

Las Positas College
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Course Outline for ANTR 6
ANTHROPOLOGY OF SEX AND GENDER
Effective: Fall 2018

I. CATALOG DESCRIPTION:

ANTR 6 — ANTHROPOLOGY OF SEX AND GENDER — 3.00 units

Using research and theory from the fields of biology, cultural anthropology, linguistics, and archaeology, this course takes an anthropological approach to the study of sex and gender across cultures and throughout time. Topics include the cultural construction of gender, sex, and sexuality; the biological foundations of sex; and how gender difference relates to cultural practice.

3.00 Units Lecture

Strongly Recommended

- Eligibility for ENG 1A -

Grading Methods:

Letter or P/NP

Discipline:

| | MIN |
|-----------------------|------------|
| Lecture Hours: | 54.00 |
| Total Hours: | 54.00 |

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering this course, it is strongly recommended that the student should be able to:

- A. -Eligibility for ENG 1A
 - 1. Respond critically to a text through class discussions and writing
 - 2. Write effective summaries of texts that avoid wording and sentence structure of the original
 - 3. Organize coherent essays around a central idea or a position
 - 4. Provide appropriate and accurate evidence to support positions and conclusions
 - 5. Produce written work that reflects academic integrity and responsibility, particularly when integrating the exact language and ideas of an outside text into one's own writing
 - 6. Utilize effective grammar recall to check sentences for correct grammar and mechanics

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. define and differentiate between the concepts of sex, gender, gender role, gender identity, and sexual preference.
- B. explain the genetic, chromosomal, and gonadal foundations of biological sex.
- C. deconstruct the binary of sex assignment.
- D. explain the concept of gender as a cultural construct.
- E. describe the varieties of gender identification across cultures.
- F. apply a critical analysis to the semiotics of masculinity and femininity.
- G. explain the material basis for a gendered separation of labor.
- H. describe how gender is embedded in language.
 - I. describe the evidence for gendered labor in the archaeological record.
- J. examine the varieties of human sexuality from a historical and cross-cultural perspective.

V. CONTENT:

- A. The biological foundations of sex
 - 1. Chromosomes
 - 2. Hormones
 - 3. Gonads
 - 4. Intersex
- B. Cultural interpretations of biological sex
 - 1. Structuralism and the binary model of sex
 - 2. Non-binary models of sex
- C. The cultural construction of gender
 - 1. The gendered separation of labor

- 2. Biological determinism
- 3. Theoretical models
- 4. Semiotics and the performance of gender
- D. Gender roles across cultures
- E. Gender identity
 - 1. Transgender identity
 - 2. Gender-fluid and non-binary identities
- F. Gender in language
 - 1. Language codes and genderlect
 - 2. Gendered languages
- G. Gender in the archaeological record
 - 1. Feminist archaeology
 - 2. Textiles
 - 3. Toolmaking and food preparation
- H. Sexuality
 - 1. Primate sexuality
 - 2. Human sexuality
 - a. Heteronormativity
 - b. LGB(T) sexuality
 - c. Gay marriage
 - d. Pornography
 - e. Sex work

VI. METHODS OF INSTRUCTION:

- A. **Audio-visual Activity** - Presentation and discussion of audio-visual materials.
- B. **Classroom Activity** - Role playing, peer observations, and peer review.
- C. **Discussion** - Class and group discussions.
- D. Textbook, internet, and print reading assignments.
- E. **Projects** - Data collection and participant observation.
- F. **Research** - Directed reading and critique of peer-reviewed literature.
- G. **Written exercises and case studies** - Reflective essays and analysis of relevant case studies.
- H. **Lecture** - Lecture and presentation on course topics.

