



COURSE OUTLINE

ANTH 300
ANTHROPOLOGY OF GENDER

3 CREDITS

PREPARED BY: Victoria Castillo, Instructor

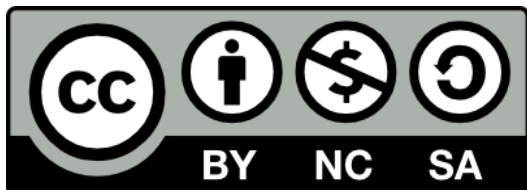
DATE: November 27, 2020

APPROVED BY: Andrew Richardson, Dean

DATE: December 22, 2020

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ANTHROPOLOGY OF GENDER

INSTRUCTOR: Dr. Victoria Castillo **OFFICE HOURS:** Thursday 10:00-11:00 am
OFFICE LOCATION: A2505 **CLASSROOM:** Blended Delivery
E-MAIL: vcastillo@yukonu.ca **TIME:** Mon/Wed, 10:30 am to 12:00 pm
TELEPHONE: 867.456.8615 **DATE:** Spring/Summer 2021

COURSE DESCRIPTION

Gender can be defined as the socially and culturally produced ideas that are built on perceived differences between females, males, and other identities in a particular society (what anthropologists call a culture's gender ideology). Although these differences can often be based on a society's essentializing interpretation of assumed physical sex differences, sex and gender are intertwined in complex ways.

Grounded in anthropological approaches to the study of gender, we will discuss the value and limitations of gender as an analytical category. We will undertake a cross-cultural comparative analysis of the social construction of gender and the multiplicity of masculinities, femininities and non-normative identities that exist within and between cultures, including Yukon Indigenous gender role changes over time. We will focus on evolutionary understandings of sex and gender, interrogate the sex/gender binary, examine gender fluidity, and discuss gender in relation to cross-cultural kinship variants. Through an intersectional framework that focuses on identities and experiences in varied cultural contexts, we will examine the impact that colonialism, sexism, racism, religion, globalization and the state have had on people's gender roles and identities in parts of the global North and South. Different theoretical approaches to sex and gender will be highlighted and applied to case studies.

PREREQUISITES

Successful completion of one of the following: ANTH 140, ANTH 210, ANTH 312, FNQA

200, FNGA 207, FNGA 209, FNGA 240, PHIL 230, POLI 230, SOCI 203, SOCI 209, or SOCI 227.

RELATED COURSE REQUIREMENTS

Students should have access to a computer with camera and voice capabilities. Students should also have access to Wi-Fi to participate in cloud-based web conferencing meetings.

EQUIVALENCY OR TRANSFERABILITY

This course is newly developed and its transferability is still being evaluated. Receiving institutions always determine course transferability. Further information and assistance with transfers may be available from the School of Liberal Arts.

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

1. Discuss the main principles of the gender perspective in anthropology.
2. Explain the linkages between biology, gender and human evolution.
3. Evaluate the different theoretical orientations that anthropologists use to approach the study of gender roles and gender inequality including self-reflexive (postcolonial) approaches.
4. Use cross-cultural examples, including examples from Yukon First Nations, and other Indigenous communities throughout the world, to examine the intersectional impacts colonialism, sexism, racism, religion, globalization, and the state have on gender roles in the global North and South.
5. Critically examine how anthropological understandings of gender instruct cross-cultural ideas about masculinity, femininity, sexuality, heteronormativity, and non-binary identities.
6. Express the social and political context that creates their own identity in terms of gender, ethnicity, class, sexuality, and ability and consider how their identity informs their understanding of and outlook on gender within their own culture and cross-culturally.

COURSE FORMAT

This course will be delivered in a blended format and there may be face-to-face,

synchronous and asynchronous components. For activities delivered face-to-face, students will have the option to attend in-person or online through web conferencing. Some classes will require all students to participate online. The course consists of lectures, seminars, guest speakers, discussions, and participatory exercises. Students will have weekly assigned readings that will be provided by the instructor. All students must use the course site; an orientation will be provided. Students should expect to spend approximately nine to twelve hours a week on this course (three hours of lecture/seminar and six to nine hours of reading/study time).

