

**ANTH 350**  
**Anthropology of Gender**  
**Winter 2019**  
**Department of Anthropology**  
**T, Th 2:30-3:50 pm, PAS 1241**

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### **Course Description**

What does gender mean in different cultural and historical settings? What role does it play in the organization of familial and social relationships, religious identities, symbolic systems, political movements and economic processes? How does it intersect with other markers of identity and difference such as class, religion, race, ethnicity and sexuality? Engaging with these questions in a comparative ethnographic framework, this course will examine why, when and how gender becomes an anthropological concern and how gendered bodies have been objects of study in anthropology.

We will start with key theoretical texts that will help us reflect on our familiar models of gender and their usefulness in making sense of various social, affective and sexual practices across time and space. We will read about and discuss how gender is discursively and materially constructed in medical, scientific, religious, and social environments. We will then move on to identifying how gender norms, roles and systems are integral to the functioning of power and agency in the context of marriage, modernity, nationalism, colonialism, violence, religion, masculinity, intersex, and transgender. We will conclude the course with an ethnographic study on masculinity through the experiences of Egyptian men and women.

### **Course Objectives**

By the end of this course, students will,

- develop and learn to apply knowledge of the ways in which gender roles, representations of the body, and normative prescriptions regarding sexual behavior are embedded in particular historical dynamics
- develop tools to analyze and explain the ways in which normative ideas about gender intersect with other structures of power and difference
- acquire intellectual familiarity with different theoretical points of view, including feminism; performativity, and queer perspectives, and learn to apply this knowledge in their own work;
- practice and improve their communications skills in written assignments and in verbal expression during class presentations and guided discussions about the reading materials.

## Required Texts

- Farha Ghannam. 2013. Live and Die like a Man: Gender Dynamics in Urban Egypt. Stanford: Stanford University Press.
- Marjane Satrapi. 2006. Embroideries. Penguin Random House.

## Optional Text:

- The Gender, Culture and Power Reader. Dorothy L. Hodgson. Oxford: University of Oxford Press.

**All the required and optional books are available at University of Waterloo Bookstore and on course reserves at Dana Porter Library**

**All the required and recommended journal articles and book chapters (see the list at Learn) can be accessed through CourseReserves**

<https://www.reserves.uwaterloo.ca/ares/ares.dll>

## Course Requirements and Assessment

Participation (10%) and Attendance (5%)	15%
Reading Presentation	15%
Response Papers (10% each, 3 in total)	30%
Online discussion posts (1% each, 10 in total)	10%
Final Paper (due April 11)	30%

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Total	100%
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## Participation (10%) and Attendance (5%)

Each class will combine lecture and discussion elements. Many will include interactive student activities (discussions, in-class writing activities, etc.) as well. None of these elements work unless you attend regularly and read the assigned materials. Please come to class ready to analyze and respond to the assigned readings, as well as to the contributions of your fellow students. Your active engagement in all of these exercises is essential. Please note that engagement includes attentive listening as much as speaking.

Evaluation of participation will be based on the quality of what you contribute. **Contributions to the discussion might involve introducing a topic, examining assumptions, assessing the source and reliability of information and formulating new questions. They might also include statements of where you are confused or questions about the meaning of core concepts; questions about what the author is trying to communicate.** These can build around your weekly discussion posts on the assigned readings. Arriving late or departing early will affect your participation grade if they happen recurrently.

At some point during each lecture, expect to be asked to write down your response to a content-related question in relation to the assigned reading for that lecture. The question may be in the fill-in-the blank or multiple-choice format and will most likely be a general question the theme or topic of the assigned chapter/article. This is to make sure that you do the readings before class time. Your overall performance in these exercises will count towards your participation mark.

### **Presentation (15%)**

To ensure focused discussions of the weekly readings, and to allow students to develop their presentation skills, students will be asked to make **one** class presentation on the reading assigned for that class. You should prepare to take charge of the class for no more than a 15 minute period in order to present key themes and raise questions that emerge from that week's readings, to be followed by discussion. It is possible that some of these presentations will be in pairs.

