

SYLLABUS
ANTH 4210.01- CULTURE AND HUMAN SEXUALITY
SPRING 2019

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Class meetings: Tu/Th 3:30- 4:50
Meeting location: Gateway 137

COURSE DESCRIPTION

Welcome! I hope you find this class rewarding and challenging. This course is an introduction to the anthropology of sexuality. In this class, we will learn about the history of the study of sexuality in anthropology, with particular attention to the significant debates, interventions, and lessons that have informed the development of “queer anthropology.” Throughout, we will develop and utilize a “queer” anthropological analytic to understand how that seemingly most natural aspect of humanity—sexuality—is culturally structured and personally experienced very differently around the globe.

Throughout the semester, we will study how institutional knowledges about sexual and gendered difference work to produce categories of personhood (such as gay, straight, transgender), and we will use cross-cultural comparison to consider how cultural meanings about gender and sexuality outside “the West” might challenge the coherence/naturalness of those categories. We will explore how local genders and sexualities around the world articulate with transnational, global discourses about gender and sexuality, and we will examine how sexual and gendered difference maps onto cultural, racial, and national difference. In the final section of the course, we will turn back to the United States, and Western understandings of sexual and gendered difference to re-consider sexual and gender norms and hierarchies in the United States.

COURSE OBJECTIVES

- Gain knowledge about the history of the study of sexuality in anthropology
- Understand the variation of meanings about gender and sexual differences across and within cultures
- Critically analyze the relationship between sexual difference, knowledge production, and structures of power
- Understand the variation of meanings about gender and sexual differences across and within cultures
- Understand and utilize a queer anthropological approach to gender and sexuality

REQUIRED TEXT

There is one required text for this course, which is available at the UNT Bookstore. It is "Imagining Transgender: An Ethnography of a Category" by David Valentine (2007). All other required readings will be available for download at your pleasure on our course webpage.

WHAT IT MEANS TO READ

In completing the reading assignments, I want you read the articles and books critically, that is, with an eye to the assumptions, claims, and conclusions of the authors. In other words, I expect you to derive from your reading not simply a knowledge of the content of the materials, but also the ways in which these authors understand and work with broader concepts (i.e. "sex," "gender," and "sexuality" as well as "race," "class," "nation" etc.) As the semester progresses, you will be encouraged to draw earlier readings into your written work and class discussions. As such, my strong suggestion is that you take notes on the materials you read to aid you in this task.

CLASS PARTICIPATION

This class relies on the intellectual commitment and *active* participation of all students. This goes beyond merely showing up for class, and includes but is not limited to: responding to discussion questions that I pose to the class, asking your own questions for clarification, and respectfully responding to classmates' discussion points if relevant. In order for you to participate, you need to have completed the reading assignment for that day and be ready to talk about it in class. The topics we will be discussing can be emotionally and politically charged, so I expect everyone to *actively* listen to others as well as be respectful of each other's ideas. You should bring assigned readings to class each day as we will refer to and utilize them throughout our meetings.

COURSE EXPECTATIONS

General Information: This course requires considerable reading and writing. Although you do not need a background in anthropological theory to succeed in the class, you will be expected to grapple with difficult texts that you may need to re-read and sit with to fully understand. In other words, cursory readings will not be sufficient.

In addition, we may cover materials in this course that challenge your personal beliefs and opinions. I do not expect you to agree with course materials in order to do well in this course, but I do expect you to approach these topics in an open and intellectual fashion. Comments that are disrespectful to your classmates and/or myself will not be tolerated.

Each class period, I will expect you to:

- Have completed the readings
- Pose questions for clarification or extension of points
- Participate actively in discussion and debate
- Respectfully challenge your instructor and peers where appropriate
- Contribute positively to the classroom climate

Late work: I do not accept late quizzes, tests, assignments, or papers unless you have made specific arrangements with me in advance, have a doctor's note, and/or have otherwise received my approval. That being said, if you realize you are going to have difficulty meeting a deadline, I am often willing to work with you to give you extra time **if** you contact me in advance to make arrangements.

Extra Credit: Extra credit can be earned at any point during the semester. I will suggest several opportunities in class, and I am relatively open to creative ideas from you. Options to earn extra credit include: relevant movie/documentary analysis, writing about a related talk/lecture on campus, a personal reflection that puts course content in conversation with an experience you have had, or developing a creative piece such as poetry or artwork. You must get approval from me ahead of time for your choice, so check with me before you do the work.

Electronics in the Classroom: Please turn off your cell phone prior to coming to class. Students may use laptop computers to take notes and for class purposes only; students checking email, using Facebook, etc. will be asked to turn off their computers and will not be allowed to use their computers in subsequent classes.

Academic Honesty: The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat. For this class, writing assignments will be submitted through Turnitin, a Web based resource that compares the text of student papers to an extensive electronic database. Writing assignments will be assessed by Turnitin for textual similarity review.