ASSESSMENTS:

All assignments must be submitted through the course Moodle page.

Online Reading Response Journal (20%)

Students will write eight 200-word journal responses to assigned readings. These responses will be posted on the Moodle discussion board once a week. Further details will be provided in class.

Article Presentation and Summary (10%)

Students will choose an anthropology article that focuses on gender and will present a 15-minute summary of the article to the class using PowerPoint slides (a selection of possible articles will be provided, or you can identify your own). Students will also hand in a 250-word, written summary of the article. Further details will be provided in class.

Annotated Bibliography (25%)

This is a two-part assignment. The first part requires students to choose an anthropology of gender topic and write a thesis statement and outline that focuses on their topic. The second part requires students to hand in an annotated bibliography of readings that support their thesis and outline. Further details will be provided in class.

Observation and Analysis Project (25%)

The purpose of this project is to examine gender norms anthropologically, by observing the behavior of different genders you see in a public setting (such as a library, community or cultural centre, coffee shop, park, walking trail, etc.). Remember that

gender norms are those rules that people follow and use to define their own gender and the gender of others. You will observe and document people's behaviours at one location for 30 minutes. This includes recording notes on observable expressions of gender such as facial expressions, laughing, body posture, verbal comments, touching, hand gestures, etc. You will submit a 500-600 word paper that focuses on the gender norms you observed, and how you categorized them. Further details will be provided in class.

Take-Home Final Exam (20%)

There will be a take-home final exam. Further details will be provided in class.

EVALUATION:

Online Reading Responses (8 in total)	20%
Presentation	10%
Annotated Bibliography	25%
Observation and Analysis Project	25%
Take-Home Exam	20%
Total	100%

REQUIRED TEXTBOOKS AND MATERIAL

Textbook 1: Brettell, Caroline B. and Carolyn F. Sargent (editors). 2017. *Gender in Cross-Cultural Perspective*. New York, Routledge.

Textbook 2: Mascia-Lees, Frances E. and Nancy Johnson Black. 2017. *Gender and Anthropology*. 2nd ed. Waveland Press, Illinois.

*Additional readings will be provided by the instructor (see the topic outline).

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits

work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the University.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon University recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukonu.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC): lac@yukonu.ca.

TOPIC OUTLINE

*Content notes will be provided next to readings that contain difficult materials and content so that we have the opportunity to provide extra care for ourselves, if necessary, when we engage with the material.

Part I - Gender as an Assumed State: Is it Nature or Nurture?	
Week 1	Sample Reading List (approximately 2 to 4 articles per week)

