

**SYLLABUS**  
**ANTH 5700.040**  
**SEX, GENDER, AND CULTURE**  
**SPRING 2022**

**Professor: Dr. Jara Carrington (she/they)**

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Office Hours: Tuesdays 2:00-3:00 PM (open Zoom meeting room), or by appointment

Office: Sycamore Hall 122

Class meetings: MW 2:00-3:20

Meeting location: LANG 309

### **COURSE DESCRIPTION**

Welcome! In this course, we will examine issues, debates, and perspectives important to feminist anthropology. Rather than studying a collection of “facts” about gender and sex across cultural contexts, in this class students will learn how to bring a feminist anthropological approach to topics related to gender and sex, and to critically consider how categories and hierarchies of gender and sex are constructed in and through cultural norms about sexuality, race, ethnicity, class, indigeneity, nationality, and more.

The first half of the course focuses on the development of feminist anthropology, with special attention to significant theories, themes of study, and debates within the field. In doing so, we will identify and think through the insights that feminist anthropology brings to both the practice of anthropology as well as to feminist theories. In the second half of the course, we apply the theories and concepts we have learned to “think like a feminist anthropologist” about topics related to sex and gender, including gender identities and practices across the globe, kinship and family, the body, work/labor, and more. Throughout the course we will put scholarly concepts in conversation with a variety of popular culture texts and discourses in order to think critically about how cultural meanings about gender and sex are transmitted, reproduced, and contested in our own worlds today.

### **COURSE OBJECTIVES**

**After completing this course, you will be able to:**

- Describe significant concepts, debates, and contributions of feminist anthropology
- Analyze and compare meanings about gender and sex across and within cultures
- Evaluate the “intersectional” relationship amongst gender, sex, sexuality, race, class, indigeneity, and nation
- Read texts thoughtfully and productively in ways that enable you to locate and engage with the authors’ arguments, and to reach your own conclusions

- Apply the knowledge you learn in this class to understand how cultural norms about gender and sex impact your own lives

## **REQUIRED TEXTS**

There are no required texts to purchase for this course. All required readings will be available for download at your pleasure on our course's Canvas webpage. The only exception is the book that you choose for the book review. If our library does not have a copy, you will need to use Inter-library loan (ILL) so that you can access the book without cost.

## **A NOTE ABOUT 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 attention 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 suggestion is that you take notes on the materials you read to aid you in this task.

## **COVID-Related Information**

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. Please stay in communication with me throughout the semester, and I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will continue to hold you accountable as a student.

## **Attendance**

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor prior to being absent, so you and the professor can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

If you are experiencing any [symptoms of COVID-19](#) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or [askSHWC@unt.edu](mailto:askSHWC@unt.edu)) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at [COVID@unt.edu](mailto:COVID@unt.edu) for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

## Face Coverings

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

## Class Materials for Remote Instruction

We may from time to time meet together as a class remotely (i.e. via Zoom) for various reasons. In addition, remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students in this class will need access to: a device that can access the internet, a webcam, and a microphone to participate in fully remote portions of the class. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>.

## 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 material in this course that challenges 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 a) approach these topics in an open and intellectual fashion and b) use the course materials and other scholarly works to construct your arguments. 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

**Email Policy:** I prefer that you email me using your email account vs. through Canvas if possible. Please allow 48 hours for a response to your email. Emails sent during the weekend will be treated as if sent on Monday morning. When emailing me, be sure to include the course number (ANTH 4701.040) and/or name in the subject line along with the topic of the email.

**Late work:** As a general rule, I do not accept late assignments or exams unless you have made specific arrangements with me in advance, have a doctor's note, and/or otherwise have received my approval. However, if you think you will miss a grade for a reason other than a medical excuse, please get in touch with me prior to the deadline and we may be able to work something out. Even if it only gets you partial credit, that is better than no credit at all!

**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, attending 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:** UNT and the Department of Anthropology do 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. This means that your assignment will be compared to a database containing published writings, online content, papers turned in by students at UNT and other universities, and more.

