

Dr. Richard J. Martin
ANTH E-1500, Spring 2016
Harvard Extension School
Wednesdays 5:30-7:30pm

Email: rmartin01@fas.harvard.edu
Classroom: Sever Hall 214
Office: 1 Bow Street #208
Office Hours: Wednesday 3:30-4:30

ANTH E-1500/W

The Anthropology of Sex and Gender Spring 2016 Course Information

In this course, we examine sex, gender, and sexuality across cultural contexts, both western and non-western. Using anthropological theories and methods, we ask how culture shapes experiences and understandings of bodies and relations between them. How have marriage and family been defined across time and space? How do we understand kinship in an age of emerging reproductive technologies? What do diverse constructions of gender, sexuality, and identity tell us about the cultures that produce them? Students will develop ethnographic writing skills by completing short reflective essays, and will complete a research project situating a contemporary phenomenon (from headscarf debates to transgender rights and anti-bullying activism) in anthropological context.

Each two-hour session will be divided into three components: lecture, discussion, and laboratory. Lectures will introduce readings and concepts, provide contextual information on our weekly topic, and raise questions to start discussion. Following lecture, there will be a chance for you to have conversations about readings, concepts, and issues. Either at the beginning or end of class, there will be a “laboratory” component – featuring hands-on activities of various kinds.

Required Materials

The following texts are available for purchase at the Harvard Coop:

- Allison, Anne (1994). *Nightwork: Sexuality, Pleasure, and Corporate Masculinity in a Tokyo Hostess Club*. Chicago: University of Chicago Press.
- Kulick, Don (1998). *Travesti: Sex, Gender and Culture Among Brazilian Transgendered Prostitutes*. Chicago: University of Chicago Press.
- Teman, Elly (2010). *Birthing a Mother: The Surrogate Body and the Pregnant Self*. Berkeley: University of California Press.
- Weiss, Margot (2011). *Techniques of Pleasure: BDSM and the Circuits of Sexuality*. Durham: Duke University Press.

Additional readings are available through Harvard’s electronic library resources and the course website.

Requirements for Writing-Intensive Courses

Writing-intensive courses at Harvard Extension offer students the opportunity to develop their writing skills in the context of a particular academic discipline, and they all feature common elements. Students will

- develop core writing skills, as defined by the instructor, in the discipline of the course;
- complete multiple writing assignments of varying lengths, at least 2 of which must be revised;
- produce a minimum of 10-12 pages of writing, exclusive of the required revisions, over the course of the term;
- meet at least once in individual conference (in person, by phone, or electronically) with the instructor or TA to discuss writing in progress; and
- receive detailed feedback on their drafts and revisions, on both content and expression.

Assignments and Grading

This course emphasizes the development of skills pertaining to ethnographic writing. The first essay assignment asks you to analyze a cultural artifact or phenomenon. The second essay assignment asks you to reflect on current experiences, giving you practice at participant observation, a core methodology in anthropology. The final essay asks you to use anthropological theories and concepts we have discussed throughout the semester to analyze a phenomenon in greater depth. For data, you may draw on cultural artifacts or phenomena as in essay 1, observations as in essay 2, or a combination of both.

With the exception of the final essay, undergraduates and graduates complete the same assignments, with the same grading standards. This is because ethnographic writing skills and anthropological concepts may be equally unfamiliar to students in both categories, as no previous coursework in anthropology or gender/sexuality studies is required. For the final essay, however, the expectations differ. Students enrolled for undergraduate credit complete a 7-8 page final paper; academic sources may be drawn exclusively from course readings. Students enrolled for graduate credit complete a 10-12 page final paper; these students must draw on independently selected secondary sources in addition to course readings, and are held to standards appropriate for graduate student scholarship.

Essay 1 (4 pages)

Ethnographic Analysis of a Cultural Artifact or Phenomenon

Essay 2 (4 pages)

Ethnographic Analysis of an Experience or Encounter

Essay 3 (7-8 pages – Undergraduate; 10-12 pages - Graduate)

Argument Informed by Anthropological Theories and Methods

In addition to essays, there will be three quizzes, as a way to account for attendance and preparation. Quizzes will assess general understanding of course concepts, and will cover material discussed in lectures as well as readings. Quizzes will be unannounced, and there will be no make-ups. However, your lowest quiz score will be dropped.

Below is a breakdown of assignments and their weights. Drafts and proposals are ungraded: points for these assignments are based solely on completeness.

Draft of Essay 1	10 points	02.5%
Revision of Essay 1	80 points	20.0%
Essay 2	80 points	20.0%
Essay 3 Proposal	10 points	02.5%
Draft of Essay 3	20 points	05.0%
Revision of Essay 3	160 points	40.0%
Quizzes	40 points	10.0%

Final Grades will be calculated as follows:

Points	Grade	Points	Grade
385-400	A	185-214	C
350-384	A-	150-184	C-
315-349	B+	115-149	D+
285-314	B	085-114	D
250-284	B-	050-084	D-
215-249	C+	000-049	E

Policy on Late and Missing Work

To ensure fairness, extensions will not be granted except in cases of documented medical or family emergencies. Late drafts will not receive credit or feedback. For the major written assignments (Essay 1 Revision, Essay 2, Essay 3 Revision), late work will be penalized 1/3 a letter grade (e.g. A- to B+) for each 24-hour period it is late. Should you miss a deadline, I will set a final deadline (usually 72 hours after the original deadline) after which the work will not be accepted. Failure to turn in any major assignment will be considered neglect and may result in exclusion from the course.

When you are uploading documents, you are responsible for submitting versions that I can open. (The document must either be in Microsoft Word or be easily compatible; your file should end in .doc or .docx.) It is also your responsibility to ensure that the file you are sending is not corrupted or damaged. If I cannot open or read the file you have sent, the work will be considered as not having been submitted until the situation is rectified.

Academic Integrity

You are responsible for understanding Harvard Extension School policies on academic integrity (www.extension.harvard.edu/resources-policies/student-conduct/academic-integrity) and how to use sources responsibly. Not knowing the rules, misunderstanding the rules, running out of time, submitting "the wrong draft", or being overwhelmed with multiple demands are not acceptable excuses. There are no excuses for failure to uphold academic integrity.

To support your learning about academic citation rules, please visit the Harvard Extension School Tips to Avoid Plagiarism (www.extension.harvard.edu/resources-policies/resources/tips-avoid-plagiarism), where you'll find links to the Harvard Guide to Using Sources and two, free, online 15-minute tutorials to test your knowledge of academic citation policy. The tutorials are anonymous open-learning tools.

Portions of the Academic Integrity Policy especially relevant to this course:

Harvard Extension School expects students to understand and maintain high standards of academic integrity. Breaches of academic integrity are subject to review by the [Administrative Board](#) and may be grounds for disciplinary action, up to and including requirement to withdraw from the Extension School and suspension of registration privileges. The following are examples.

PLAGIARISM

Plagiarism is the theft of someone else's ideas and work. It is the incorporation of facts, ideas, or specific language that are not common knowledge, are taken from another source, and are not properly cited.

Whether a student copies verbatim or simply rephrases the ideas of another without properly acknowledging the source, the theft is the same. A computer program written as part of the student's academic work is, like a paper, expected to be the student's original work and subject to the same standards of representation. In the preparation of work submitted to meet course, program, or school requirements, whether a draft or a final version of a paper, project, take-home exam, computer program, placement exam, application essay, oral presentation, or other work, students must take great care to distinguish their own ideas and language from information derived from sources. Sources include published and unpublished primary and secondary materials, the Internet, and information and opinions of other people.

Extension School students are responsible for following the standards of proper citation to avoid plagiarism. A useful resource is [The Harvard Guide to Using Sources](#) prepared by the [Harvard College Writing Program](#) and the Extension School's [tips to avoid plagiarism](#).

INAPPROPRIATE COLLABORATION AND OTHER ASSISTANCE

Collaboration on assignments is prohibited unless explicitly permitted by the instructor. When collaboration is permitted, students must acknowledge all collaboration and its extent in all submitted work. Collaboration includes the use of professional or expert editing or writing services, as well as statistical, coding, or other outside assistance. Because it is assumed that work submitted in a course is the student's own unless otherwise permitted,

students should be very clear about how they are working with others and what types of assistance, if any, they are receiving. In cases where assistance is approved, the student is expected to specify, upon submission of the assignment, the type and extent of assistance that was received and from whom. The goal of this oversight is to preserve the status of the work as the student's own intellectual product. Students should remember that the [Writing Center](#) is available to assist them with assessing and editing their own work.

DUPLICATE ASSIGNMENTS

Students are expected to submit work that is done solely for each course in which they enroll. Prior written permission of all instructors is required if students wish to submit the same or similar work in more than one course.

Students who repeat a course must have the instructor's approval to reuse or resubmit work that they previously submitted for the same course.

SCIENTIFIC RESEARCH

Students are expected to record honestly and accurately the results of their research. Falsification of research results includes misrepresentations, distortions, or serious omissions in data or reports on research, and it is considered a serious violation of academic honesty. Plagiarism or falsification of research results will ordinarily result in the student's withdrawal from the Extension School.

Accessibility

The Extension School is committed to providing an accessible academic community. The Disability Services Office offers a variety of accommodations and services to students with documented disabilities. Please visit www.extension.harvard.edu/resources-policies/resources/disability-services-accessibility for more information.

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The Anthropology of Sex and Gender Spring 2016 Syllabus

Day	Topic
Wed Jan 27	<u>Introduction: Nature and Culture</u>
Readings:	<ul style="list-style-type: none">• Ortner, Sherry (1972). "Is Female to Male as Nature is to Culture?" <i>Feminist Studies</i> 1(2): 5-31.• Slocum, Sally (1975). "Woman the Gatherer." In: <i>Toward an Anthropology of Women</i>. Rayna Reiter, Ed.• Sperling, Susan (1991). "Baboons with Briefcases: Feminism, Functionalism, and Sociobiology in the Evolution of Primate Gender" <i>Signs</i> 17(1): 1-27.• Martin, Emily (1991). "The Egg and the Sperm: How Science has Constructed a Romance Based on Stereotypical Male-Female Roles." <i>Signs</i> 16(3): 485-501.• Butler, Judith (1990). <i>Gender Trouble</i>. (Excerpts)
Wed Feb 03	<u>Sex, Gender and Ideology</u>
Readings:	<ul style="list-style-type: none">• Barthes, Roland (1972). <i>Mythologies</i>. (Excerpts)• Allison, Anne (1991). "Japanese Mothers and 'Obentos': Lunchbox as Ideological State Apparatus." <i>Anthropological Quarterly</i>. 64(4): 195-208.• Bourdieu, Pierre (1999). <i>Masculine Domination</i>. (Excerpts)• Messick, Brinkley (1987). "Subordinate Discourse: Women, Weaving and Gender Relations in North Africa." <i>American Ethnologist</i> 14(2): 210-225.• Aucoin, Pauline (2000). "Blinding the Snake: Women's Myths as Insubordinate Discourse in Western Fiji" <i>Anthropologica</i>. 42(1): 11-27.
	Special Instructions: Bring to class a cultural artifact related to sex or gender.
Wed Feb 10	<u>Kinship and Marriage</u>
Readings:	<ul style="list-style-type: none">• Goody, Jack (1956). "A Comparative Approach to Incest and Adultery" <i>British Journal of Sociology</i>. 7(4): 286-305.• Lévi-Strauss, Claude (1969). <i>The Elementary Forms of Kinship</i> (excerpts)• Gough, E Kathleen (1959). "The Nayars and the Definition of Marriage." <i>The Journal of the Royal Anthropological Institute</i> 89(1): 23-34.• Schneider, David. "What is Kinship All About?"• Yanagisako, Sylvia and Jane Collier. "Toward a Unified Analysis of Gender and Kinship." In: <i>Gender and Kinship</i>.