Think about the following as you prepare your presentation:

1. What is the author trying to convey to his/her audience in this chapter?
2. What are the strengths of the argument or examples he or she is presenting?
3. For journal articles: How do the arguments relate to or compare with the view of other authors you have read in the course or elsewhere?
4. What is confusing or unsatisfying about the reading?
5. Pose no more than 2-3 discussion questions for the class to consider.
6. **I would like you to introduce some relevant additional material that you want the class to consider in light of the reading/topic of the week as part of your presentation. These could be from your personal experiences or from public venues and popular culture, including print materials (e.g. political or entertainment magazines, newspapers), blog posts, music, film clips, video selections of news or television programming, social media, etc (e.g. a newspaper article, item in the news, policy, etc.).**

### **Online Discussion Posts (1% per post, 10 in total)**

This course requires each student to submit discussion posts to Learn on the assigned reading(s) of the class before the start of the class. You can choose for which classes (of 23 classes in total) you wish to discuss the assigned reading(s), but you are required to submit 10 of these throughout the term. The discussion posts can be considered as the very early stages of a response paper. They do not need to be longer than a short paragraph and can be as short as two sentences, or one question (so long as these sentences or the question demonstrate a clear and specific engagement with the reading).

They can be in the form of a discussion question for the others to consider, a critique or comment of the readings' content, or simply a question about a part of the reading that remains unclear to you. You may also use the space to discuss how that reading connects to or diverges from the previous readings' approach to the same issue. I will try to go over at least some of these questions in class time, but feel free to respond to others' comments online. Even though these online responses won't count the same as in-class participation, I will consider them while marking your overall participation. I recommend that those of you who may not feel as comfortable as others to speak in public make use of this option. The discussion posts (just like the response papers-see below) will be evaluated on quality and the originality of your engagement with the text, and not simply completion.

### **Response Papers (10% each, approximately 2 to 3 pages long, double space)**

You need to submit **3** response papers out of the 11 weeks that you are assigned readings (this does not include the first week of classes). Each response paper should engage with **BOTH (and in a few occasions, all three)** readings assigned for that week and must be submitted **no later than 12:30pm –two hours before the Thursday class.**

**Only ONE of these response papers can be on the ethnography (Live and Die Like a Man) that we will cover in the last three weeks.**

A response paper is not simply the summary of the readings and must analyze the assigned readings comparatively (see the guidelines at Learn on response papers for further information). If all you do in your response paper is to summarize the texts independently of each other, the best grade that you can get for it is a high C. You should design your response papers to provoke critical conversation on the themes and problems raised in the reading, pose questions that arise from the readings, relate the reading to each other and the discussions in class, and if possible, address their limitations. Your response paper could include the reading that you presented on as long as you tie it to the other reading(s) on the same topic.

In your response papers, for each reading pay attention to:

- What is the author's central argument?
- How does the author's approach to gender, sex, or sexuality build upon, challenge, or relate to previous readings?
- What are the problems or issues that you see with this approach?

Given the nature and purpose of response papers, I will not accept any submissions after the class on Thursday under no conditions. See late submission policy below for details.

**Final Research Paper (due April 11<sup>th</sup>, 30%, about 2000 words, (approximately 8 PAGES 12 Font, Times New Roman, one inch margins on all sides):**

Your final paper will be in the form of a research paper or a conceptual analysis on a specific case or theme that you chose with my permission during the term and that deals with the topic of the course. You are required to critically engage with at least 5 academic sources (and at least 3 of them should be from the course readings). Outside sources should be preferably anthropologically oriented, and/or focus specifically on the topic/context of your choice. Please submit the paper in Word file (or other format that allows for track and changes) to Dropbox by the deadline.

**[Bonus Mark 2%] Commentary on the documentary *Paris is Burning***

Students are required to watch the documentary *Paris is Burning* by Jennie Livingston during or after the study break. The documentary is available at the UW media library, on Netflix, and unofficially on Youtube. We will refer back to the movie in class in the weeks that follow the study break. To gain extra marks, you need to write a commentary of no more than 500 words that analyzes documentary in relation to the course themes and readings [I will not accept a generic commentary that makes no reference to the course or that simply describes the movie's content]. You have time to submit this commentary until the last day of classes (**no late submission is accepted**). If you prefer to submit it before, I recommend that you wait until after we complete the week on transgender in early March.