- 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 who are suspected of cheating or plagiarism 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 to ask 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. Many of our authors are women, persons of color, queer, and/or are born outside the United States and Europe, and plagiarism is yet another way in which these 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.

## University Resources

**UNT Food Pantry:** Any current UNT student in need can visit the 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. **YOU CAN'T LEARN IF YOU ARE HUNGRY!**

**NEED TECHNICAL ASSISTANCE? Contact the UNT IT Helpdesk!**

**Phone:** 940-565-2324  
**E-Mail:** [helpdesk@unt.edu](mailto:helpdesk@unt.edu)  
**Location:** Sage Hall, Room 130

### More Technology Resources

<http://it.unt.edu/helpdesk>

### MISC. POLICIES

**Canvas Privacy Policy:** <https://www.instructure.com/policies/privacy>

**Canvas Accessibility Policy:** <https://community.canvaslms.com/docs/DOC-2061-accessibility-within-canvas>

**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

This course is designed to help you develop and use skills important to feminist anthropologists— reading, asking questions, and communicating orally and in writing.

I.	Participation	10%
II.	Weekly Reading Summary and Discussion Questions	25%
III.	Book Review	15%
IV.	Discussion Lead/Class Presentation	20%
V.	Final Project	30%
	i. Proposal and Annotated List of References-	10%
	ii. Final Project-	20%

### **I. Class Participation (100 points)**

This class relies on the intellectual commitment and *active* participation of all students, but especially graduate students. As a graduate student in a mixed-level course, I expect that you will model strong participation skills for the undergraduate students. Participation goes beyond merely showing up for class, and includes: taking part in and/or leading group work, responding to discussion questions that I pose to the class, asking your own questions for clarification or to generate discussion, 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. Supplemental Reading Summary and Discussion Questions (250 points)**

Throughout the semester, you will complete 10 readings that are assigned to graduate students only. For each of these readings, you will write a Supplemental Reading Summary and a Discussion Question. These will need to be submitted by **9:00PM on the DAY BEFORE THEY ARE ASSIGNED**. Each submission is worth 25 points.

Your original, substantive, and thought-provoking Supplemental Reading Summary should focus on the supplemental readings that are assigned for graduate students. In doing so, it can focus only on that reading, *or* it can put that reading in conversation with the required readings for that week, previous readings we have completed in class, or with relevant current events. The intention of this assignment is to encourage deeper engagement with the text in question and the points the author is making. The Summary should demonstrate that you have read the supplemental text. This can be done in multiple ways, such as including a brief discussion of the major points/arguments, the theoretical frames that the author uses, the field of study that is being engaged, and/or discussion of a particular concept or theory used in the text. You will then ask a substantive, relevant discussion question meant to encourage deeper engagement with the topics in the assigned readings.

Your Discussion Question should be open ended (i.e. questions that cannot be answered with yes/no, either/or), answerable using information/knowledge (vs. speculation or opinion), and relevant to the reading or themes of the class.

### III. Book Review (150 points)

For this assignment, you will read a relevant scholarly book and complete an academic book review. You will select an ethnography or edited volume from the list I have provided, or you can suggest a text to me that *you have not yet read* and that is *relevant for your thesis/dissertation research*. Your final submission should be between 800-1000 words.

An academic book review should focus on summarizing and evaluating a scholarly work. The goal is not to assess the book in terms of your opinion, but rather, to critically analyze the content, structure, and arguments made in the text. Note that critical analysis/evaluation does not necessarily equal critique.

I highly recommend you to look up published book reviews in journals that you use frequently and/or for texts that you have already read for examples of how to do a book review well.

