

# ANTH-150: ANTHROPOLOGY OF SEX, GENDER AND SEXUALITY

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**Effective Term**

Fall 2026

**CC Approval**

11/07/2025

**AS Approval**

11/13/2025

**BOT Approval**

11/20/2025

**COCI Approval**

12/11/2025

**SECTION A - Course Data Elements**

**CB04 Credit Status**

Credit - Degree Applicable

**Discipline**

Minimum Qualifications	And/Or
Anthropology (Master's Degree)	

**Subject Code**

ANTH - Anthropology

**Course Number**

150

**Department**

Anthropology

**Division**

Arts and Humanities (ARAH)

**Full Course Title**

Anthropology of Sex, Gender and Sexuality

**Short Title**

Anthro Sex, Gender & Sexuality

**CB03 TOP Code**

2202.00 - Anthropology

**CB08 Basic Skills Status**

NBS - Not Basic Skills

**CB09 SAM Code**

E - Non-Occupational

**Rationale**

Updating as part of regular review cycle.

## SECTION B - Course Description

### Catalog Course Description

This course explores the anthropology of sex and gender, examining how sexed and gendered identities, cultural roles and expectations, and human sexual behaviors are shaped by biological, cultural, and historical forces. Students will study diverse gender systems, kinship structures, and symbolic representations, while also analyzing the intersections of gender with race, class, sexuality, ability, age, health status, and ethnicity, particularly within American ethnic and diasporic groups. Drawing on ethnographic case studies from around the world, the course highlights intersectional approaches to understanding systems of power, embodiment, and social change.

## SECTION C - Conditions on Enrollment

### Open Entry/Open Exit

No

### Repeatability

Not Repeatable

### Grading Options

Letter Grade or Pass/No Pass

### Allow Audit

No

## Requisites

### Advisory Prerequisite(s)

Eligibility for ENGL-C1000 or appropriate placement.

## SECTION D - Course Standards

### Is this course variable unit?

No

### Units

3.00

### Lecture Hours

54.00

### Outside of Class Hours

108

### Total Contact Hours

54

### Total Student Hours

162

## Distance Education Approval

### Is this course offered through Distance Education?

Yes

### Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Hybrid	Permanent
Entirely Online	Permanent
Online with Proctored Exams	Permanent

## SECTION E - Course Content

### Student Learning Outcomes

Upon satisfactory completion of the course, students will be able to:	
1.	Analyze how expressions of sex and gender impact the lives of people as culture bearers, using perspectives grounded in anthropology, radical ethnography, and intersectional work.
2.	Understand how gendered roles and behaviors are reinforced, shaped, and challenged in both "Western" and "non-Western" cultures.

### Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1.	Discuss traditional and contemporary 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.
2.	Explore how of cultural concepts of sex and gender influence local, national and global processes (e.g., colonialism, nationalism, globalization, migration, war), social justice, and revitalization movements).
3.	Engage with a variety of primary and secondary research resources to develop a critical understanding of the intersections of gender, sexuality, race, class, nationality, (dis)ability, religion, and age.
4.	Appreciate the importance of cognate fields (e.g., ethnic studies, psychology, sociology, women's studies, history, and LGBTQIA+ studies) that bring dimension to the study of sex and gender.
5.	Develop a rich understanding of how the research methods of anthropology and archaeology contribute to larger conversations about sex roles, gender identities, and sexual orientation in humans.

### Course Content

#### I. Introduction to the Anthropology of Sex and Gender

1. Defining anthropology's four subfields and their relevance to gender studies
2. Distinguishing between *sex*, *gender*, and *sexuality*
3. The nature/nurture debate in anthropological perspective
4. Overview of feminist anthropology and its critiques of the discipline
5. Contributions from other disciplines

#### II. Theories of Gender in Anthropological Work

1. Early evolutionary and functionalist approaches
2. Structuralism and symbolic anthropology on gender roles
3. Feminist, queer, and postcolonial critiques
4. Post-structural and linguistic critiques
5. Introduction to intersectionality (Crenshaw and beyond)

#### III. Biology, Culture, and the Social Construction of Sex

1. Biological determinism vs. cultural constructionism
2. Intersex, third genders, and non-binary categories cross-culturally
3. Case studies: Hijras (India), Two-Spirit identities (Native North America)
4. Anthropology's role in dismantling binary thinking

#### IV. Gender in Small Scale Societies

1. Division of labor by sex: universals vs. cultural variability
2. Gendered power in hunter-gatherer and horticultural societies
3. Case studies: !Kung San (Dobe Ju/Hoansi), Trobriand islander groups, and Iroquois women's political power

#### V. Marriage, Kinship, and Family Systems

1. Descent systems, inheritance, and the gendered organization of kinship
2. Marriage forms: monogamy, polygyny, polyandry, same-sex marriage
3. Gender roles in childrearing and household economies
4. Case studies: Tibetan polyandry, Nayar matriliney

#### VI. Religion, Myth, and Symbolism

1. How cosmologies shape gender ideologies
2. Deities, spirits, and symbolic gendering of ritual roles
3. Case studies: Yoruba orisha traditions, Catholicism and Marian devotion
4. Myth and the reinforcement of patriarchy

#### VII. Economics, Labor, and Globalization

1. Gendered divisions of labor in industrial vs. preindustrial societies
2. Women's roles in global, transnational, reciprocal, and diasporic economies
3. Case studies: *maquiladoras* in Mexico, Filipina domestic workers abroad
4. Gendered dimensions of informal economies
5. Gendered dichotomies of public and private spaces

#### **VIII. Power, Politics, and the State**

1. Gendered citizenship and political rights
2. War, militarization, and masculinity
3. Case studies: Women in liberation struggles (Vietnam, Algeria)
4. U.S. suffrage and feminist movements
5. Gendered bodies and state power

#### **IX. Intersectionality I: Race, ethnicity, and gender**

1. Crenshaw's framework applied to anthropology
2. The co-constitution of race, class, and gender
3. Experiences of African American women and Chicana feminists
4. Indigenous women and sovereignty struggles

#### **X. Intersectionality II: American ethnic groups and worldview**

1. Asian American gender dynamics (immigration, family, and labor)
2. Latinx communities: *machismo*, *marianismo*, and transformations
3. Native American perspectives: Two-Spirit and sovereignty
4. Comparative ethnography of gendered experiences among U.S. ethnic groups
5. Case study: Black anthropologists and the creation of the *Black Feminist Archive*

#### **XI. Intersectionality III: Ability, health statuses, and gender**

1. Anthropological approaches to disability studies
2. Gendered experiences of disability across cultures
3. Intersectionality: disability, race, class, and gender in health outcomes
4. Biopolitics, medicalization, and bodily autonomy
5. Intersectional and symbolic dimensions of gender, sex, class, and death

#### **XII. Sexuality and Desire – Anthropological Perspectives**

1. Cross-cultural constructions of sexuality
2. Colonialism, tradition, nostalgia, and the regulation of sexuality
3. Case studies: berdache/Two-Spirits, Brazilian *travestis*, Venezuelan *transformistas*
4. LGBTQIA+ movements in American anthropology

#### **XIII. Media, Representation, and Gender**

1. Gender in advertising, film, and digital cultures
2. Ethnographies of media and body image
3. Case studies: American pop culture, Bollywood, anime fandoms
4. Critical race and gender analyses of representation
5. The politics of representation in ethnography
6. Augmented reality (AR), Virtual Reality (VR), and other mediated forms of gendered identities

#### **XIV. Violence, Gender, and the Body**

1. Gender-based violence and structural inequality
2. Domestic violence, sexual assault, and anthropological approaches
3. Case studies: honor killings, female genital cutting, U.S. campus violence, the criminalization of sexuality and gender

#### **XV. Health, Reproduction, and the Body**

1. Anthropologies of reproduction and reproductive justice
2. Maternal mortality, abortion debates, and biopolitics
3. Case studies: U.S. Latina midwives, IVF and surrogacy in India, same-sex adoption in Texas
4. Gender and public health crises (HIV/AIDS, COVID-19)
5. Health informatics, community mapping, and data analysis

#### **XVI. Contemporary Issues and Applied Anthropology**

1. Gender in migration and refugee studies
2. Gender, justice, and environmental change
3. Activist anthropology and engaged research

- 4. Radical ethnography
- 5. Case studies: #MeToo, Standing Rock, trans rights advocacy networks

**Methods of Instruction**

**Methods of Instruction**

Types	Examples of learning activities
Activity	For example, viewing a YouTube video that documents the "great feud" between Margaret Mead and Derek Freeman, along with a Video Viewing Guide.
Critique	For example, a compare/contrast essay using excerpts from Margaret Mead's "Coming of Age in Samoa" and Judith Butler's "Gender Trouble."
Discussion	Discussions that spark interest in course themes and encourage student participation, self-reflection, and peer interaction. For example, "How do you think cultural messages you encountered as a child about sex, sexuality, or gender have impacted you today?" or "
Group Work	Group projects that encourage collaboration and collegiality. For example, 1. A group project where teams work together to "curate" a mood board to build a visual story of a concept, theme, or artifact. 2. A group scrapbook project where students use visual art, textiles, music lyrics, and other materials to represent the societal norms and expectations of men in a given culture.
Lecture	Lectures that extend textbook information and other teaching resources. For example, 1. a lecture discussing the auto-ethnographic aspects of Zora Neale Hurston's folkloric opus, "Mules and Men." 2. A lecture that highlights the advocacy and social justice work of the Asian Pacific Institute on Gender-Based Violence.
Mediated Learning	Activities that encourage metacognition and promote critical thinking. For example, 1. An artifact-focused activity where students develop skills in analyzing data and examining cultural artifacts relevant to the course. 2. A drawing activity using the Sketchnote method (Rohde 2012, 2014) where students develop icons, quick doodles, visual summaries of readings, and/or representations of class themes.

**Online Adaptation**

Types	Examples of learning activities
Activity	For example, viewing a YouTube video that documents the "great feud" between Margaret Mead and Derek Freeman, along with a Video Viewing Guide.
Critique	For example, a compare/contrast essay using excerpts from Margaret Mead's "Coming of Age in Samoa" and Judith Butler's "Gender Trouble."
Discussion	Online discussions that spark interest in course themes and encourage student participation, self-reflection, and peer interaction. For example, "How do you think cultural messages you encountered as a child about sex, sexuality, or gender have impacted you today?" or "
Group Work	Group projects that encourage collaboration and collegiality. For example, 1. A group project where teams work together to "curate" a mood board to build a visual story of a concept, theme, or artifact. 2. An online group portfolio project where students use visual art, photography, music lyrics, and other materials to represent the societal norms and expectations of men in a given culture.
Lecture	Lectures recorded in Canvas Studio that extend textbook information and other teaching resources. For example, 1. a lecture discussing the auto-ethnographic aspects of Zora Neale Hurston's folkloric opus, "Mules and Men." 2. A lecture that highlights the advocacy and social justice work of the Asian Pacific Institute on Gender-Based Violence.

Other	Activities that encourage metacognition and promote critical thinking. For example, 1. An artifact-focused activity where students develop skills in analyzing data and examining cultural artifacts relevant to the course. 2. A drawing activity using the Sketchnote method (Rohde 2012, 2014) where students develop icons, quick doodles, visual summaries of readings, and/or representations of class themes.
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### Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards  
Chat Rooms  
Discussion Boards  
E-mail Communication  
Telephone Conversations  
Video or Teleconferencing

### Student-Initiated Online Contact Types

Chat Rooms  
Discussions  
Group Work

### Course design is accessible

Yes

## Methods of Evaluation

### Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	Exams focus on class lectures, films, readings, and special presentations up to the prior class meeting. They are composed of short answer, multiple choice, and word identifications, etc.
Essays/Papers	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.
Projects	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.
Class Participation	In-class discussions demonstrate the student's interest in the course, understanding of the materials, as well as critical thinking, verbal, and writing skills.
Oral Presentations	For example, a group presentation that focuses on reviewing and critiquing an anthropologist's contribution to our understanding of a selected gender or sex-related issue, the people studied, research methods used, and the importance of cultural knowledge in addressing the issue.
Other	Other methods of evaluation at the discretion of the instructor (For example, field trips, service-learning opportunities when feasible, etc.)

## Assignments

### 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 populations studied by Martin in her research.
  - b. Read "Introduction to Intersex" by Anne Fausto-Sterling. Be prepared to discuss her argument that "two sexes are not enough."

### Writing Assignments

1. Writing assignments that improve writing skills, encourage critical thinking, and promote an anthropological perspective.