- Cheating includes the physical or electronic **distribution or use** of answers for graded components, such as discussion posts, writing assignments, and exams.
- Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own.
- Plagiarism may be inadvertent or intentional. That is, plagiarism is still plagiarism even if you "didn't mean to do it." Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should be cited.
- Students suspected of any of these will be provided the opportunity for a hearing; if found guilty they can receive an automatic "F" in the course. In addition, I reserve the right to pursue further disciplinary action within the UNT legal system, which may result in your dismissal from the university.
- For more information on paper writing, including how to avoid plagiarism, and how to use citations, see <http://www.unt.edu/anthropology/writing.htm>. For information on the University's policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, <http://www.unt.edu/csrr/>.

Two more points about this: A) Just don't do it. I promise, I and your IA will be able to tell if the writing is not yours. It is better to talk with me about why the assignment is not complete, or asking for (even late) help on in-text citations, rather than passing off someone else's work as your own. B) As we will talk about this semester, this is also an issue of a politics of citation. When you represent someone else's thoughts/writing as your own, you are denying them credit for their intellectual work. For many of our authors,

especially those who are women, persons of color, queer, and/or live outside the United States and Europe, this is yet another way in which their voices are marginalized within the western academy. Actions have meaning. Please cite your sources.

Academic Accommodations: The University of North Texas is committed to providing accommodation for all students with disabilities. If you have or acquire a disability that may affect your participation in class, I will strive to accommodate your needs. To ensure that the necessary accommodations are made, be sure to contact the Office of Disability Accommodation (located in Sage Hall) as soon as possible to ensure your needs are met in a timely manner. They will work with both of us to ensure proper accommodations are made. If you need accommodations, please remember that reasonable prior notice needs to be given to the Office of Disability Accommodation. Note that students need to obtain a new letter of accommodation for every semester and meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

Basic Needs: You can't learn if you are hungry! UNT does have a Food Pantry on campus. Any current UNT student in need can visit the UNT Food Pantry 8am-6pm Monday-Thursday and 8pm-5pm on Fridays. Students will check-in at the Dean of Students Office front desk in the Union, Suite 409. Students may go directly to room 366 from 5PM-6PM, Monday-Thursday. Students who visit the food pantry can request to meet with a staff member to discuss any difficulties they may be facing during the hours of 8am-5pm. When appropriate, referral to additional campus and/or community resources will be made. The Dean of Students Office has established protocols that allow for student confidentiality and dignity to be maintained. In addition, there is a pantry located at the Discovery Park Location in the Engineering Library (M130) next to the Career Center, as well as a Food Pantry located at UNT's Frisco campus, which can be accessed by visiting the information desk.

Emergency Notification and Procedures: UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

COURSE EVALUATION

I.	Participation	5%
II.	Quotation Commentaries	20%
III.	Current Events Journal	25%
IV.	Midterm Exam	20%
V.	Response Papers (2 @ 150 pts)	30%

I. Participation Grade (50 points)

As previously stated, this class relies on the intellectual commitment and *active* participation of all students. Participation in this context goes beyond merely showing up for class, and includes but is not limited to: participating in group work, responding to discussion questions that I pose to the class, asking your own questions for clarification, and respectfully responding to classmates' discussion points if relevant. In order for you to participate, you need to have completed the reading assignment for that day and be ready to talk about it in class.

II. Quotation Commentaries (200 points)

In order to encourage students to come to class, and to come to class having read the material and ready to discuss, there will be 10 "quotation commentary" assignments assigned throughout the semester and they will be worth 20 points each. These commentaries will be unannounced, and they will be completed in class. I will hand out a sheet of paper with one or more quotations from that day's assigned reading. You will be asked to respond to this quote in the following ways: Paraphrase, Interpret, Comment/Analyze.

Paraphrase: Rephrase the meaning of the passage in 3-5 sentences using your own words.

Interpret: Explain the meaning of this passage. Why is it significant?

Comment/Analyze: Express your opinion of this passage. How does it relate to the rest of the text? How does it relate to other texts we have read or concepts we have discussed in class?

Students who are absent will not be given the opportunity to make up these points unless they have a documented excuse and have received permission from the instructor ahead of time.

III. Contemporary Events Journal (250 points)

In order to provide an opportunity for you to put the concepts and ideas we are learning in class in conversation with events and issues in our society today, each student will complete 10 journal entries about contemporary events, issues, spaces or people related to sexuality, gender, and/or sex throughout the course, worth 25 points each.

Journal entries will identify a "contemporary event" and analyze it using concepts from class. While current news stories or notable events make especially good topics, other options include identifying and analyzing activist efforts/groups (history of organizations and/or coalitions, organizational brochures, manifestos, protest and mobilization, etc), artistic works (poems, music lyrics, artwork, performance art, etc), academic or intellectual work (articles, books, etc), or any other sites of analysis that you think are relevant. Be creative!

Each journal entry should be between 200-250 words. In each entry, you will want to:

1. Identify and provide a brief description/summary of your topic
2. Explain this topic's significance to course content using at least **one** concept or topic from class or your required readings

3. Offer your very insightful and critical analysis of the topic/materials (FYI: “I thought it was interesting” is neither insightful nor critical)
4. Include a weblink or copy of object if relevant

Try to select topics that raise your curiosity or interest—it will make it much more relevant for you. Note that in class, I may sometimes ask you to discuss recent current event journal entries with your classmates.