**Grading**

In this course, you will be graded on **how** you think, not **what** you think. In other words, **you will not be graded on your beliefs, opinions, or the positions you advance**. You will be graded on how well you articulate your thoughts and positions, how closely you read the assigned texts, and how much your ability to think **critically and synthetically** about course themes develop throughout the semester.

## Rubric

**A** work far exceeds basic requirements. The work is of excellent quality.

**B** work exceeds basic requirements. The work is good or very good.

**C** work meets basic requirements. The work is satisfactory.

**D** work does not meet most of the basic assignment requirements. The work is poor but passing.

**F** work fails to meet most of the requirements of an assignment or of the course.

Note: The instructor reserves the right to modify the schedule and/or assignments over the course of the term in order to better guide the learning process. See the last pages for full references of the listed sources

## Course Outline

Week	Date	Topic	Required Readings Due	Tasks
<b>1</b>	<b>January 8</b>	<b>Introduction</b>	-	Scheduling of presentations
1	January 10	Introduction	Gottlieb	
<b>2</b>	<b>January 15</b>	<b>Early anthropological thoughts on gender</b>	Ortner	<u>Recommended Reading:</u> Rosaldo
2	January 17	Early anthropological thoughts on gender	Mead + Lutkehaus	<u>Film:</u> Coming of Age: Margaret Mead
<b>3</b>	<b>January 22</b>	<b>Conceptualizing Sex and Sexuality</b>	Martin + Fausto-Sterling (The Five Sexes)	<u>Recommended reading:</u> Fausto-Sterling (Sexing the body)
3	January 24	Conceptualizing Sex and Sexuality	Cameron and Kulick	<u>Recommended Reading:</u> Rubin  <u>Film:</u> Hermaphrodites Speak. 30 min
<b>4</b>	<b>January 29</b>	<b>Kinship, Marriage, and Family</b>	Scheper-Hughes	<u>Recommended reading:</u> Menin
4	January 31	Kinship, Marriage, and Family	Blackwood	<u>Recommended reading:</u> Hart
<b>5</b>	<b>February 5</b>	<b>Gender at the heart of colonial and national politics</b>	McClintock	
5	February 7	Gender at the heart of colonial and national politics	Stoler	
<b>6</b>	<b>February 12</b>	<b>Power, Agency, Resistance</b>	Aretxaga	<u>Recommended Reading:</u> Bryant- The

Week	Date	Topic	Required Readings Due	Tasks
				Purity of Spirit and the Power of Blood
6	February 14	Power, Agency, Resistance	Mahmood	<u>Recommended Reading:</u> Abu-Lughod (The Romance of Resistance)
7	Feb 19, 21	<b>MIDTERM STUDY BREAK</b>	<b>No class, No reading</b>	<b>Watch: Paris is Burning</b> (available at the UW Media library, Netflix, and Youtube)
8	February 26	<b>The Politics of Representation</b>	Mohanty	
8	February 28	The Politics of Representation	Abu-Lughod (Do Muslim Women (Still) Need Saving?)	<u>Recommended:</u> Abu-Lughod- Crosspublics of ethnography
9	March 5	<b>Negotiating and Challenging Representations</b>	Ameeriar Satrapi	<u>Recommended Reading:</u>
9	March 7	Negotiating and Challenging Representations	Murray <i>Satrapi</i>	<u>Recommended Reading:</u> Littlewood- Three into Two
10	March 12	<b>Transgender</b>	Valentine	<u>Recommended Reading:</u> Boellstorff
10	March 14	Transgender	Zengin	<u>Film:</u> Indonesia's Transsexual Muslims
11	March 19	<b>Masculinities</b>	Ghannam- Introduction	<u>Recommended Readings on masculinity:</u> Guttman + Inhorn and Wentzell
11	March 21	Masculinities	Ghannam- Chapter 1	
12	March 26		Ghannam- Chapter 2	
12	March 28		Ghannam- Chapter 3	
13	April 2		Ghannam- Chapter 4	
13	April 4		Ghannam- Chapter 5+ Conclusion	

## **Late Work**

**Response papers:** If your submission is after 12:30pm but before the class time, I will mark them out of 5 rather than 10. For fairness and the overall purpose of response papers, **it is not possible to submit a response paper after the class on the assigned readings for that week is over.**

Please note that you are not required to submit a response paper each week. To avoid losing marks on this assignment, make good use of this flexibility to choose the weeks that fit your schedule and allow you to submit your response papers on time.