Below are major elements of a book review that you will want to include in your submission:

1. Summarize the author's argument clearly and objectively
2. Describe and discuss the theoretical approach used and the range of material covered
3. Critically evaluate key themes and the selection and interpretation of material
4. Identify any biases and describe the consequences of the bias
5. Identify how the text situates itself in terms of field(s) of study
6. Evaluate the book's major contributions to/interventions in the fields of study
7. Try to offer a revealing point of view from which the book can be perceived critically

As you are reading through the selected text, use this list of questions to help guide you:

- What is the general topic of study?
- What issues are addressed?
- What contribution does the book make to a particular field of study?
- What are the author's key arguments?
- What are the strengths and weaknesses of the book?
- What audience is the book aimed at? i.e. Who is the book for?
- What are the highlights of the book?
- How is this book situated in a particular field of study?
- How do the key arguments support or contradict existing scholarship in the field?

(Tips on writing book reviews were taken and modified from:

<https://culturematters.wordpress.com/2016/12/20/how-to-write-a-book-review/>

Check out this helpful resource for more detail and discussion about book reviews.)

#### **IV. Class Discussion Leader (200 points)**

You will choose one class day where you will get to be in charge of the class! Your objective will be to lead a 45-minute class discussion about a topic of your choosing that is relevant to the assigned reading on the syllabus for that day. Note that this is equal parts presentation and *facilitation*. That is, the goal here is to give the other students some background information or knowledge, and then to encourage the class to engage in a robust discussion of the assigned academic materials and to work through significant concepts, theories, or ideas together. To prepare, you should complete the assigned class reading well in advance; do some background research on the topic, author, and/or significant concepts or theories in the reading; prepare a brief lecture; and create a handout with discussion questions and suggested extra resources. I find that visual aids are helpful but they are not required. You may want to bring in supplemental resources or media that can help to explain concepts or themes in the assigned reading and/or to help us apply the ideas in the reading to everyday life. However, please make sure the media does not take up too much time—I want the class to hear from you and each other!

You will create a handout for the class (I can print them or post to Canvas if you send them early). The handout should contain at least the following (but feel free to include more if you like!):

- 5 or more substantive discussion questions that can be used in class to prompt discussion of the readings
- 5 suggested resources for more information, such as relevant scholarly texts, websites, activist groups, media, literature, art, etc.
- Anything else you think might be helpful or relevant for students to learn

A few things to keep in mind: As discussion leader, you will want to both present/explain the main ideas in the reading, but also encourage the students in class to talk these ideas out together. Also, this class has undergraduate students in it, so I suggest thinking of activities or group work that the students can do to help encourage them to talk with you and each other.

#### **V. Research Project: Analyzing Gender/Sex in a Cultural Context (300 points)**

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

Ideally, your project will focus on a topic relevant to your graduate thesis/dissertation. Otherwise, the focus of your paper could include, but is not limited to:

- Analysis of representation in media, including literature, news media, TV or film, animation, social media, etc.
- Current political debates about matters related to gender and sex



- Particular areas of law and policy such as: anti-discrimination law, privacy law, abortion law, sex work law, laws regulating kinship and marriage
- Dynamics of institutions such as the university, the medical system, the criminal justice system, immigration enforcement, etc.
- Related activist/advocacy groups, their activities, missions, and/or advocacy materials (present or historical)
- Archival research about a particular social movement, group, place, or person

The topic should be SPECIFIC. That is, I want you to focus in on a particular aspect of your selected topic/site. For instance, if you are interested in representation, the paper should focus on a specific film or genre, rather than something like “women in media.” If you are interested in the criminal justice system, the paper might focus on a particular demographic or aspect of the system (i.e. policing/detainment vs. sentencing/incarceration). The more specific the focus, the more able you will be to think through complex cultural processes and practices and to articulate an argument about how they work and/or their effects.

This project should present an ARGUMENT. That is, I want it to be more than a descriptive effort. In your project, you should select a “site”/topic that you think tells us something about how cultural meanings about gender and sex get produced, reinforced, or contested, and/or the social implications of this process. As you are developing your ideas, you may want to consider the following questions: What does your topic tell us about dominant cultural norms around gender and sex? How might cultural meanings about gender and sex get created and circulated through this “site”? What does this topic tell us about how norms around gender and sex are related to other categories of social difference, like sexuality, race, ethnicity, class, religion, nationality, indigeneity, etc? What links can you find between norms around gender and sex and cultural ideas about citizenship, community, or belonging?

