- Conkey, Margaret and Janet Spector (1984). Archaeology and the Study of Gender. *Advances in Archaeological Method and Theory* 7: 1-38.
- Dolgoy, Reevan (2014). Representing Fa'afafine: Sex, Socialization, and Identity in Samoa. In *Gender on the Edge: Transgender, Gay, and Other Pacific Islanders*, Pp. 73-90. Edited by Niko Besnier and Kalissa Alexeyeff. Honolulu: University of Hawai'i Press.
- Eckert, Penelope and Sally McConnell-Ginet (2013). Chapter 1: Introduction to Gender. In *Language and Gender*. Cambridge: Cambridge University Press.

- Fausto-Sterling, Anne (1993). The Five Sexes. *The Sciences* March/April 1993: 20-25.
- Grant, Nicole (1995). From Margaret Mead's Field Notes: What Counted as "Sex" in Samoa? *American Anthropologist* 97(4): 678-682.
- Haraway, Donna (1990). Chapter 11: Women's Place Is in the Jungle. In *Primate Visions: Gender, Race, and Nature in the World of Modern Science*, Pp. 279-303. New York: Routledge.
- Hill Collins, Patricia (2000). Chapter 1: The Politics of Black Feminist Thought and Chapter 4: Mammies, Matriarchs, and Other Images. In *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*, Pp. 1-20; 69-96. New York: Routledge.
- Klassen, Pamela (2001). Sacred Maternities and Postmedical Bodies: Religion and Nature in Contemporary Home Birth. *Signs* 26(3): 775-809.
- MacDonald, Margaret (2006). Gender Expectations: Natural Bodies and Natural Births in the New Midwifery in Canada. *Medical Anthropology Quarterly* 20(2): 235-256.
- Pascoe, C.J. (2005) 'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse. *Sexualities* 8(3): 329-346.
- Peters, Alicia W. (2013) "Things that Involve Sex are Just Different": US Anti-Trafficking Law and Policy on the Books, in Their Minds, and in Action. *Anthropological Quarterly* 86(1): 221-255.
- Preves, Sharon (2002). Sexing the Intersexed: An Analysis of Sociocultural Responses to Intersexuality. *Signs* 27(2): 523-556.
- Roscoe, Will (1998). Chapter 1: Strange Country This and Chapter 3: The One Who is Changing: Hastin Klah and the Navajo Nadleehi Tradition. In *Changing Ones: Third and Fourth Genders in Native North America*, Pp. 3-22; 39-66. New York: St. Martin's Press.
- Visweswaran, Kamala (1997). Histories of Feminist Ethnography. *Annual Review of Anthropology* 26: 591-621.

## Graded Material

There are **no exams** in this class. Grades for this class are based on four individual components: three quizzes, 11 total discussions, reading journal, and one final paper. Your final grade consists of 600 total points. Quizzes are worth 20 points each. There will be a total of 10 reading groups worth 20 points each. The OUTSpoken Discussion is worth 40 points. Your Reading Journal is worth 200 points, and the Final Reflective Essay is worth 100 points.

### USU Standard Grading Scheme

- A 100% to 94%
- A- <94% to 90%
- B+ <90% to 87%
- B <87% to 84%

- B- <84% to 80%
- C+ <80% to 77%
- C <77% to 74%
- C- <74% to 70%
- D+ <70% to 67%
- D <67% to 60%
- F <60% to 0%

### **Late Work Policy**

*You* are responsible for all due dates. Once an assignment closes in Canvas, you cannot turn in late work. If an unexpected emergency or other major concern occurs, please contact me as soon as possible so that we can arrange make-up work. I would prefer that you contact me before or during the week of the assignment, if possible. If not, please do contact me regarding a late assignment as soon as you are able.

### **Extra Credit Policy**

I do not offer extra credit. I feel that you can all do well in this course with the given material and that your time should be spent engaging with and understanding that material. Please do not contact me regarding exceptions to this policy.

## **Canvas**

You are responsible for all Announcements and other course information, including this syllabus, on Canvas. All coursework will be completed and submitted online via Canvas. During the first week of class, please complete the following two set-up tasks: 1) Set your notification preferences in Canvas choosing how you prefer to receive updates, announcements, reminders, and comments (via email, text, etc.); 2) Choose an Avatar image for yourself, which will help create a more engaging environment for our online discussions. Student tutorials are provided on the Canvas homepage. Address any technical problems to the USU Help Desk (<http://helpdesk.usu.edu> or 435-797-HELP).

### **Computer Requirements for Canvas**

Please visit <https://canvas.usu.edu/support/canvasRequirements.cfm>.

### **Logging onto Canvas**

Homepage: <http://canvas.usu.edu> (or via MyUSULink on USU homepage)

Username: A-number

Password: USU strong password

### **Emailing in Canvas**

Canvas is the preferred method of communication for this class. You can send messages in Canvas in two ways:

1. Create a Conversation by clicking on the “Inbox” tab located on the upper right side of the homepage (near the Search bar) and typing in recipient(s) names.
2. Alternatively, you can create a Conversation by clicking on the “People” tab located in the Canvas Sidebar of the course homepage. Click on a name in the list that appears and then click on the “Send Message” button.

### **Your Grades in Canvas**

Your scores for graded assignments will be displayed in the Canvas gradebook.

## **Discussion Guidelines**

This class is discussion-based. We will have 10 reading group discussions and one student-led discussion. Your participation is required and welcomed.

### **Reading Group Format**

A discussion prompt will be posted on Mondays. Each reading group discussion will consist of two parts: 1) an Original Post and 2) two Discussion Responses.

- For your Original Post, you will post one original response to the discussion prompt related to your readings and/or film for that week. The goal of this reading response is to demonstrate that you understand your weekly readings and have thought critically about the material from your own perspective. Your original response will be one full paragraph in length.
- For your Discussion Responses, respond to **two** of your peers' original posts in this order: respond to the two people who have posted their original post *after* you. If you are the last person to post in your group then go back to the top and begin your responses there. There is no set length requirement for your responses, but they should be substantive. In other words, your responses must be more than just an "I agree" or "I liked your post" opinion. They should engage with the original post: you may choose to draw a parallel example from your own life; you're encouraged to challenge and expand on your peer's ideas. Constructively, of course! We're not writing a term paper in our discussion forums so write clearly but conversationally. By completing readings *beforehand*, you will vastly improve the quality of our discussions. If you are the last to post to your group, go back to the top of the group and start your responses there.

Reading groups will follow the same general schedule:

- Discussion Prompts will be posted on Mondays.
- Original Post due by **Wednesdays at 11:59 PM.**

- Responses due by **Sundays at 11:59 PM.**

### **OUTSpoken Discussion Format**

The OUTSpoken Discussion is slightly different. You will submit a question for the OUTSpoken Panel to answer in advance (NOTE: your question will not be graded). At the beginning of the discussion assignment week, you will listen to the OUTSpoken Panel podcast recorded at the USU Main Campus with USU's LGBTQA Program. For Response 1, you will post an original response in your reading group that 1) summarizes the panel in the first paragraph and 2) gives your critical response to the panel in one additional paragraph. For both Response 2 and Response 3, you will post a paragraph-length response to one of your peer's original posts.

The OUTSpoken Discussion will follow the same general schedule as the reading group discussions.

### **Discussion Etiquette**

Our online discussions are vital to the shared learning environment of this class, as well as to your grade. Craft your questions to invite reflection, rather than a yes-or-no answer. Respond thoughtfully and refrain from "me, too!" posts that contribute little to the discussion. Ask clarifying questions of your peers' responses. Completing your readings *beforehand* will vastly improve the quality of our discussions. Feel free to bring in outside sources or a priori knowledge to enrich our discussions, but stay on topic. Give credit where credit is due: cite your references when you paraphrase or quote. We're building an academic community through our discussions, so please avoid 'text speak.' On the other hand, don't panic: we aren't writing a term paper on our discussion thread!

This class focuses on the study of cultures that differ from and intersect with your own and, for some of you, that *are* your own. Be courteous and respectful to your fellow peers. Share your ideas. Do not make personal attacks. Avoid racist, ethnocentric, sexist, homophobic, classist, ageist, and ableist language.

### **Course Schedule**

INTRODUCTION	
Week 1 January 7-9	Welcome! Introduction to Sex and Gender READINGS: Eckert and McConnell-Ginet (2013) ASSIGNMENT: Introduce Yourself
MODULE ONE: ORIGINS	
Week 2	Anthropological Theories of Gender

January 12-16	<p>READINGS: Visweswaran (1997); Grant (1995)</p> <p>ASSIGNMENTS: Reading Group 1; Turn in at least one question for the OUTSpoken Panel by <b>Friday, January 16 at 11:59 PM</b></p>
<p>Week 3</p> <p>January 19-23</p>	<p>Primate Visions</p> <p>READINGS: Textbook, Pp. 1-12; Haraway (1990)</p> <p>FILM: <i>Titus: The Gorilla King</i> (PBS, 2008)</p> <p>ASSIGNMENT: Reading Group 2</p>
<p>Week 4</p> <p>January 26-30</p>	<p>Gender in Prehistory</p> <p>READINGS: Textbook, Part II, Pp. 51-76; Conkey and Spector (1984)</p> <p>ASSIGNMENTS: Reading Group 3</p>
<p>Week 5</p> <p>February 2-6</p>	<p>Gendered Roles</p> <p>READINGS: Textbook, Part III, Pp. 77-117</p> <p>ASSIGNMENTS: Reading Group 4</p>
<p>Week 6</p> <p>February 9-13</p>	<p>Gender Inequalities</p> <p>READINGS: Textbook, Part IV, Pp. 119-158</p> <p>ASSIGNMENT: Quiz 1 due by <b>Sunday, February 15 at 11:59 PM</b>; Turn in your Reading Journal by <b>Sunday, February 15 at 11:59 PM</b></p>
MODULE TWO: IDENTITIES	
<p>Week 7</p> <p>February 16-20</p>	<p>Masculinities</p> <p>READINGS: Textbook Pp. 159-177; Pascoe (2005)</p> <p>ASSIGNMENT: Reading Group 5</p>
<p>Week 8</p> <p>February 23-27</p>	<p>Intersections of Race and Gender</p> <p>READINGS: Hill Collins (2000)</p> <p>ASSIGNMENT: Reading Group 6</p>
<p>Week 9</p> <p>March 2-6</p>	<p>Introducing LGBTQI2SA</p> <p>READINGS: OUTSpoken Panel podcast; Human Rights Campaign website; <i>Rolling Stone</i> "The Forsaken"</p> <p>ASSIGNMENT: OUTSpoken Discussion</p>
<p>Week 10</p> <p>March 9-13</p>	<p>SPRING BREAK—NO CLASS</p>
<p>Week 11</p>	<p>Transgender Personhood in Polynesia</p>

March 16-20	<p>READING: Dolgoy (2014)</p> <p>FILM: <i>Paradise Bent</i> (2000)</p> <p>ASSIGNMENT: Reading Group 7</p>
<p>Week 12</p> <p>March 23-27</p>	<p>Third and Fourth Genders in Native North America</p> <p>READING: Roscoe (1998)</p> <p>ASSIGNMENT: Quiz 2 due by <b>Sunday, March 29 at 11:59 PM</b>; Turn in your Reading Journal by <b>Sunday, March 29 at 11:59 PM</b></p>
MODULE THREE: THE BODY	
<p>Week 13</p> <p>March 30-April 3</p>	<p>Sexing the Body</p> <p>READINGS: Fausto-Sterling (1993); Preves (2002)</p> <p>FILM: <i>Middle Sexes</i> (2006)</p> <p>ASSIGNMENTS: Reading Group 8</p>
<p>Week 14</p> <p>April 6-11</p>	<p>Naturalizing Birth</p> <p>READINGS: MacDonald (2006); Klassen (2001)</p> <p>ASSIGNMENTS: Reading Group 9</p>
<p>Week 15</p> <p>April 13-17</p>	<p>Sex Work</p> <p>READINGS: Clipperton (2013); "How Burlesque Works" podcast; <i>Huffington Post</i> "A Brief But Stunning Visual History of Burlesque in the 1950s"</p> <p>ASSIGNMENT: Reading Group 10; Quiz 3 due by <b>Sunday, April 19 at 11:59 PM</b></p>
<p>Week 16</p> <p>April 20-24</p>	<p>Human Sex Trafficking</p> <p>READINGS: Textbook: Pp. 457-465; Peters (2013); <i>Talk of the Nation</i> "Human Trafficking and the Terrible 'Price of Sex'"</p> <p>ASSIGNMENT: Work on your Final Reflective Paper</p>
<p>FINAL EXAM WEEK</p> <p>April 17-May 1</p>	<p>FINAL REFLECTIVE PAPER and READING JOURNAL due by <b>Friday, May 1 at 11:59 PM</b></p>



# University Policies and Procedures

## Academic Integrity

Each student has the right and duty to pursue his or her academic experience free of dishonesty. [The Honor Pledge](#) establishes the higher level of conduct expected and required of all Utah State University students.

## Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

## Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal

Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

### **Withdrawal Policy and "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

### **Students with Disabilities**

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC). Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content are available with advanced notice.

Contacting the Disability Resource Center (DRC):

- On Campus: Room 101 of the University Inn
- Phone: 435-797-2444
- Website: <http://www.usu.edu/drc/>

Disability related resources for current students:

- DRC Student Handbook
- Deaf and Hard of Hearing Student Handbook
- Disability Related Scholarships
- Campus Resources
- Documentation Guidelines
- Online Resources for Students with Disabilities

### **Diversity Statement**

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Student Services: <http://www.usu.edu/student-services/>, 435.797.1712, [studentservices@usu.edu](mailto:studentservices@usu.edu), TSC 220
- Student Advocates: <http://www.usu.edu/ususa/legal/>, 435.797.2912, TSC 340,
- Access and Diversity: <http://www.usu.edu/accesscenter/>, 435.797.1728, <mailto:access@usu.edu>; TSC 315
- Multicultural Programs: <http://www.usu.edu/accesscenter/multiculture/>, 435-797-1728, TSC 315
- LGBTQA Programs: <http://www.usu.edu/accesscenter/lgbtqa/>, 435-797-GAYS, TSC 314
- Provost's Office Diversity Resources: <http://www.usu.edu/provost/faculty/diversity/>, (435) 797-8176

You can learn about your student rights by visiting:  
The Code of Policies and Procedures for Students at Utah State University: <http://www.usu.edu/student-services/student-code/>

### **Grievance Process**

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII. Grievances](#).

Full details for USU Academic Policies and Procedures can be found at:

- Student Conduct
- Student Code
- [Academic Integrity](#)
- [USU Selected Academic Policies and Procedures](#)
- USU Academic Policies and Procedures
- [Academic Freedom and Professional Responsibility Policy](#)