

SYLLABUS
ANTH 4210.001
CULTURE AND HUMAN SEXUALITY
SPRING 2020

Professor: Dr. Jara Carrington

Email: jara.carrington@unt.edu

Office Hours: Tuesdays 1:30- 2:30, Wednesdays 12:00- 1:00, or by appointment

Office: Sycamore Hall 122

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 anthropological perspectives on sexuality and the current field of queer anthropology. We will examine a variety of academic and popular texts to understand and problematize the ways in which culturally specific norms around gender, sex, race, ethnicity, indigeneity, class, and more intersect with and inform the experience we call “sexuality.”

Throughout the semester, we will study how knowledge about sexual and gendered difference is produced in a variety of contexts, and the processes by which these differences come to constitute categories of personhood/identity (such as gay, straight, transgender). We will examine in-depth norms around gender, sex, and sexuality in the West, and consider how these are constructed in and through hierarchies of race, ethnicity, class, indigeneity, and nationality. 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. Further, we will explore how local genders and sexualities around the world articulate with transnational discourses about gender and sexuality, and we will examine how sexual and gendered difference maps onto cultural, racial, and national difference.

COURSE OBJECTIVES

After completing this course, you will be able to:

- Identify and explain knowledge about the history of the study of sexuality in anthropology
- Evaluate variety of meanings about gender and sexual differences across and within cultures

- Critically analyze the relationship between sexual difference, knowledge production, and structures of power
- Utilize a queer anthropological approach to gender and sexuality in your own work and lives

REQUIRED TEXT

There is no required text to purchase for this course. All required readings will be available for download at your pleasure on our course webpage on Canvas.

A NOTE ABOUT REQUIRED TEXTS: WHAT IT MEANS TO READ

In completing the readings, I expect that you read the texts critically. This does not mean trying to find fault with the text, but rather to approach each text with an eye to the assumptions, claims, and conclusions of the authors. In other words, I expect you to derive from your reading not only the basic content of the materials, but also the ways in which these authors understand and work with broader concepts relevant to this course (i.e. "sex" and "gender," as well as "race," "class," "sexuality" etc.) As the semester progresses, you will be encouraged to put different readings in conversation with each other. 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 or gender studies 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 ringer/vibration 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.

From UNT's Academic Integrity Policy:

"Cheating" means the use of unauthorized assistance in an academic exercise, including but not limited to:

1. use of any unauthorized assistance to take exams, tests, quizzes, or other assessments;
2. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
3. use, without permission, of tests, notes, or other academic materials belonging to instructors, staff members, or other students of the University;
4. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor;
5. any other act designed to give a student an unfair advantage on an academic assignment.

"Plagiarism" means use of another's thoughts or words without proper attribution in any academic exercise, regardless of the student's intent, including but not limited to:

1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation, or
 2. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.
- The definition of plagiarism means it 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 receive an automatic zero on the assessment. I also reserve the right to pursue further disciplinary action within the UNT system. Students will be provided the opportunity for a hearing; if found guilty they can receive an automatic “F” in the course. Multiple violations may result in 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. We use Turnitin in this class, and even without that I will likely 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 help on in-text citations, rather than passing off someone else’s work as your own. B) 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.

STUDENT RESOURCES

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.

UNT Learning Center: This resource provides a variety of tutoring services that are open to students for different topics, including one-on-one and group sessions. Check out their website for more information here: <https://learningcenter.unt.edu/tutoring>

UNT Writing Center: The Writing Center provides assistance with any academic writing needs. If you are having troubles articulating your argument, or want assistance with in-text citations, this is the resource for you. Find more about their services here: <https://writingcenter.unt.edu>

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	10%
II.	Reading Assessments	20%
III.	Politics of Representation Presentation	15%
IV.	Midterm Exam	20%
V.	Final Project	35%

I. Participation Grade (100 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. Reading Assessments (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 8 “reading assessments” throughout the semester worth 25 points each. The assessments will be completed in class and may take different forms— it could be a brief quiz, a “quotation commentary” assignment, a free-writing exercise or other. Reading Assessments will be random and unannounced, and will ask you to demonstrate that you have completed the required reading for that day. Students who are absent will not be given the opportunity to make up these points unless they have a documented excuse and/or have received permission from the instructor ahead of time.