For example,

a. Write a five-page, typed essay comparing and contrasting *bride wealth* 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?

2. Short-answer responses related to reading assignments, films and videos, or class activity.

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 argue that "Man the Hunter" probably never existed. Do you agree with her conclusions? What other evidence would you need (if any), to change your existing opinions?

### Outside-of-Class Assignments

Assignments that use online websites, videos, and Open Educational Resources to explore course themes. For example:

1. Using the Visual Thesaurus, search for the words "sex" and "gender" separately. Describe what your initial search result looks like -- does it have a shape? Multiple connecting lines? What words are immediately surrounding your search word? Which words are further away? What concepts seem to "clump together"? What do these relationships suggest to you about *sex* and *gender* as meaningful concepts rather than behaviors?

2. Using the Human Dignity Trust's online map of regions and countries that criminalize LGBT people, choose one or more regions of the world and access at least three detailed country profiles. What types of sexual behaviors are criminalized, and what are the penalties? Did any of the profiles surprise you?

## SECTION F - Textbooks and Instructional Materials

### Material Type

Textbook

### Author

Fuentes, Agustin

### Title

Sex Is a Spectrum: The Biological Limits of the Binary

### Edition/Version

1

### Publisher

Princeton University Press

### Year

2025

### ISBN #

9780691249414

### Material Type

Textbook

### Author

Sullivan, Alice and Todd, Selina (Eds)

### Title

Sex and Gender: A Contemporary Reader

### Edition/Version

1

### Publisher

Routledge

### Year

2023

**ISBN #**

9781032261195

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**Material Type**

Open Educational Resource (OER)

**Author**

Nelson, K. and Fernandez, N.T.

**Title**

Gendered Lives, Global Issues

**Edition/Version**

1

**Publisher**

State University of New York (SUNY) Press

**Year**

2022

**ISBN #**

9781438486956

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**Material Type**

Textbook

**Author**

Ochoa, Maria

**Title**

Queen for a Day: Transformistas, Beauty Queens, and the Performance of Femininity in Venezuela

**Edition/Version**

1

**Publisher**

Duke University Press

**Year**

2014

**Rationale**

This is a classic award-winning ethnography by a regional author.

**ISBN #**

9780822356264

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**SECTION G - Diversity, Equity and Inclusivity**

**How does your course and/or course outline of record reflect strategies for accommodating and engaging diverse student populations, advancing equitable outcomes, and fostering inclusion for all students?**

Accommodating and Engaging Diverse Students:

The course integrates a wide range of ethnographic and geographic case studies – from Indigenous North American gender systems to contemporary disability activism – ensuring students see both global and local perspectives reflected. By foregrounding intersectionality, it highlights the varied ways sex, gender, race, class, ethnicity, and disability intersect, creating space for students

from diverse backgrounds to connect the material to their own lived experiences. A balance of lectures, discussions, media analysis, and applied exercises supports multiple learning styles and fosters active engagement with peers and wider communities.

#### Advancing Equitable Outcomes:

Assessment methods are scaffolded to include weekly reflections, collaborative presentations, and a major research paper, ensuring that no single assignment disproportionately determines grades. By valuing participation, critical thinking, and creative expression, the course creates multiple pathways for students to demonstrate mastery. A variety of readings and activities are deliberately chosen to highlight marginalized voices in anthropology (e.g., feminist and queer scholars, scholars of color), modeling equitable scholarly representation.

#### Fostering Inclusion for All Students:

Content explicitly addresses how gender and sexuality intersect with race, ethnicity, disability, and health, promoting empathy and cultural humility in classroom dialogue. Ground rules for respectful discussion and assignments that encourage reflexivity help cultivate an inclusive learning environment where diverse perspectives are valued rather than dismissed. Finally, the incorporation of contemporary issues – from reproductive justice to transnational labor – ensures that students see anthropology as relevant to both their personal experiences and their broader social realities.

### Course Codes (Admin Only)

#### CB00 State ID

CCC000327319

#### CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

#### CB11 Course Classification Status

Y - Credit Course

#### CB13 Special Class Status

N - The Course is Not an Approved Special Class

#### CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

#### CB24 Program Course Status

Program Applicable

#### Allow Pass/No Pass

Yes

#### Only Pass/No Pass

No