IV. Midterm Exam (200 points)

There is one examination for this class, a midterm. It will be an essay exam that will allow you to demonstrate your understanding of, and ability to apply, course content. Course content includes assigned readings, lectures, discussions, videos, and presentations. The exam will be administered outside of class. As such, it is open book and open note, but note that this courtesy comes with increased expectations on my part and thus a higher standard for success. This means that proper preparation for the exam is key to doing well. I will provide study guidance one week before the exam.

V. Response Papers (300 points)

Over the course of the semester, students will complete two short response papers worth 150 points each. The second week of class, I will bring a sign-up sheet for students to select which readings/days you will submit your papers. Response papers will be 500-700 words in length, and will provide a summary, critical analysis, response, and discussion question in response to one of the assigned readings on the course schedule. More guidance on this will be provided before the first responses are due.

***A Note on Paper Formatting: All papers are to be double spaced, with 12-point font and 1-inch margins on all sides, and should contain a works cited/references page. In-text quotes and references should be properly cited. You may use whichever format you are most familiar with (i.e. MLA, APA, Chicago), but you must be consistent. If you do not know what I am talking about here, please, please, please ask the Instructor, your Instructional Assistant, or the UNT writing lab for help.**

NOTE: The instructor reserves the right to add, delete, or revise segments of the syllabus. Any changes in the course schedule will be announced in class and on the course webpage.

COURSE SCHEDULE

Introduction

1/15: Welcome! No assigned readings

1/17: Adrienne Rich “Claiming an Education”

**Part I- Laying the Groundwork:
The Social Construction of Gender, Sex, and Sexuality**

- 1/22: Judith Lorber "Believing is Seeing: Biology as Ideology"
- 1/24: Anne Fausto-Sterling "The Five Sexes"
- 1/29: Ricki Wilchins selection from "Its Your Gender, Stupid!" (pgs. 23-29)
Ricki Wilchins selection from *Gender Theory, Queer Theory* (pgs. 35-42)

Part II- Histories of Sexuality in Anthropology

- 1/31: Kath Weston "Lesbian and Gay Studies in the House of Anthropology"
- 2/5: Gayle Rubin "Thinking Sex" (pgs. 143-156)
- 2/7: Gayle Rubin "Thinking Sex" (pgs. 157-172)
- 2/12: Estelle B. Freedman and John D'Emilio "Problems Encountered in Writing the History of Sexuality: Sources, Theory, and Interpretation"
- 2/14: Gilbert Herdt "Semen Transactions in Sambia Culture"
- 2/19: Deborah Elliston "Erotic Anthropology: 'Ritualized Homosexuality' in Melanesia and Beyond"

Part III- Queering Anthropology

- 2/21: Dennis Altman "Global Gaze/Global Gays"
- 2/26: Tom Boellstorff "Queer Studies in the House of Anthropology"
- 2/28: Jafari Scott Allen "Race/Sex Theory 'Toward a New and More Possible Meeting'"
Gloria Anzaldúa "To(o) Queer the Writer—Loca, Escritora, y Chicana"
- 3/5: Margot Weiss "The Epistemology of Ethnography: Method in Queer Anthropology"

3/7- 3/10: MIDTERM EXAM

3/11- 3/15 SPRING BREAK

Part IV- Gendered and Sexual Practices and Identities in a Global Context

- 3/19: Evelyn Blackwood "Tombois in West Sumatra: Constructing Masculinity and Erotic Desire"
- 3/21: Naisargi Dave "To Render Real the Imagined: An Ethnographic History of Lesbian Community in India"
- 3/26: Gregory Mitchell- selection from "Introduction" to *Tourist Attractions: Performing Race and Masculinity in Brazil's Sexual Economy*
- 3/28: Donald Donham- "Freeing South Africa: The 'Modernization' of Male-Male Sexuality in Soweto"
- 4/2: Martin Manalansan- selection from "The Border Between Bakla and Gay" in *Global Divas: Filipino Gay Men in the Diaspora* (pgs. 20- 35)

Part V- Constructing Sexual and Gender Norms, Identities, and Subjects in the West

- 4/4: John D'Emilio "Capitalism and Gay Identity"
- 4/9: Jonathon Katz – Selection from *The Invention of Heterosexuality*
- 4/11: Margot Canaday "Who is a Homosexual? Consolidation of Sexual Identities in Mid-twentieth Century Immigration Law"
- 4/16: Eithne Luibhéid "Looking Like a Lesbian: Sexual Monitoring at the U.S.- Mexico Border"
- 4/18: David Valentine – *Imagining Transgender* "Introduction"
- 4/23: David Valentine – *Imagining Transgender* Ch. 1 "Imagining Transgender"
- 4/25: David Valentine – *Imagining Transgender* Introduction to Part II and Ch. 2 "Making Community"
- 4/30: David Valentine – *Imagining Transgender* Ch. 3 "'I Know What I Am': Gender, Sexuality and Identity"
- 5/2: David Valentine – *Imagining Transgender* Introduction to Part III and Ch. 4 "The Making of a Field: Anthropology and Transgender Studies"