



# ANTH 150 - The Anthropology of Sex, Gender, and Sexuality

## Course Outline

Approval Date: 10/11/2013

Effective Date: 08/11/2014

### SECTION A

**Unique ID Number** CCC000327319

**Discipline(s)** Anthropology

**Division** Arts and Humanities

**Subject Area** Anthropology

**Subject Code** ANTH

**Course Number** 150

**Course Title** The Anthropology of Sex, Gender, and Sexuality

**TOP Code/SAM Code** 2202.00 - Anthropology / D - Possible  
Occupational

**Rationale for adding this course to the curriculum** Change course title to reflect anthropological convention.

**Units** 3

**Cross List** N/A

**Typical Course Weeks** 18

### Total Instructional Hours

#### Contact Hours

**Lecture** 54.00

**Lab** 0.00

**Activity** 0.00

**Work Experience** 0.00

**Outside of Class Hours** 108.00

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**Total Contact Hours** 54

**Total Student Hours** 162

**Open Entry/Open Exit** No

**Maximum Enrollment** 50

**Grading Option** Letter Grade or P/NP

**Distance Education Mode of Instruction** On-Campus  
Hybrid  
Entirely Online

### SECTION B

**General Education Information:**

### SECTION C

**Course Description**

**Repeatability** May be repeated 0 times

**Catalog Description** Students will examine the cultural frameworks and theoretical debates concerning sex and gender, including the impact of forces of change (migration, globalization, etc.) on gender issues. The perspectives of women and contemporary ethnic groups that identify or seek to redefine Latino/a, Chicano/a, Native American, and African American experiences will be emphasized.

**Schedule Description**

## SECTION D

### Condition on Enrollment

1a. **Prerequisite(s):** *None*

1b. **Corequisite(s):** *None*

1c. **Recommended**

- ENGL 90 with a minimum grade of C or better

1d. **Limitation on Enrollment:** *None*

## SECTION E

### Course Outline Information

#### 1. Student Learning Outcomes:

- Analyze how expressions of sex and gender impact the lives of people throughout the world, using an anthropological perspective.
- Understand how gender roles are reinforced, shaped and/or challenged in different contexts, which may include: globalization, migration, labor, economic organization, religion, and kinship.

#### 2. Course Objectives: Upon completion of this course, the student will be able to:

- Discuss theories of sex, gender and sexuality as they are defined by communities in diverse cultural and historical contexts, and as they have been studied by anthropologists
- Examine how categories of sex, gender and sexuality intersect with other categories of social and cultural diversity such as race, ethnicity, class, age, geographic location and educational level
- Explore how such categories evolve over time in the contexts of national and global processes (i.e. colonialism, nationalism, globalization, migration)
- Recognize how gender, sex and sexuality influence individual and communal identities
- Examine varied expressions of sex, gender and sexuality in both Western and non-Western societies.
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#### 3. Course Content

- Biology, Gender, and Human Evolution
  - Animal models and gender
  - The role of gender in human evolution/prehistory
  - Gender and war- biological and cultural arguments
- Domestic and Public Worlds
  - Gendered dichotomies of public and private
  - Women as cultural mediators
- The Sexual Division of Labor and Gender Stratification
  - Woman the Hunter/Man the Hunter
  - Division of labor and differential economic contributions

- c. Formal and informal economies
- D. The Cultural Construction of Gender and Personhood
  - a. Manhood and masculinity; machismo/marianismo studies
  - b. Gendered rituals and initiation; rites of passage
  - c. Gender and the body
  - d. Gendered language
- E. Culture, Sexuality, and the Body
  - a. Gendered aspects of HIV/AIDS
  - b. Cultural constructions of sexuality
  - c. Expressions of sexuality
  - d. Political aspects of sexuality
  - e. Intersex, lesbian, gay, bisexual and transgendered studies
- F. Gender, Property, and the State
  - a. Dowry, bride-burning, bridewealth, progeny price
  - b. Cross-cultural perspectives on women's political experiences
- G. Women, Household, and Kinship
  - a. Matrilineality, patrilineality, and authority
  - b. Domestic networks, intimate friendships
  - c. Power and gender relations
  - d. Families and kinship
- H. Gender, Ritual, and Religion
  - a. Spirit possession and gender complementarity
  - b. Gender and tradition
  - c. Cross-cultural birthing experiences
- I. Gender, Politics, and Reproduction
  - a. Surrogacy and biological models of kinship and family
  - b. Female Genital Cutting (FGC)
- J. Culture Contact, Development, and the Global Economy
  - a. Gendered aspects of development and underdevelopment
  - b. Gender and grassroots development initiatives
  - c. Factory work and industry
  - d. Labor migration and globalization
  - e. "Women's Issues" as linked to a global economic system
- K. Gender, Science and Technology
  - a. Online expressions of gender-- gaming, chat, language, etc.
  - b. Differential access and uses of technology
  - c.