VII. TYPICAL ASSIGNMENTS:

- A. Reading assignments.
 - 1. Read Katz, Jackson. (2011) "Advertising and the construction of violent white masculinity: from BMWs to Bud Light," in Gail Dines and Jean M. Humez, eds. *Gender, Race and Class in Media (2nd ed.)*. London: Sage.
 - 2. Read Estioko-Griffin, Agnes, and Griffin, P. B. (2012) "Woman the Hunter: the Agta," in Caroline B. Brettell and Carolyn F. Sargent, eds. *Gender in Cross-Cultural Perspective (6th ed.)*. Routledge.
 - 3. Read Chapter 8, "Gender and the Body," in Bonvillain, N. (2006), *Women and Men: Cultural Constructs of Gender (4th ed.)*. Pearson Higher Education.
- B. Homework.
 - 1. After reading Katz, Jackson. (2011) "Advertising and the construction of violent white masculinity: from BMWs to Bud Light," write an essay that answers the following questions: 1. What is Katz's central thesis? What evidence does he use to support it? 2. How do the expectations of masculinity in America differ by social class and race or ethnicity?
 - 2. After reading Estioko-Griffin, Agnes, and Griffin, P. B. (2012) "Woman the Hunter: the Agta," in Caroline B. Brettell and Carolyn F. Sargent, eds. *Gender in Cross-Cultural Perspective (6th ed.)*, come to class prepared to discuss the gender role of Agta women precisely as it relates to "subsistence activities, authority allocation, and egalitarianism."
 - 3. After reading chapter 2 of Bonvillain, N. (2006), *Women and Men: Cultural Constructs of Gender (4th ed.)*, take the online multiple choice quiz.
- C. Class and group discussions.
 - 1. What differences have you observed, if any, between the ways that men and women speak? What hypotheses have been proposed to explain these differences?
 - 2. What is the relationship between subsistence activities and gender roles? Which examples can you give?
- D. Research project.
 - 1. Choose an ethnography from an approved list and write a paper that contrasts the cultural attitudes toward sex, gender, and sexuality to those of American culture.
 - 2. After acquiring explicit permission to do so, record a conversation between any two or more adults of different sexes and transcribe it. Identify with explanation all of the statements that are indicative of gendered speech and/or genderlect.

VIII. EVALUATION:

A. **Methods**

- 1. Exams/Tests
- 2. Quizzes
- 3. Research Projects
- 4. Papers

B. **Frequency**

- 1. Comprehensive midterm and final examinations will be given.
- 2. Weekly quizzes may be assigned to keep students on task with their scheduled reading.
- 3. One large or two smaller research projects or papers may be assigned as opportunities for in-depth study of a particular issue, or as capstones for demonstrating student learning outcomes.

IX. TYPICAL TEXTS:

- 1. Bonvillain, N. (2006). *Women and Men: Cultural Constructs of Gender* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- 2. Gero, J.M., & Conkey, M.W. (1991). *Engendering Archaeology: Women and Prehistory* (1 ed.). Malden, MA: Wiley-Blackwell.
- 3. Tannen, D. (2007). *You Just Don't Understand: Women and Men in Conversation* (1 ed.). New York, NY: William Morrow Paperbacks.
- 4. Ehrlich, S., Meyerhoff, M., & Holmes, J. (2014). *The Handbook of Language, Gender, and Sexuality* (2nd ed.). Hoboken, NJ: Wiley-Blackwell.
- 5. Wade, L., & Ferree, M.M. (2014). *Gender: Ideas, Interactions, Institutions* (1st ed.). New York, NY: W.W. Norton & Company.
- 6. Barber, K. (2016). *Styling Masculinity: Gender, Class, and Inequality in the Men's Grooming Industry* (1st ed.). New Brunswick, NJ: Rutgers University Press.
- 7. Wyrod, R. (2016). *AIDS and Masculinity in the African City: Privilege, Inequality, and Modern Manhood* (1st ed.). Oakland, CA: University of California Press.
- 8. Mead, M. (2016). *Male and Female: A Study of the Sexes in a Changing World* (1st ed.). New York, NY: Harper Perennial.
- 9. Gorman-Murray, A., Pini, B., & Bryant, L. (2015). *Sexuality, Rurality, and Geography* (reprint ed.). Lanham, MD: Lexington Books.
- 10. Brettell, C.B., & Sargent, C.F. (2012). *Gender in Cross-Cultural Perspective* (6th ed.). New Brunswick, NJ: Routledge.

X. OTHER MATERIALS REQUIRED OF STUDENTS: