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:


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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draft of Essay 1</td>
<td>10</td>
<td>02.5%</td>
</tr>
<tr>
<td>Revision of Essay 1</td>
<td>80</td>
<td>20.0%</td>
</tr>
<tr>
<td>Essay 2</td>
<td>60</td>
<td>20.0%</td>
</tr>
<tr>
<td>Essay 3 Proposal</td>
<td>10</td>
<td>02.5%</td>
</tr>
<tr>
<td>Draft of Essay 3</td>
<td>20</td>
<td>05.0%</td>
</tr>
<tr>
<td>Revision of Essay 3</td>
<td>160</td>
<td>40.0%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>40</td>
<td>10.0%</td>
</tr>
</tbody>
</table>

Final Grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>385-400</td>
<td>A</td>
<td>185-214</td>
<td>C</td>
</tr>
<tr>
<td>350-384</td>
<td>A-</td>
<td>150-184</td>
<td>C-</td>
</tr>
<tr>
<td>315-349</td>
<td>B+</td>
<td>115-149</td>
<td>D+</td>
</tr>
<tr>
<td>285-314</td>
<td>B</td>
<td>085-114</td>
<td>D</td>
</tr>
<tr>
<td>250-284</td>
<td>B-</td>
<td>050-084</td>
<td>D-</td>
</tr>
<tr>
<td>215-249</td>
<td>C+</td>
<td>000-049</td>
<td>E</td>
</tr>
</tbody>
</table>

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.
ANTH E-1500/W
The Anthropology of Sex and Gender
Spring 2016 Syllabus

Day                     Topic

Wed Jan 27              Introduction: Nature and Culture

Readings:
• Butler, Judith (1990). Gender Trouble. (Excerpts)

Wed Feb 03               Sex, Gender and Ideology

Readings:
• Barthes, Roland (1972). Mythologies. (Excerpts)
• Bourdieu, Pierre (1999). Masculine Domination. (Excerpts)

Special Instructions: Bring to class a cultural artifact related to sex or gender.

Wed Feb 10               Kinship and Marriage

Readings:
• Lévi-Strauss, Claude (1969). The Elementary Forms of Kinship (excerpts)
• Schneider, David. “What is Kinship All About?”
Fri Feb 12  Essay 1 Draft Due by 5pm

Wed Feb 17  The Anthropology of Women
Readings:


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

Wed Feb 24  The Anthropology of Men
Readings:


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)
- Weston, Kath (1991). Families We Choose (Excerpts)
Wed Mar 09  
**Sexual Subcultures**

Readings:

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

Wed Mar 23  
**Geographies of Sexuality**

Readings:

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:
- Kulick, Don. *Travesti.*

Fri Apr 01  
**Final Essay Proposal Due by 5pm**
**Wed Apr 06**

**Transgender Studies**

- Kulick, Don. *Travesti*.

**Wed Apr 13**

**BDSM Studies**


**Wed Apr 20**

**Power and Agency**


**Wed Apr 27**

**Reproductive Rites and Rights**

- Teman, Elly. *Birthing a Mother*  

**Fri Apr 29**  **Essay 3 Draft Due by 5pm**
Kinship Reconsidered

Readings:

- Teman, Elly. *Birthing a Mother*

Conclusion or Make-Up Class: Plan on Attending

Essay 3 Revision Due by 5pm