In your final project, you will be required to research and substantively use specific concepts or theories from at least **3 outside scholarly sources** in addition to **3 of the required scholarly readings from the course**. To do this well, you will need to define/describe the concept or theory and make substantive use of it in your analysis. 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.

Embracing a feminist decolonial ethnographic approach to knowledge production and transmission, the form that the final project might take is open, and is limited only by your creativity.

**A. Research Paper:** If you choose to write a final research paper, your paper should be between 2000-2500 words, double-spaced, with 12-point font and 1-inch margins on all side. Citations and references are required.

**B. Creative Projects:** A creative final project could include but is not limited to: a digital

exhibit and analysis from online archives, a “zine”, a Wakelet collection, an original work of art with artist description/analysis, a blog, a comic book/graphic novel, a podcast, a life history interview, or whatever interests you! I am happy to talk out ideas with you if you would like.

\*\* Note that creative projects must still meet the requirements of the assignment, so will likely require an additional write-up to fully incorporate the scholarly resources.

**C. Praxis Projects:** A praxis-based project requires substantive engagement with a relevant organization/group/individual doing advocacy or service work related to gender/sex throughout the majority of the semester. This could be a group that you already work with, or one that you would like to get involved with. By substantive engagement, I mean that you should be engaging with this group or person regularly (i.e. weekly) for the majority of the semester, for a total of *at least* 25 hours. This could be in the capacity of a member or employee that works with a group, or it could be as an intern, a volunteer, or through some other connection. Note that there should also be someone in the group that can verify/sign off on your participation.

\*\* Like the creative option, this project must still meet the requirements of the assignment, so will require an additional (short) write-up to fully incorporate the scholarly ideas and resources.

\*\* You must get approval from me before doing the praxis option! Preferably we will have talked about this PRIOR to you submitting your project proposal.

To help you get an early start thinking about your project, you will have two assignments leading up to the final project submission.

**i. Project Proposal and Annotated Bibliography (100 points)**

You will turn in a **400-500 word** project proposal that describes in narrative form your idea for your project, including the the format of your final project, topic/site that you have chosen for analysis, guiding research question(s), and methods of research.

In addition to your proposal, you will research and find at least **6 scholarly sources not included on our class reading list** that are relevant to your project (the annotations are not included in the word count). For each source, you will write a one paragraph (3-5 sentences) description that briefly summarizes the reading and identifies why you think it might be useful for your project. You are not necessarily required to use any or all of these specific resources in your final project, but this assignment will encourage you to start the research process.

**ii. Final Project (200 points)**

Regardless of format, 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).

**\*A Note on Paper Formatting: All written assignments 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 or you are always welcome to go to 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.

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## **COURSE SCHEDULE**

### **Introduction to the Course**

1/19: Welcome! No required readings  
\*no discussion question due

### **Feminist Theories of Gender and Sex**

1/24: Judith Lorber. 1993. Believing is Seeing: Biology as Ideology. *Gender and Society* 7(4): 568-581.

1/26: a. Anne Fausto-Sterling. 2000. The Five Sexes, Revisited. *The Sciences*: 18-23.  
b. selection from Riki Wilchins. 2002. "A Certain Kind of Freedom: Power and the Truth of Bodies- Four Essays on Gender." *GenderQueer: Voices From Beyond the Sexual Binary*, pgs. 23-29. Alyson Books.

1/31: Judith Butler. 1988. Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory. *Theatre Journal* 40(4): 519-531.

### **Rethinking the Category "Woman" in Anthropology and Beyond**

2/2: Dána-Ain Davis and Christa Craven. 2016. Timeline and Ch. 1 from *Feminist Ethnography: Thinking Through Methodologies, Challenges, and Possibilities*, pgs. xv, 7-27. Rowman & Littlefield Publishing.