	<p>Welcome; Terminology</p> <ul style="list-style-type: none"> • Killermann, Sam. 2020. Comprehensive* List of LGBTQ+ Vocabulary Definitions. https://www.itspronouncedmetrosexual.com/2013/01/a-comprehensive-list-of-lgbtq-term-definitions/. Accessed, August 14, 2020. <p>Additional Readings:</p> <ul style="list-style-type: none"> • Fausto, Sterling. 2017. Gender. https://vimeo.com/209451071. Accessed, October 27, 2020. • O'Conner, Patricia T. and Stewart Kellerman (July 21, 2009). The All Purpose Pronoun. New York Times. https://www.nytimes.com/2009/07/26/magazine/26FOB-onlanguage-t.html?adxnnl=1&adxnnlx=1325653805-KCz4w3BshXQJjJ5NFlUzaA&_r=0, accessed October 27, 2020.
<p>Week 2</p>	<p>History of Gender in Anthropology</p> <ul style="list-style-type: none"> • Textbook 2: Mascia-Lees, Frances E. and Nancy Johnson Black. 2017. Chapter 1: The History of the Study of Gender in Anthropology. In <i>Gender and Anthropology</i>, xi-11. Waveland Press, Illinois. • Additional Readings: Leni M. Silverstein and Ellen Lewin. 2016. Introduction. Anthropologies and Feminisms: Mapping Our Intellectual Journey. In <i>Mapping Feminist Anthropology in the Twenty-First Century</i>, edited by Ellen Lewin and Leni M. Silverstein, 6-37. Rutgers University Press, New Jersey.
<p>Week 3</p>	<p>The Gendered Gaze and Media</p> <ul style="list-style-type: none"> • Textbook 2: Mascia-Lees, Frances E. and Nancy Johnson Black. 2017. Chapter 2: Analyzing Theories. In <i>Gender and Anthropology</i>, 13-20. Waveland Press, Illinois. <p>Additional Readings:</p> <ul style="list-style-type: none"> • hooks, bell. 1992. The Oppositional Gaze: Black Female Spectators. In <i>Black Looks: Race and Representation</i>, 115-131. South End Press, Boston. • Crenshaw, Kimberlé. 2016. Kimberlé Crenshaw - On Intersectionality - keynote - WOW 2016. https://www.youtube.com/watch?v=-DW4HLgYPIA, accessed November 9, 2020. • Kelly, Miranda and Brady, John H. 2018. Introduction: Indigenous Media Tactics. In <i>We Interrupt this Program: Indigenous Media Tactics in Canadian Culture</i>, 1-30. UBC Press, Vancouver. • Simpson, Leanne Betasamosake. 2017. Chapter 12: Constellations of Coresistance. In <i>As We Have Always Done: Indigenous Freedom Through Radical Resistance</i>, 218-228. University of Minnesota Press, Minneapolis.
<p>Week 4</p>	<p>Biology, Gender, and Human Evolution/Gender and Prehistory</p> <ul style="list-style-type: none"> • Textbook 1: Brettell, Caroline B. and Carolyn F. Sargent, ed. 2017. Biology, Gender, and Human Evolution. In <i>Gender in Cross-Cultural Perspective</i>, 1-8. Routledge, New York. • Textbook 1: Brettell, Caroline B. and Carolyn F. Sargent (editors). 2017. Gender in Prehistory. In <i>Gender in Cross-Cultural Perspective</i>, 3-58. Routledge, New York. • Textbook 2: Mascia-Lees, Frances E. and Nancy Johnson Black. 2017. Chapter 3: The Evolutionary Orientation. In <i>Gender and Anthropology</i>, 21-40. Waveland Press, Illinois. <p>Additional Readings:</p> <ul style="list-style-type: none"> • Covey, Alan R. 2017. Inca Gender Relations, from Household to Empire. In <i>Gender in Cross-Cultural Perspective</i>, edited by Caroline B. Brettell and Carolyn F. Sargent, 81-90. Routledge, New York.