**4. Methods of Instruction:**

**Activity:**

**Critique:**

**Discussion:**

**Distance Education:**

**Field Experience:**

**Lecture:**

**Observation and Demonstration:**

**Projects:**

**Service Learning:**

**Visiting Lecturers:**

**5. Methods of Evaluation:** Describe the general types of evaluations for this course and provide at least two, specific examples.

## Typical classroom assessment techniques

- Exams/Tests --
- Quizzes --
- Research Projects --
- Portfolios --
- Papers --
- Oral Presentation --
- Projects --
- Field Trips --

### Additional assessment information:

The final grade may be based on a combination of exams, writing, and discussion, at the discretion of the instructor:

1. Exams focus on class lectures, films, readings, and special presentations up to prior class meeting. They are composed of short answer, multiple choice, and word identifications, etc.
2. In-class discussions demonstrate the student's interest in the course, understanding of the materials, as well as critical thinking, verbal, and writing skills.
3. Course essays demonstrate the student's skills in research methods, analysis and writing.

For example:

a. Three essays are scheduled as preparation assignments for the final paper: Proposal, Annotated Bibliography and Final Research Paper. The Proposal is a one page statement of interest, the Annotated Bibliography critiques the sources located for the research, and the Final Research Paper presents the final research.

b. Option 1: Focus on reviewing and critiquing an anthropologist's contribution to our understanding of a selected gender-related issue, the people studied, research methods used, and the importance of cultural knowledge in addressing the issue.

c. Option 2: Focus on a locally-based group that performs services relevant to the topics in class (for example, the Alternatives to Marriage Project in San Francisco). It may involve interviewing, participant-observation with a social group or organization, use of ethnohistorical documents, secondary analysis of data, or other methods with instructor's approval.

Letter Grade or P/NP

**6. Assignments:** State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

#### A. Reading Assignments

1. Selected readings from textbook and supplemental materials, including films. Sample reading assignments include:

a. Read the first chapter (pp. 3-23) of Emily Martin's "The Woman in the Body: A Cultural Analysis of Reproduction." Be prepared to discuss the research methods and population used by Martin in her research.

b. Read "Introduction to Intersex" by Anne Fausto-Sterling on the NOVA: Sex Unknown website. Be prepared to discuss her argument that "two sexes are not enough."

2. Written discussion questions based on reading assignments and/or films and brought to class.

For example:

a. What are the cross-cultural variations of "the menstrual taboo," according to Brettell? What ethnographic methods does she use to demonstrate that these variations exist?

b. Explain the material evidence in Zuk's argument that leads to her argument that "Man the Hunter" probably never existed. Do you agree with her conclusions?

B. Writing Assignments

1. Three-step writing exercise that results in the final paper for the course (outlined in ?Assessment? section).

2. Course essays expanding on course material.

For example:

a. Write a five-page, typewritten essay comparing and contrasting bridewealth and dowry in at least two different geographic regions. Discuss the underlying social, political, and cultural factors that influence the maintenance of these gendered systems. What correlates do you see, if any, in the United States?

C. Other Assignments

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## 7. Required Materials

### A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Brettell, C., C.F. Sargent  
Title: Gender in Cross-Cultural Perspective  
Publisher: Pearson  
Date of Publication: 2012  
Edition: 6th

Book #2:

Author: Mascia-Lees, F.E.  
Title: Gender and Difference in a Globalizing World: Twenty-First-Century Anthropology  
Publisher: Waveland Press  
Date of Publication: 2009  
Edition: 2009

Book #3:

Author: Suggs, D.  
Title: A Bagful of Locusts and the Baboon Woman: Constructions of Gender, Change, and Continuity in Botswana  
Publisher: Cengage

Date of  
Publication: 2001  
Edition: 1

**B. Other required materials/supplies.**

- Films watched in-class.
- Supplemental articles/reader provided by the instructor.