Fri Feb 12 Essay 1 Draft Due by 5pm

Wed Feb 17 The Anthropology of Women

Readings:

- Rubin, Gayle (1975). "The Traffic in Women." In: *Toward an Anthropology of Women*. Rayna Reiter, Ed.
- Behar, Ruth (1990). "Rage and Redemption: Reading the Life Story of a Mexican Marketing Woman." *Feminist Studies* 16(2): 223-258.
- Constable, Nicole (2006). "Brides, Maids, and Prostitutes: Reflections on the Study of 'Trafficked' Women." *PORTAL: Journal of Multidisciplinary International Studies* 3(2): 1-25.
- Allison, Anne. *Nightwork*.

Special Instructions: Bring to class a hard copy of your draft.

Wed Feb 24 The Anthropology of Men

Readings:

- Allison, Anne. *Nightwork*.
- Gutmann, Matthew (1997). "The Ethnographic G(Ambit): Women and the Negotiation of Masculinity in Mexico City." *American Ethnologist* 24(4): 833-855.
- Inhorn, Marcia (2007). "Masturbation, Semen Collection and Men's IVF Experiences: Anxieties in the Muslim World." *Body & Society* 13(3): 37-53.
- Mitchell, Gregory (2010). "Fare Tales and Fairy Tails: How Gay Sex Tourism is Shaping the Brazilian Dream." *Wagadu* 8: 93-114.

Fri Feb 26 Essay 1 Revision Due by 5pm

Wed Mar 02 Gay and Lesbian Studies

Readings:

- Foucault, Michel (1995). *The History of Sexuality* (Excerpts)
- D'Emilio, John (1997). "Capitalism and Gay Identity" In: *The Gender Sexuality Reader*. Lancaster and di Leonardo, eds.
- Weston, Kath (1991). *Families We Choose* (Excerpts)
- Lewin, Ellen. "Why in the World Would You want to do that?: Claiming Community in Lesbian Commitment Ceremonies" In: *Inventing Lesbian Cultures*. Ellen Lewin, ed.
- Vasquez del Aguila, Ernesto (2012). "Coming Out in a Transnational Context" *Sexualities* 15(1): 207-224.

Wed Mar 09 Sexual Subcultures

Readings:

- Rubin, Gayle (1984). "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality." In: *Deviations, A Gayle Rubin Reader*.
- Hennen, Peter (2005). "Bear Bodies, Bear Masculinities: Recuperation, Resistance, or Retreat?" *Gender & Society* 19(1): 25-43.
- Graydon, Michael (2007). "Don't Bother to Wrap It: Online Gift-giver and Bug-chaser Newsgroups, the Social Impact of Gift Exchanges and the Carnavalesque." *Culture, Health & Sexuality* 9(3): 277-92.
- Sheff, Elisabeth (2005). "Polyamorous Women, Sexual Subjectivity, and Power." *Journal of Contemporary Ethnography* 34(3): 251-283.
- Leap, William (2011). "Language, Gay Pornography, and Audience Reception." *Journal of Homosexuality*. 58(6-7): 932-952.

Wed Mar 16 ***No Class: Spring Break***

Wed Mar 23 Geographies of Sexuality

Readings:

- Califia, Pat (1994). "The City of Desire: Its Anatomy & Destiny" In: *Public Sex: The Culture of Radical Sex*.
- Puar, Jasbir (2006). "Mapping US Homonormativities." *Gender, Place and Culture*. 13(1):67-88.
- Howe, Cymene (2001). "Queer Pilgrimage: The San Francisco Homeland and Identity Tourism." *Cultural Anthropology* 16(1): 35-61.
- Hubbard, Phil and Teela Sanders (2003). "Making Space for Sex Work" *International Journal of Urban and Regional Research* 27(1): 75-89.
- Benedicto, Bobby (2008). "The Haunting of Gay Manila." *GLQ* 14(2/3): 317-338.

Special Instructions: Bring to class a hard copy of your draft.