Supplemental Reading 1: Judith Butler. 1990. "Subjects of Sex/Gender/Desire" from *Gender Trouble: Feminism and the Subversion of Identity*. Routledge Press.

- 2/7: a. Audre Lorde. 1984. "Age, Race, Class, and Sex: Women Redefining Difference" *Sister Outsider: Essays and Speeches*, pgs. 114-123. Crossing Press.  
 b. Audre Lorde. 1984. "The Masters Tools" *Sister Outsider: Essays and Speeches* Crossing Press.  
 c. Cherríe Moraga "La Güera" In *This Bridge Called My Back: Writings By Radical Women of Color*, 4<sup>th</sup> edition. (Cherríe Moraga and Gloria Anzaldúa, eds), pgs. 22-29.
- 2/9: Kimberlé Williams Crenshaw. 1994. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color" In *The Public Nature of Private Violence* (Martha Fineman and Rixanne Mykitiuk, eds.), pgs. 93-118. Routledge Press.  
 Note: some discussion of sexual violence

Supplemental Reading 2: Dean Spade. 2013. Intersectional Resistance and Law Reform. *Signs* 38(4): 1031-1055

2/14: Catherine A. MacKinnon. 2013. Intersectionality as Method: A Note. *Signs* 38(4): 1019-1030.

2/16: María Lugones and Elizabeth Spelman. 1983. Have We Got a Theory for You: Feminist Theory, Cultural Imperialism, and the Demand for the 'Woman's Voice'. *Women's Studies International Forum* 6(6): 573-581.

Supplemental Reading 3: Ann Laura Stoler "Carnal Knowledge and Imperial Power: Gender, Race, and Morality in Colonial Asia" in *Gender at the Crossroads of Knowledge: Feminist Anthropology in the Postmodern Era* (Micaela di Leonardo, ed). Pgs. 51-101

2/21: Chandra Mohanty. 1988. Under Western Eyes: Feminist Scholarship and Colonial Discourses. *Feminist Review* 30: 61-88.

### **Debates and Interventions in Feminist Anthropology**

2/23: Lila Abu-Lughod. 1990. Can there be a Feminist Ethnography? *Women and Performance* 5(1): 7-27.

Supplemental Reading 4: Catherine Lutz. 1996. "The Gender of Theory" in *Women Writing Culture* (Behar, R. and Deborah Gordon, eds).

2/28: Kirin Narayan. 1993. How Native is a 'Native' Anthropologist? *American Anthropologist* 95(3): 671-686.

3/2: Irma McClaurin. 2001. "Forging a Theory, Politics, Praxis, and Poetics of Black Feminist Anthropology" *Black Feminist Anthropology: Theory, Politics, Praxis, and Poetics*, pgs. 1-23. Rutgers University Press.

Supplemental Reading 5: Lynn Bolles. 2013. Telling the Story Straight: Black Feminist Intellectual Thought in Anthropology. *Transforming Anthropology* 21(1): 57-71.

3/7: Faye V. Harrison. 1993. Writing Against the Grain: Cultural Politics of Difference in Alice Walker's Fiction. *Critique of Anthropology* 13(4): 401-427.

**TURN IN: FINAL PROJECT PROPOSAL AND ANNOTATED BIBLIOGRAPHY  
BY MONDAY MARCH 7 by 11:59PM ON CANVAS**

3/9: a. Graciela Hernandez. 1996. "Multiple subjectivities and strategic positionality: Zora Neale Hurston's Experimental Ethnographies" In *Women Writing Culture* (Ruth Behar and Deborah Gordon, eds), pgs. 148-165. UC Press.  
b. Selection from Zora Neale Hurston. 1935. *Of Mules and Men*. JB Lippincott Publishing.

**3/14- 3/18 SPRING BREAK! NO CLASS**

3/21: Audra Simpson. 2007. On Ethnographic Refusal: Indigeneity, 'Voice,' and Colonial Citizenship. *Junctures* 9: 67-80.