III. Politics of Representation Assignment (150 points)

As a means to kick off some of our course meetings with student leadership, and 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, you and a classmate will research and present a report about a current, relevant form of representation that deals with gender, sex, and/or sexuality. In the report, you will consider how gender, sex, and/or sexuality gets represented in the media source (widely construed) of your choosing. For example, you may want to think about film, television, print news media, social media, art work, music, or some other site. Be creative! For this presentation, I would like for you to focus in on one specific example—for instance, not a whole genre (i.e. graphic novels) but one specific text (i.e. the graphic novel series “Sandman”) to do a “deep reading” of that site, and to think more in-depth about the cultural meanings that are produced circulated by and through that site. In your presentation and paper, you will analyze both the substantive content of the text, and identify how it represents norms, bodies, and/or politics related to gender, sex, and/or sexuality.

In the second week of class, you will sign up to give a short, **7-10 minute presentation** that will take place at the beginning of class on the day you select. In your presentation you will want to:

1. Identify and provide a brief description/summary of your media site
2. Explain this media site’s significance to course content using at least **TWO relevant concepts or theories 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)

Make sure to practice! Your verbal presentation should not go over ten minutes, and be ready to answer any questions we might have for you.

III. 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.

IV. Research Project (350 points)

Your objective will be to complete a final research project on a contemporary social issue/dynamic/relationship related to gender, sex, and/or sexuality of your choosing. In your project, you will analyze your chosen topic using a queer anthropological approach, with specific attention to how your “site of analysis” participates in broader cultural processes/meanings about gender, sex, and/or sexuality. In order to do this, you will need to substantively incorporate/use at least **TWO significant concepts or theoretical models from our class readings**.

The focus of your paper could include, but is not limited to:

- Sites of representation such as literature, news media, TV or film, animation, social media
- Current political debates about issues related to gender and sex
- Particular areas of law and policy such as immigration law, anti-discrimination laws, privacy laws
- Dynamics of institutions such as the university, the medical system, or the criminal justice system; related activist/advocacy groups or materials, or other.

This project should present an ARGUMENT. That is, I want it to be more than a descriptive effort. In your project, you should attempt to analyze a site where cultural meanings about gender, sex, or sexuality get produced, reinforced, and/or contested. As you are developing your ideas, you may want to consider the following questions: How do cultural meanings about gender, sex, and sexuality get created and circulated? How are norms around sexuality related to other categories of social difference, like gender, sex, race, ethnicity, class, religion, nationality, indigeneity, etc? What links can you find between norms around sexuality and cultural ideas about citizenship, community, or belonging?

Embracing a queer ethnographic approach, the form that the final project might take is open, and is limited only by your creativity. It could take the form of a final paper (see parameters below) or you can choose to do something less traditional. A creative piece could include producing a Wakelet collection, an original work of art with description/analysis, a blog, a “zine,” comic book, a podcast, a life history interview, or whatever interests you! Note that if you choose a creative option, you must still accomplish the goal of this project, which is for you to apply concepts and theories we have learned in class to better explain/analyze a “real life” social issue/dynamic/relationship. Thus, these will often require a short write-up in addition to the final product. Students will give a brief oral presentation of the results of their research projects at the end of the semester.

You will be required to research and use at least **3 outside scholarly sources** in addition to using **2 of the required scholarly readings from the course**. One of your central objectives of this assignment is to work towards applying and extending analyses and concepts acquired throughout the course towards your particular topic, and to juxtapose these concepts and analyses to those you have found in your own research.

To help you get started early on thinking about your project, you will have two assignments leading up to the final project and presentation.

i. Project Proposal and Annotated List of Suggested References (150 points)

You will turn in a **250-350 word** project proposal with an annotated list of suggested scholarly references that you might use for the project (word limit does not include the annotations). The proposal should describe in narrative form your idea for your research, including the topic/site that you have chosen for analysis, the format of your final project, and the guiding research question(s) for the paper. With this proposal, you will also submit a list of at least 5 scholarly sources not included on our class reading list own that you think you may use for your project, with a one paragraph (3-5 sentences) description about the topic of the source and why you think it might be useful for your project. You are not required to use any or all of these sources in your final project, but this assignment is meant to encourage you to start looking for resources ahead of time. It will help you to start thinking about the final product, which is due soon! This is due **April 9**.

ii. Final Project (200 points)

In your paper, you should analyze your topic using a feminist anthropological approach, with attention to how your topic relates to broader cultural processes/meanings about gender and/or sex. For example, you may want to consider the following questions: what does your topic tell us about dominant cultural meanings about gender and sex? Does the topic reinforce, reproduce, and/or contest cultural meanings about sexuality or sexual norms, and if so, how? What links does this topic help you make between sexual/gendered difference and cultural norms about citizenship and belonging? How does gender work with other categories of social difference, like sexuality, race, ethnicity, class, religion, nationality, etc. to produce certain kinds of cultural meanings?

- a. CREATIVE PROJECTS:** If you choose to do a creative project, you must first come talk with me (after class, in my office hours, or set an appointment) so we can discuss the parameters of your specific project. Note that creative projects must still meet the requirements of the project, so may require an additional (short) write-up to fully incorporate the scholarly resources.
- b. RESEARCH PAPER:** If you choose to write a final paper, your final paper should be between **1750-2000 words**, double-spaced, with 12-point font and 1-inch margins on all side.
- c.** All forms should include:
 - i. Proper formatting and citation rules
 - ii. Substantive use of at least 3 relevant outside scholarly sources

- iii. Substantive use of at least 2 relevant scholarly sources from required course readings
- iv. ALL projects should contain a works cited/references page. In-text quotes and references should be properly cited using whatever format you are most familiar with (Anthro majors use Chicago Style).
- v. These are due **May 5** by 11:59 PM.

***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 me or check out the 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.

<p style="text-align: center;">IMPORTANT DATES TO REMEMBER Your personal Politics of Representation Presentation Date 3/22- Midterm Exam Due 4/9- Project Proposal with Annotated Bibliography Due 5/5- Final Projects Due</p>

COURSE SCHEDULE

Introduction

- 1/14: Welcome! No assigned readings
- 1/16: Adrienne Rich "Claiming an Education"

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

- 1/21: Judith Lorber "Believing is Seeing: Biology as Ideology"
- 1/23: Anne Fausto-Sterling "The Five Sexes"

- 1/28: Ricki Wilchins- Selection from *Queer Theory, Gender Theory: An Instant Primer*
“Derrida and the Politics of Meaning” and “Homosexuality: Foucault and the Politics of the Self”

Part II- History of the Study of Sexuality in Anthropology

- 1/30: Michel Foucault- Selection from *History of Sexuality Volume 1*
- 2/4: Gayle Rubin “Thinking Sex” (pgs. 143-156)
- 2/6: Gayle Rubin “Thinking Sex” (pgs. 157-172)
- 2/11: Gilbert Herdt “Semen Transactions in Sambia Culture”
- 2/13: Deborah Elliston “Erotic Anthropology: ‘Ritualized Homosexuality’ in Melanesia and Beyond”

Part III- Queer(ing) Anthropology: Critiquing the Universality of “LGBTQ”

- 2/18: Estelle B. Freedman and John D’Emilio “Problems Encountered in Writing the History of Sexuality: Sources, Theory, and Interpretation”
- 2/20: Dennis Altman “Global Gaze/Global Gays”
- 2/25: Gloria Anzaldúa “To(o) Queer the Writer—Loca, Escritora, y Chicana”
Cheríe Moraga “La Guerra”
- 2/27: Jafari Sinclair Allen “One View from a Deterritorialized Realm: How Black/Queer Renarrativizes Anthropological Analysis”
- 3/3: Qwo-Li Driskill “Doubleweaving Two Spirit Critiques: Building Alliances Between Native and Queer Studies”

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

- 3/5: Evelyn Blackwood “Tombois in West Sumatra: Constructing Masculinity and Erotic Desire”

3/9- 3/13 SPRING BREAK

3/17: Naisargi Dave "To Render Real the Imagined: An Ethnographic History of Lesbian Community in India"

3/18- 3/22: MIDTERM EXAM

3/24: Gregory Mitchell- selection from "Introduction" to *Tourist Attractions: Performing Race and Masculinity in Brazil's Sexual Economy*

3/26: Donald Donham- "Freeing South Africa: The 'Modernization' of Male-Male Sexuality in Soweto"

3/31: Martin Manalansan- selection from "The Border Between Bakla and Gay" in *Global Divas: Filipino Gay Men in the Diaspora*

Part V- Exploring the Construction of Sexual and Gender Norms, Identities, and Subjects in the West

Capitalism

4/2: John D'Emilio "Capitalism and Gay Identity"

Science

4/7: Siobhan Somerville "Scientific Racism and the Emergence of the Homosexual Body"

Immigration

4/9: Eithne Luibhéid "Looking Like a Lesbian: Sexual Monitoring at the U.S.- Mexico Border"

Project Proposal with Annotated Bibliography Due

Community, Belonging, and Politics

4/14: David Valentine "Introduction" from *Imagining Transgender*

4/21: Margot Weiss "Gay Shame and BDSM Pride: Neoliberalism, Privacy, and Sexual Politics"

4/23: Martin Manalansan "Race, Violence, and Neoliberal Spatial Politics in the Global City"

4/28: C. J. Cohen "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?"

5/5: Final Projects Due by 11:59 today!