**Final essay:** If you turn your final essay in late, your mark will be downgraded by 3% per day (including weekends). Feedback may not be provided on late papers.

## **Electronic Device Policy**

During classtime you are expected to be fully engaged in the class. This means that the only documents that you should have open on your phone/computer are 1) notes 2) readings 3) class powerpoints. Students who are caught on Facebook, texting, surfing the Web, et. al during class will lose marks for their participation. Please resist the temptation to check email, Facebook, internet browsing during class.

## **Attendance Policy**

Arriving late or departing early will affect your attendance grade, if it happens on a regular basis. If you miss a class due to absence, you are still responsible for making up your missed work. You can get notes from a classmate.

Please note that travel plans are NOT considered acceptable reasons for asking extensions on assignments and rescheduling of exams: <https://uwaterloo.ca/registrar/final-examinations/examination-regulations-and-related-matters>

## **Cross-listed courses**

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

## **Academic Integrity**

**Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.**

Please consult the tutorial on academic integrity for further information on citation, plagiarism, etc.: <http://www.lib.uwaterloo.ca/ait/purchase.html>.

<http://www.lib.uwaterloo.ca/ait/knowhowtocitesources.html>

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#).

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances, Section 4](#).

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72 - Student Appeals](#).

Other sources of information for students

[Academic integrity](#) (Arts) [Academic Integrity Office](#) (uWaterloo)

### **Note for Students with Disabilities**

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

### **Turnitin**

Turnitin.com: Text matching software (Turnitin) may be used to screen assignments in this course. Turnitin is used to verify that all materials and sources in assignments are documented. Students submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

### **Writing and Communication Centre**

The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 25- or 50-minute appointment and to see drop-in hours, visit [uwaterloo.ca/wcc](http://uwaterloo.ca/wcc). Group appointments for team-based projects, presentations, and papers are also available.

**Please note** that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.

The WCC will be offering **drop-ins** and **write clubs** (formerly our writing cafes) in Winter 2019. In the drop-ins, students can get one-on-one feedback on their writing in any stage of the process, from brainstorming to planning and research to revision. Their write clubs, on the other hand, provide students an opportunity to write in a supportive group and learn some writing practice tips and tricks, all with a writing expert nearby to help with any challenges that come up.

### **Hours**

Drop-Ins: Mondays through Thursdays from 12-3 PM in PAS 2013

Write Clubs: Mondays 7-9 PM in REV North Quad Lounge; Thursday 3-5PM RCH 206

## **Mental Health Support**

### ***On campus:***

Counselling Services department is located in Needles Hall North on the 2<sup>nd</sup> Floor. Their phone number is 519-888-4567 ext. 32655

- Individual appointments: Same day appointments for students at immediate risk and booked appointments with counsellors. Monday to Friday 8:30 a.m. – 4:30 p.m.
- Walk-in appointments: Wednesday and Thursday between 11:30 a.m. and 3:30 p.m.
- Seminars and workshops: Running all term. Topics include mindfulness, depression, anxiety, and resiliency.

Health Services department offers mental health care and has psychiatrists on staff. HS is located across the bridge from the SLC and can be reached at 519-888-4096.

### ***Off campus: 24/7***

- [Good2Talk](#) is a free confidential help line for post-secondary students.  
1-866-925-5454
- [Grand River Hospital](#) offers 24/7 emergency care for mental health emergencies. 834 King Street West, Kitchener.  
519-749-4300 x 6880.
- [Here 24/7](#) is Waterloo Region's Mental Health and Crisis Services team.  
1-844-437-3247
- In an on campus emergency, call UW Police Services at ext. 22222.
- If you are away from campus and can't come to our offices, please call our phone number 519-888-4567 x32655 and we will do our best to put you in contact with local resources.

Download the [WatSAFE](#) app to have access to these contacts on your phone.

## **Territorial Acknowledgement**

The Faculty of Arts acknowledges that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.