3/23: **NO CLASS, MIDTERM EXAM FOR UNDERGRADUATE STUDENTS**

**TURN IN: BOOK REVIEW MARCH 23 BY 11:59PM ON CANVAS**

## **Using a Feminist Ethnographic Approach: Analyzing Sex, Gender, and Power in our World**

### **Gender Identities, Practices, and Politics Across the Globe**

3/28: Deborah Miranda. 2010. Extermination of the Joyas: Gendercide in Spanish California. *GLQ* 16(1-2): 253-284.

Note: some discussion of sexual violence

3/30: Evelyn Blackwood. 1998. Tombois in West Sumatra: Constructing Masculinity and Erotic Desire. *Cultural Anthropology* 13(4): 491-521.

4/4: Evan B. Towle and Lynn Morgan. 2002. Romancing the Transgender Native: Rethinking the Use of the 'Third Gender' Concept. *GLQ* 8(4): 469-497.

Supplemental Reading 6: Dean Spade. 2011. "Administrating Gender." *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of the Law*. South End Press.

### **Gender, Marriage, and Kinship**

4/6: Gayle Rubin. 1997. "The Traffic in Women: Notes on the Political Economy of Sex" in *The Second Wave: A Reader in Feminist Theory*, pgs. 27-62.

4/11: Evelyn Blackwood. 1998. *Wedding Bell Blues: Marriage, Missing Men, and Matrifocal Follies*. *American Ethnologist* 32(1): 3-19.

Supplemental Reading 7: Lucinda Ramberg. 2013. "Troubling Kinship: Sacred Marriage and Gender Configuration in South India" *American Ethnologist* 40(4): 661-675.

### **Gender, Race, and Nation**

4/13: Patricia Hill Collins. 1998. *It's All in the Family: Intersections of Gender, Race, and Nation*. *Hypatia* 13(3): 62-82.

4/18: Cynthia Enloe. 1989. "Carmen Miranda on My Mind: International Politics of the Banana" *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics*, pgs. 124-150. UC Press.  
Note: some discussion of sexual violence

Supplemental Reading 8: Anne McClintock. 1995. "The Lay of the Land: Genealogies of Imperialism" *Imperial Leather: Race, Gender, and Sexuality in the Colonial Contest*. Routledge Press.

### **Embodiment and Agency**

4/20: Saba Mahmood. 2001. *Feminist Theory, Embodiment, and the Docile Agent: Some Reflections on the Egyptian Islamic Revival*. *Cultural Anthropology* 16(2): 202-236.

4/25: Zine Magubane. 2001. *Which Bodies Matter? Feminism, Poststructuralism, Race, and the Curious Theoretical Odyssey of the Hottentot Venus*. *Gender and Society* 15(6): 816-834.  
Note: some discussion of racial and gender violence

Supplemental Reading 9: Aimee Carillo Rowe. 2005. *Be Longing: Toward a Feminist Politics of Relation*. *NWSA Journal* 17(2): 15-46.

### **The Future(s) of Feminist Anthropology?**

4/27: a. Chela Sandoval. 2000. *US Third World Feminism: Differential Social Movement I" Methodology of the Oppressed*. University of Minnesota Press.

b. Victoria Bernal and Inderpal Grewal. 2014. "The NGO Form: Feminist Struggles, States, and Neoliberalism. In *Theorizing NGOs: States, Feminisms, and Neoliberalism* (Victoria Bernal and Inderpal Grewal, eds), pgs. 1-18. Duke University Press.

5/2: Anna Tsing. 2010. *Arts of Inclusion, or How to Love a Mushroom*. *Manoa* 22(2): 191-203.

Supplemental Reading 10: Donna Haraway. 1991. "A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late 20<sup>th</sup> Century." *Simians, Cyborgs, and Women: The Reinvention of Nature*. Routledge Press.

5/4: Conclusions/Final Thoughts and Takeaways

**TURN IN: FINAL PROJECT (DUE WEDNESDAY MAY 11 by 11:59PM on Canvas)**