Week 5	<p>Constructing an Essentialized Womanhood and Challenging Normative Femininities</p> <ul style="list-style-type: none"> • Textbook 1: Brettell, Caroline B. and Carolyn F. Sargent (editors). 2017. Domestic Worlds and Public Worlds. In <i>Gender in Cross-Cultural Perspective</i>, 91-96. Routledge, New York. • Textbook 1: Lamphere, Louise. 1997. The Domestic Sphere of Women and the Public World of Men: The Strengths and Limitations of an Anthropological Dichotomy. In <i>Gender in Cross-Cultural Perspective</i>, edited by Caroline B. Brettell and Carolyn F. Sargent, 97-108. Routledge, New York. • Textbook 2: Mascia-Lees, Frances E. and Nancy Johnson Black. 2017. Chapter 4: The Materialist Orientation. In <i>Gender and Anthropology</i>, 41-60. Waveland Press, Illinois. <p>Additional Readings:</p> <ul style="list-style-type: none"> • Merbruja, Luna. 2019. Resisting Sterilization and Embracing Trans Motherhood. In <i>Colonize This! Young Women of Color on Today's Feminism</i>. Daisy Hernández and Bushra Rehman, 31-41. Seal Press, New York.
Week 6	<p>Constructing an Essentialized Manhood and Challenging Normative Masculinities</p> <ul style="list-style-type: none"> • Textbook 1: Gilmore, David D. 2017. My Encounter with Machismo in Spain. In <i>Gender in Cross-Cultural Perspective</i>, edited by Caroline B. Brettell and Carolyn F. Sargent, 221-238. Routledge, New York. • Textbook 2: Mascia-Lees, Frances E. and Nancy Johnson Black. 2017. Chapter 5: The Psychological Orientation. In <i>Gender and Anthropology</i>, 61-70. Waveland Press, Illinois. <p>Additional Readings:</p> <ul style="list-style-type: none"> • Kimmel, Michael. 1994. Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity. In <i>Theorizing Masculinities</i>, edited by Harry Brod and Michael Kaufman, 20 pp. Sage Publications, London. • Halberstam, Judith. 1998. An Introduction to Female Masculinity. In <i>Female Masculinity</i>. Duke University Press, Durham. • Reddy, Gayatri. 2015. 'Men' Who Would Be Kings: Celibacy, Emasculation, and the Re-Production of Hijras in Contemporary Indian Politics. <i>Social Research: An International Quarterly</i> 70(1):163-200. • Kulick, Don. 1997. The Gender of Brazilian Transgendered Prostitutes. <i>American Anthropologist</i> 99(3):574-585.
Week 7	<p>Constructing Families and Kinship and Challenging Normative Ideas of Family and Kinship</p> <ul style="list-style-type: none"> • Textbook 1: Brettell, Caroline B. and Carolyn F. Sargent (editors). 2017. Gender, Household, and Kinship. In <i>Gender in Cross-Cultural Perspective</i>, edited by Caroline B. Brettell and Carolyn F. Sargent, 413-418. Routledge, New York. • Textbook 1: Childs, Geoff, Melvyn C. Goldstein, and Puchung Wangdui. 2017. What to do with Unmarried Daughters? Modern Solutions to a Traditional Dilemma in a Polyandrous Tibetan Society. In <i>Gender in Cross-Cultural Perspective</i>. Edited by Caroline B. Brettell and Carolyn F. Sargent, 419-430. Routledge, New York. • Textbook 2: Mascia-Lees, Frances E. and Nancy Johnson Black. 2017. Chapter 6: Structuralist Approaches. In <i>Gender and Anthropology</i>, 71-82. Waveland Press, Illinois. <p>Additional Readings:</p> <ul style="list-style-type: none"> • Judd, Ellen. 2011. "Families We Create": Women's kinship in Rural China as a Spatialized Practice. In <i>Chinese Kinship: Contemporary Anthropological Perspectives</i>, edited by Susanne Brandtstädter, and Gonçalo D Santos, 13 pp. Routledge, New York.
Part II - Gender as Process	

Week 8	<p>Gendering Children and Challenging Normative Ideas of Childhood</p> <ul style="list-style-type: none"> Rooke, Alison. 2016. Trans Youth, Science and Art: Creating Trans Gendered Space. In <i>Gender, Culture and Power Reader</i>. Oxford University Press, Oxford. <p>Additional Readings:</p> <ul style="list-style-type: none"> Connolly, Paul. 1998. Chapter 8: The Field of Feminine Peer-Group Relations and Black Girls. In <i>Racism, Gender Identities and Young Children</i>. Pp. 138-166. Routledge, London. Malkki, Liisa, and Emily Martin. 2003. Children and the Gendered Politics of Globalization: In Remembrance of Sharon Stephens. <i>American Ethnologist</i> 30(2): 216-24. Connolly, Paul. 1998. Chapters 9: The “Sexual Other”? South Asian Girls at East Avenue. In <i>Racism, Gender Identities and Young Children</i>, 167-186. Routledge, London.
Week 9	<p>Physically Achieving/Subverting Gender</p> <ul style="list-style-type: none"> Textbook 2: Mascia-Lees, Frances E. and Nancy Johnson Black. 2017. Chapter 8: The Self-Reflexive Approach and the Postcolonial Critique. In <i>Gender and Anthropology</i>, 13-20. Waveland Press, Illinois. <p>Additional Readings:</p> <ul style="list-style-type: none"> Butler, Judith. 1999. Bodily Inscriptions, Performative Subversions. In <i>Gender Trouble: Feminism and the Subversion of Identity</i>, 163-180. Routledge, New York. Anzaldúa, Gloria. 2012. <i>La conciencia de la mestiza: Towards a New Consciousness</i>. In <i>Borderlands: La Frontera</i>, 99-113. Aunt Lute Books, San Francisco.
Week 10 (a)	<p>Personhood and Sex/Gender in Virtual Worlds</p> <ul style="list-style-type: none"> Boellstorf, Tom. 2008. Ch. 1 and Ch. 5. <i>Coming of Age in Second Life: An Anthropologist Explores the Virtually Human</i>. Princeton University Press, Princeton. <p>Additional Readings:</p> <ul style="list-style-type: none"> Biscop, Kilian, Steven Malliet and Alexander Dhoest. 2019. Subversive Ludic Performance: An Analysis of Gender and Sexuality Performance in Digital Games. <i>Journal of Diversity and Gender Studies</i> 6(2):23-42. Brehm, Audrey L. 2013. Navigating the Feminine in Massively Multiplayer Online Games: Gender in World of Warcraft. <i>Frontiers in Psychology</i> 04. https://doi.org/10.3389/fpsyg.2013.00903
Week 10 (b)	<p>Performing Gender/Sexuality Through Language</p> <ul style="list-style-type: none"> Conley, Robin 2008 “At the Time She Was a Man”: The Temporal Dimension of Identity Construction. <i>Political and Legal Anthropology Review</i> 31(1):28-47 <p>Additional Readings:</p> <ul style="list-style-type: none"> Zimman, Lal, Jenny Davis and Joshua Raclaw (editors) 2014. Opposites Attract: Retheorizing Binaries in Language, Gender and Sexuality. In <i>Queer Excursions: Retheorizing Binaries in Language, Gender, and Sexuality</i>. Oxford University Press, Oxford. Davis, Jenny. 2014. More Than Just ‘Gay Indians’: Intersecting Articulations of Two-Spirit Gender, Sexuality and Indigenouness. In <i>Queer Excursions: Retheorizing Binaries in Language, Gender, and Sexuality</i>. Oxford University Press, Oxford. McElhinny, Bonnie. 2010. The Audacity of Affect: Gender, Race, and History in Linguistic Accounts of Legitimacy and Belonging. <i>Annual Review of Anthropology</i> 39:309-328.

