

Anthropology of Gender and Sexuality

ANTH 352 - 002

St. Mary's College of Maryland

Summer 2014

Mondays, Tuesdays, Wednesdays, and Thursdays, 8:00 am – 12:10 pm

Kent Hall 222

Instructor

Dr. Mahri Irvine

Email: mairvine@smcm.edu

Website: www.mahri-irvine.com

Phone: 240-462-6214 (mobile phone – no texting!)

Office: Kent Hall 303

Office Hours: Tuesdays, 12:30 – 1:30 pm

Communication

I regularly communicate through email. It is your responsibility to check your university email on a daily basis to make sure you see any messages I have sent you. You can reach me by email or phone on weekdays between 9 am and 6 pm. I will do my best to respond to your emails or phone calls in a timely manner. However, please plan for at least a 24-hour response time. This means you need to plan ahead when you contact me. I do not usually answer phone calls or emails on the weekend. While we are in class, we might changes to due dates, readings, assignments, etc. I will send you an email confirmation of those changes, so it is very important that you check your email if you miss class. It is your responsibility to understand how to use Blackboard. We will use Blackboard regularly in this class: all of the readings, lectures, and assignments will be posted on Blackboard, and I use the Blackboard grade book to help you keep track of your performance.

Course Description

This course provides an overview of anthropological perspectives on gender and sexuality, drawing from all four sub-fields (cultural anthropology, archaeology, linguistics, and biological anthropology) to help students examine how ideas about sex, gender, and sexuality are culturally constructed. By learning about gender and sexuality roles through cross-cultural comparisons, students will be encouraged to critically think about how cultural value systems influence people's understandings of gender and sexuality norms. The class will draw on examples from different cultures and different parts of the world to better understand how contemporary and historical notions of gender, sexuality, bodies, desire, and identity contribute to the world(s) in which people live. Students will engage with readings and films to identify and critically think about taken-for-granted notions about gender and sexuality. The readings will be a mixture of theoretical discussions and ethnographic studies. Students will conduct a short ethnographic research project about gender and sexuality.

Campus Resources

I want you to succeed in this class! If you start feeling overwhelmed or anxious because of this class or because of other life events, please tell me immediately, and consider contacting these resources:

Counseling Services

You can receive unlimited free counseling at SMCM! The Counseling Center also offers support groups and many other resources:

Chance Hall

240-895-4289

Walk-In Hours: Wednesdays, 1:00 – 4:00 pm

Appointments: Monday – Friday, 8:00 am – 5:00 pm

Disability Services

If you have a documented disability, come talk with me during the first week of classes. You need to make arrangements for exams, etc., at least two weeks before the exam. If you would like to talk with someone about making arrangements for accommodations, or if you have questions, please contact Academic Support Services:

Glendening Hall, Suite 230

240-895-4388

academic_services@smcm.edu

Sexual Assault Resources

If somebody sexually assaults you, there are many people who can give you help and support:

SMCM's First Responder Network: 301-904-2015 (call or text; confidential but shared with certain administrators)

Student Counseling Services: 240-895-4289 (confidential)

Public Safety: 240-895-4911

National Hotline: 1-800-656-HOPE (anonymous online chat: www.rainn.org)

Police and Hospital: 911

You may also come to me for help if somebody sexually assaults you, but I am a mandated reporter, so I will have to tell certain administrators.

What you can expect from me

I should:

- Provide you with information in an organized and clear manner.
- Help you learn by using a diverse range of assignments and teaching strategies.
- Give you clear guidelines for how to succeed in this class.
- Encourage you to learn about and critically think about new ideas and concepts.
- Encourage you to critically think about how cultural values have influenced your life, your self-identity, and your perceptions of other people.
- Provide you with feedback about your writing and your ideas.
- Meet with you to discuss your work when you request assistance or guidance.
- Clearly communicate with you via email if anything on the syllabus changes.
- Silence/turn off my cell phone. If it rings in class, I will bring dessert for the class during our next meeting.

What I will expect from you

You should:

- Read the syllabus carefully and plan out your schedule to meet all deadlines.
- Refer to the syllabus and assignment sheets if you have questions about due dates or course requirements.
- Commit to following the course guidelines and meeting the course objectives.
- Complete your assignments on time and to the best of your abilities.
- Interact with other students and with me in a respectful, mature, and thoughtful manner.
- Be prepared for class by doing the readings and taking notes.
- Do not cheat or plagiarize.
- Contact me *immediately* if you are having difficulties with the course materials or if you are having personal problems that might affect your success in class.
- Silence/turn off your cell phone. If it rings in class, you will bring breakfast for the class during our next meeting.

What I do not want you to do

You should not:

- Tell me you are missing my class because another class or event is more important.
- Miss my class, and then ask me, “Did I miss anything important?”
- Come to class unprepared to participate.
- Speak disrespectfully to me or to your classmates.
- Complain to me about late assignment policies or attendance policies.
- Ask me basic questions about assignment deadlines or class policies when you could easily find those answers in the syllabus.

Learning Objectives

By the end of this course, you should be able to:

1. Understand and explain basic concepts and methods of the four subfields of anthropology, including how these subfields overlap.
2. Understand and explain how anthropologists in the four subfields approach topics of gender and sexuality.
3. Understand and explain the theory of intersectional identities and oppressions, and be able to refute the notion of a Universal Woman or a Universal Man.
4. Understand and explain the concept of privilege, and how privilege relates to social structures.
5. Understand and explain the concepts of cultural relativism and ethnocentrism.
6. Apply anthropological theories or ways of thinking to issues of gender and sexuality in the world around you.
7. Synthesize information and knowledge from different sources, including articles, lectures, and films.
8. Think critically about cultural issues, including issues of power, inequality, and the idea of human rights.
9. Thoughtfully and critically discuss how your culture has privileged you and/or disenfranchised you.
10. Explain how your cultural background has influenced you and your perceptions of the world and other people.

Academic Honesty and Ethical Conduct

Please do not commit any acts of academic dishonesty, as outlined in your “To the Point” student handbook. Academic dishonesty includes: 1) cheating, 2) plagiarism, 3) falsification, and 4) resubmission of work. All of these forms of dishonesty ultimately hurt you, because you will not actually be learning our course content or strengthening your writing or thinking skills if you just steal someone else’s ideas or words. Additionally, when you act dishonestly, you will weaken other people’s trust in your character and your abilities. Being dishonest will ultimately do you more harm than good: **cheating isn’t worth it!** If you have questions about how to properly paraphrase other people’s ideas or statements, if you do not know how to properly use citations/references, or if you do not know when to use quotation marks, please ask me, a librarian, or someone else for help. Please refer to your “To the Point” student handbook for more detailed information about academic honesty and your rights and responsibilities as a student.

<http://www.smcm.edu/tothepoint/policiesprocedures/Student%20Handbook%20August%202013.pdf>

Technology in the Classroom

Please take in-class notes the old-fashioned way, without the use of a computer. Trust me, this is for your own good. If you have a documented need for a computer during class, talk with me at the beginning of the semester.

Grading Scale

93% - 100%	A	(amazing!)	77% - 79%	C+	(okay)
90% - 92%	A-	(wonderful!)	73% - 76%	C	(adequate)
87% - 89%	B+	(very, very good!)	70% - 72%	C-	(meh)
83% - 86%	B	(good)	67% - 69%	D+	(very, very bad)
80% - 82%	B-	(pretty good)	63% - 66%	D	(something is terribly wrong)
			0% - 62%	F	(oh, dear)

Assignments and Due Dates

You will receive an assignment sheet and a grading rubric with detailed information about each assignment, including attendance and participation. Early submissions for your written assignments are always welcome!

Electronic copies of your assignment sheets are on Blackboard. If you lose your assignment sheet, you can easily find it again on Blackboard.

Assignment	Due Date	Percentage of Final Grade
Participation	ongoing	
Attendance		10
Classroom Leadership		15
Active Engagement		15
Analytical Report: St. John's site	June 17 at 6 pm	15
Auto-Ethnography essay	June 26 at 6 pm	25
Exam*	June 26 at 10 am	20
Total		100

***You must complete the exam in order to pass the class; if you do not complete the exam, you will receive an F in this course.**

Late Assignment Policy

I do not accept late assignments except in the case of documented emergencies. This is because, in the “real world” outside of college, deadlines matter. While you are in college, you should learn to take deadlines seriously and organize your schedule to make sure that you can get your work done in a timely manner. If you start working on an assignment and realize you will have difficulties finishing it in time, you should talk to me *immediately* for advice.

Reading List/Citation List

All articles are posted on Blackboard. You can purchase the textbook at the bookstore or online.

These readings are listed in AAA citation style. You can simply copy/paste these citations to use for your Works Cited page. Be sure to use the AAA in-text citation style when you make reference to these readings in your assignments.

Brumbach, Hetty Jo and Robert Jarvenpa

2007 Gender Dynamics in Hunter-Gatherer Society: Archaeological Methods and Perspectives. *In Identity and Subsistence: Gender Strategies for Archaeology*. S.M. Nelson, ed. Pp. 169-201. New York: AltaMira Press.

Cohn, Carol

1990 "Clean Bombs" and Clean Language. *In Women, Militarism, and War: Essays in History, Politics, and Social Theory*. J.B. Elshtain and S. Tobias, eds. Pp. 33-55. Savage, MD: Rowman and Littlefield Publishers, Inc.

Geller, Pamela L.

2009 Identity and Difference: Complicating Gender in Archaeology. *Annual Review of Anthropology* 38:65-81.

Hays-Gilpin, Kelley

2000 Feminist Scholarship in Archaeology. *Annals of the American Academy of Political and Social Science* 571:89-106.

Hollimon, Sandra E.

2006 The Archaeology of Nonbinary Genders in Native North American Societies. *In Handbook of Gender in Archaeology*. Sarah Milledge Nelson, ed. Pp. 435-450. New York: AltaMira Press.

Johnson-Hanks, Jennifer

2007 Women on the Market: Marriage, Consumption, and the Internet in Urban Cameroon. *American Ethnologist* 34(4):642-658.

Mascia-Lees, Frances E.

2010 Gender and Difference in a Globalizing World: *Twenty-First Century Anthropology*. Long Grove, IL: Waveland Press, Inc.

McIntosh, Peggy

2010 White Privilege and Male Privilege: A Personal Account of Coming to See Correspondence Through Work in Women's Studies. *In Privilege: A Reader*, 2nd edition. Michael S. Kimmel and Abby L. Ferber, eds. Pp. 13-26. Boulder, CO: Westview Press.

McIntyre, Matthew H. and Carolyn Pope Edwards

2009 The Early Development of Gender Differences. *Annual Review of Anthropology* 38:83-97.

Pribilsky, Jason

2004 "*Aprendemos a Convivir*": Conjugal Relations, Co-Parenting, and Family Life among Ecuadorian Transnational Migrants in New York City and the Ecuadorian Andes. *Global Networks* 4(3):313-334.

Rhoads, Robert A.

1995 Whales Tales, Dog Piles, and Beer Goggles: An Ethnographic Case Study of Fraternity Life. *Anthropology and Education Quarterly* 26(3):306-323.

Voss, Barbara L.

2008 Sexuality Studies in Archaeology. *Annual Review of Anthropology* 37:317-336.

Walley, Christine J.

1997 Searching for "Voices": Feminism, Anthropology, and the Global Debate over Female Genital Operations. *Cultural Anthropology* 12(3):405-438.

Film List

Barraclough, Lawrence

2007 My Penis and Everyone Else's. 56 min. London: Firecracker Films.

Courtney, Heather

2006 Letters from the Other Side. 72 min. Dallas/Forth Worth: Front Porch Films and KERA

Ducat, Francois

2008 Nordsud.com. 90 min. New York: Icarus Films.

MacDonald, Kirsty

2009 Assume Nothing. 80 min. New York: Films Media Group.

Heredia, Paula

2008 Africa Rising: The Grassroots Movement to End Female Genital Mutilation. 62 min.
New York: Women Make Movies.

Strain, Tracy Heather

2008 When the Bough Breaks. 29 min. San Francisco: California Newsreel.

Zola, Maseko

1998 The Life and Times of Sara Baartman: "The Hottentot Venus". 52 min. New York:
Icarus Films.

Schedule of Class Meetings

Date	Topic	Activity	Readings Due	Assignments Due
June 9 (Monday)	Welcome Course Overview	Introductions Lecture Film (“Sarah Baartman”)		
June 10 (Tuesday)	Cultural Constructions	Lecture Discussion Film (“Assume Nothing”)	FML Chapters 1, 8, and 11	Discussion Questions by 6 am
June 11 (Wednesday)	Historical Erasures	Discussion <i>Field Trip to St. John’s</i> <i>10 am – 12 pm</i>	FML Chapter 2 Geller article Hays-Gilpin article	Discussion Questions by 6 am
June 12 (Thursday)	Rewriting History	Discussion Material Culture Analysis <i>Work on assignments</i> <i>11 am – 12 pm</i>	Brumbach and Jarvenpa article Hollimon article Voss article	Discussion Questions by 6 am List of personal material culture items in class
June 16 (Monday)	Physical Realities	Lecture Discussion Film (“My Penis and Everyone Else’s”)	FML Chapters 4 and 5 McIntyre and Edwards article	Discussion Questions by 6 am
June 17 (Tuesday)	Embodied Inequalities	Lecture Film (“When the Bough Breaks”) Privilege Checklist	FML Chapter 9 McIntosh article	Discussion Questions by 6 am Analytical Report: St. John’s by 6 pm
June 18 (Wednesday)	Embodied Inequalities	Lecture Discussion Film (“Africa Rising”)	Walley article	Discussion Questions by 6 am

Date	Topic	Activity	Readings Due	Assignments Due
June 19 (Thursday)	Kinship and Families	Lecture Discussion Film (“Letters from the Other Side”)	FML Chapter 7 Pribilsky article	Discussion Questions by 6 am
June 20 (Friday)		Attend Summer River Concert Series at 7 pm		
June 23 (Monday)	Political Economy: Intimacy and Power	Discussion Film (“Nordsud.com”)	FML Chapter 6 Johnson-Hanks article	Discussion Questions by 6 am
June 24 (Tuesday)	Power of Language	Lecture Discussion <i>Work on assignments 10 am – 12 pm</i>	FML pages 244 – 249 Cohn article	Discussion Questions by 6 am
June 25 (Wednesday)	Power of Language	Lecture and Activity <i>Work on assignments 10 am – 12 pm</i>	Rhoads	
June 26 (Thursday)		Exam at 10 am		Auto-Ethnography by 6 pm