Fri Mar 25 Essay 2 Due by 5pm

Wed Mar 30 Sexualities and Genders Across Cultures

Readings:

- Elliston, Deborah (1995). "Erotic Anthropology: Ritualized 'Homosexuality' in Melanesia and Beyond." *American Ethnologist* 22(4): 848-867.
- Epple, Carolyn (1998). "Coming to Terms with Navajo Nadleehi: A Critique of Berdache, Gay, Alternate-Gender, and Two-Spirit." *American Ethnologist* 25(2): 267-290.
- Boellstorff, Tom (2003). "Dubbing Culture: Indonesian *gay* and *lesbi* Subjectivities and Ethnography in an Already Globalized World" *American Ethnologist* 30(2): 225-242.
- Kulick, Don. *Travesti*.

Fri Apr 01 Final Essay Proposal Due by 5pm

Wed Apr 06 Transgender Studies

Readings:

- Kulick, Don. *Travesti*.
- Valentine, David (2004). "The Categories Themselves." *GLQ: A Journal of Lesbian and Gay Studies* 10(2): 215-220.
- Valentine, David (2003). "The Calculus of Pain: Violence, Anthropological Ethics, and the Category Transgender." *Ethnos* 68(1): 27-48.
- Stryker, Susan (2009). "We who are Sexy: Christine Jorgensen's Transsexual Whiteness in the Postcolonial Philippines." *Social Semiotics* 19(1): 79-91.

Wed Apr 13 BDSM Studies

Readings:

- Newmahr, Staci (2010). "Rethinking Kink: BDSM as Serious Leisure" *Qualitative Sociology* 33:313-331.
- Hammers, Corie (2014). "Corporality, BDSM, and Sexual Trauma." *Body & Society*. 20(2): 68-90.
- Barker, Meg (2013). "Consent is a Grey Area?" *Sexualities* 16(8): 896-914.
- Weiss, Margot. *Techniques of Pleasure*.

Wed Apr 20 Power and Agency

Readings:

- Weiss, Margot. *Techniques of Pleasure*.
- Mahmood, Saba (2001). "Feminist Theory, Embodiment, and the Docile Agent: Some Reflections on the Egyptian Islamic Revival." *Cultural Anthropology* 16(2): 202-236.
- Wardlow, Holly (2004). "Anger, Economy and Female Agency: Problematizing 'Prostitution' and 'Sex Work' among the Huli of Papua New Guinea." *Signs*. 29(4): 1017-1040.
- Shell-Duncan, Bettina (2008). "From Health to Human Rights: Female Genital Cutting and the Politics of Intervention." *American Anthropologist* 110(2): 225-236.

Wed Apr 27 Reproductive Rites and Rights

Readings:

- Ginsburg, Faye (1987). "Procreation Stories: Reproduction, Nurture, and Procreation in the Life Narratives of Abortion Activists." *American Ethnologist* 14(4): 623-636.
- Leinaweaver, Jessaca (2007). "On Moving Children: The Social Implications of Andean Child Circulation" *American Ethnologist* 34(1):163-180.
- Folgero, Tor (2008). "Queer Nuclear Families?: Reproducing and Transgressing Heteronormativity" *Journal of Homosexuality* 54(1-2):124-149.
- Teman, Elly. *Birthing a Mother*

Fri Apr 29 Essay 3 Draft Due by 5pm

Wed May 04 Kinship Reconsidered

Readings:

- Teman, Elly. *Birthing a Mother*
- Borneman, John (1997). "Caring and Being Cared For: Displacing Marriage, Family, Gender and Kinship" *International Social Science Journal* 49(4): 573-584.
- Thompson, Charis (2001). "Strategic Naturalizing: Kinship in an Infertility Clinic" In: *Relative Values*. Franklin and McKinnon, eds.
- McKinnon, Susan (2015). "Productive Paradoxes of the Assisted Reproductive Technologies in the Context of the New Kinship Studies." *Journal of Family Issues* 36(4): 461-479.

Wed May 11 Conclusion or Make-Up Class: Plan on Attending

Fri May 13 Essay 3 Revision Due by 5pm