<p>Week 11</p>	<p>Gender, Agency and Cosmology</p> <ul style="list-style-type: none"> • Textbook 1: Reddy, Gayatri and Serena Nanda. 2017. Hijras: An “Alternative” Sex/Gender in India. In <i>Gender in Cross-Cultural Perspective</i>, edited by Caroline B. Brettell and Carolyn F. Sargent, 321-337. Routledge, New York. <p>Additional Readings:</p> <ul style="list-style-type: none"> • Yokoma, Kyoko. 2015. Film: Between Allah and Me (and Everyone Else): A Film About Hijab. Kanopy Distribution. https://www.collectiveeye.org/products/between-allah-and-me-and-everyone-else-educational, accessed October 27, 2020. • Janson, Marloes. 2016. Male Wives and Female Husbands: Reconfiguring Gender in the Tablighi Jama'at in The Gambia. <i>Journal of Religion in Africa, Special Issues: Religion and Masculinities in Africa</i> 46(2/3):87-218. • Wignall, Ross. 2016. From Swagger to Serious: Managing Young Masculinities between Faiths at a Young Men's Christian Association Centre in The Gambia. <i>Journal of Religion in Africa, Special Issues: Religion and Masculinities in Africa</i> 46(2/3):288-323.
<p>Part III - The Effects of Gendered Power</p>	
<p>Week 12</p>	<p>Gendering the Colonized and National Subjects</p> <ul style="list-style-type: none"> • Textbook 2: Mascia-Lees, Frances E. and Nancy Johnson Black. 2017. Gender and Anthropology in a Global World. In <i>Gender and Anthropology</i>, 109-118. Waveland Press, Illinois. • Mohanty, Chandra. 2003. Under Western Eyes. In <i>Feminism Without Borders: Decolonizing Theory, Practicing Solidarity</i>. Duke University Press, Durham. <p>Additional Readings:</p> <ul style="list-style-type: none"> • Arvin, Maile, Eve Tuck, and Angie Morrill. 2013. Decolonizing Feminism: Challenging Connections between Settler Colonialism and Heteropatriarchy. <i>Feminist Formations</i> 25(1):8-34. • Encalada Grez, E. 2019. Contestations of the Heart: Mexican Migrant Women and Transnational Loving from Rural Ontario. <i>International Journal of Migration and Border Studies</i> 5.1/2:118-132.
<p>Week 13</p>	<p>Gendered Violence Home/National/International</p> <ul style="list-style-type: none"> • Theidon, Kimberly. 2016. A Great Measure of Justice: Gender, Violence, and Reparations. In <i>Mapping Feminist Anthropology in the Twenty-First Century</i>, edited by Ellen Lewin and Leni M. Silverstein, 191-210. Rutgers University Press, New Jersey. <p>Additional Readings:</p> <ul style="list-style-type: none"> • Kwiatkowski, Lynn. 2016. Feminist Anthropology: Approaching Domestic Violence in Northern Việt Nam. In <i>Mapping Feminist Anthropology in the Twenty-First Century</i> edited by Ellen Lewin and Leni M. Silverstein, 234-255. Rutgers University Press, New Jersey. • Enloe, Cynthia. 2000. Ch. 4: When Soldiers Rape. In <i>Maneuvers: The International Politics of Militarizing Women's Lives</i>, 80 pp. University of California Press, Berkeley. • Boellstorff, Tom. 2004. The Emergence of Political Homophobia in Indonesia: Masculinity and National Belonging. <i>Ethnos</i> 69(4) December:465-486. • Clark, N. (2016). Red Intersectionality and Violence-informed Witnessing Praxis with Indigenous Girls. <i>Girlhood Studies</i> 9(2)46-64
<p>Week14</p>	<p>Sex Work and Agency / Review</p> <ul style="list-style-type: none"> • Katsulis, Yasmina, Vera Lopez, Alesha Durfee, and Alyssa Robillard. 2010. Female Sex Workers and the Social Context of Workplace Violence in Tijuana, Mexico. <i>Medical Anthropology Quarterly</i> 24(3):344-62. <p>Additional Readings:</p> <ul style="list-style-type: none"> • Brennan, Denise. 2001 Tourism in Transnational Places: Dominican Sex Workers and German Sex Tourists Imagine One Another. <i>Identities: Global Studies in Culture and Power</i> 7(4):621-

	<p>663.</p> <ul style="list-style-type: none">• Martínez, Rubén Muñoz, Carmen Fernández Casanueva, Sonia Morales Miranda, and Kimberly C. Brouwer. 2020. Border Spaces: Stigma and Social Vulnerability to HIV/AIDS among Central American Male Migrants at the Mexico-Guatemala Border. In <i>Critical Medical Anthropology: Perspectives in and from Latin America</i>, edited by Jennie Gamlin, Sarah Gibbon, Paola M. Sesia and Lina Berrio, 145-169. UCL Press, London.
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