

# ANTH 0027 - ANTHROPOLOGY OF SEX, GENDER AND SEXUALITY

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## Catalog Description

Hours: 54 lecture

Description: Introduction to the study of sex, gender and sexuality from multiple anthropological perspectives, including biological, cultural, linguistic and archaeological. Examine the diversity and complexities of human sexes, genders and sexualities in many different sociocultural, historical, and cross-species contexts. Investigate complex interactions of biological and cultural systems in the development and dynamics of sexes, genders and sexualities. Discuss relevant issues and current research pertaining to sex, gender and sexuality. (CSU, UC)

## Course Student Learning Outcomes

- CSLO #1: Compare and contrast cultural, archaeology, linguistic and biological anthropology.
- CSLO #2: Explain sex, gender and sexuality and use examples to assess the relevance of studying each in multiple anthropological ways, including biological, cultural, linguistic and archaeological.
- CSLO #3: Examine the diversity and complexity of human sexes, genders and sexualities in multiple and diverse sociocultural, historical and cross-species contexts
- CSLO #4: Use relevant examples and current research to examine the influence of biological and cultural systems upon sex, gender and sexuality.

## Effective Term

Fall 2020

## Course Type

Credit - Degree-applicable

## Contact Hours

54

## Outside of Class Hours

108

## Total Student Learning Hours

162

## Course Objectives

1. Explain anthropology, distinguish its subfields and discuss the ways anthropologists study the topics of sex, gender and sexuality
2. Distinguish the basic concepts and discuss the contemporary relevance of sex, gender and sexuality
3. Discuss the relevance of holistic, systems and intersectional approaches to studying sex, gender and sexuality
4. Use a diversity of anthropological approaches, methods and current research to examine sex, sexual development, sex differences of humans and relevant social issues pertaining to sex

5. Use a diversity of anthropological approaches, methods and research to examine gender, diverse gender systems and the interactions of gender with other aspects of our lives and societies in multiple contexts
6. Use a diversity of anthropological approaches, methods and research to examine sexuality, the diversity of sexualities, and the interaction of sexuality with other aspects of our lives and societies in multiple contexts

## General Education Information

- Approved College Associate Degree GE Applicability
  - AA/AS - Behavioral Sciences
  - AA/AS - Multicultural Studies
- CSU GE Applicability (Recommended-requires CSU approval)
  - CSUGE - D1 Anthro/Archaeology
  - CSUGE - D4 Gender Studies
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
  - IGETC - 4A Anthro Archaeology
  - IGETC - 4D Gender Studies

## Articulation Information

- CSU Transferable
- UC Transferable

## Methods of Evaluation

- Classroom Discussions
  - Example: The instructor assigns an article or book chapter for student scholars to read in preparation for an in-class reading discussion about diverse sexualities in cross cultural contexts (course objective #5). Student scholars bring typed and printed reading notes about the assigned material to class for use during the reading discussion. The instructor directs student scholars to form small groups and to use their notes to begin discussing the main ideas and important information about the reading. Student scholars are then directed to discuss how the assigned reading relates to other examples and pertains to what they are learning in the current unit of the course. Groups then work collaboratively to complete a reading discussion activity organizer which will be submitted for credit, along with reading notes, at the end of the class session.
- Essay Examinations
  - Example: Student scholars will develop understanding of the basic ideas, benefits and issues of holistic anthropological approaches (course objective #3) through assigned reading, lecture and other learning materials. Formative assessments will then be used to ensure comprehension. The professor then assigns reading which addresses multiple case studies which address the topics of sex, gender and or sexuality in a holistic way. In the next class session the professor facilitates a discussion about the articles. Student scholars will then write essays which assess the benefits and limitations of holistic thinking with regards to studying sex, gender and sexuality.
- Objective Examinations
  - Example: Student scholars will take scripted answer exams (ex. LMS quizzes) to assess basic comprehension of assigned reading which addresses anthropological research about cross-cultural gender systems (course objective #4). Evaluation will be assessed based upon accuracy of answers.

- Projects
  - Example: Throughout the semester student scholars will plan, conduct and present their own course capstone projects (which will thus connect with most of the course objectives but in particular will draw upon course objectives #1, #2, #3 and at least two of the remaining objectives). Student scholars will demonstrate their ability to apply anthropological approaches, theories and methods within their own independent, yet instructor guided, investigations into topics related to sex, gender and/or sexuality. Student scholars are encouraged to examine topics which will advance their personal, academic and/or professional interests.

## Repeatable

No

## Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Professor lectures in order to define, explain and offer examples of the multiple layers and aspects of sex, sexual development and sex differences within the human species (course objective #4). The professor then directs student scholars to discuss in small groups the key points of assigned readings which highlight the complexity of human sex and sex development. Student scholars brainstorm questions which are addressed by the professor. Instructor then shows brief videos which provide visual support for learning. Student scholars are then directed to form new small groups and develop their own thoughts about the examples by applying the notion of sex as complexly layered and addressing the sex dichotomy vs. sex differences approaches..
2. Instructor assigns reading about the relationships between language and gender identity formation/performance (course objective #4). During the class session the instructor directs students to form small groups to discuss the article or book chapter. Towards the end of the discussion the instructor will hand out an in-class activity or exercise which requires student scholars to apply the ideas and information in the reading to a particular example which may involve screening a brief video or small group brainstorming. Students engage in the activity/exercise and work collaboratively to fill out the information and respond to critical thinking prompts regarding gendered language. At the appropriate time the instructor calls the groups together to share their findings and reflections on the assignment in a general class discussion.

Distance Learning

1. (DISTANCE LEARNING) During a week when an introduction to the concept of gender performativity is the focus, several learning avenues are provided. (1) Textbook pages and two contemporary articles will be assigned to read (2a) A written lecture provided and/or (2b) A full video lecture with the instructor presenting the material (3) A voicethread where students have the ability to respond to images and to one another's comments (4) a set of focused but exciting discussion topics. After reading and choosing their mode of instruction the students will engage in the conversation aspect with fellow students and the instructor. For example a discussion topic

asking them to draw on information from both the article and their own experiences/knowledge base makes the topic more relevant.

## Typical Out of Class Assignments Reading Assignments

1. Student scholars read the assigned pages from the textbook or lecture notes on the current topic, pre-assess their knowledge (ex. LMS quiz) and come to the next class session prepared to ask questions and discuss the material. 2. Student scholars read an ethnographic article or book chapter, take notes and answer a reflection question for credit as well as in preparation for an in-class discussion activity.

## Writing, Problem Solving or Performance

1. After participating in an in-class discussion about the article facilitated by the professor, student scholars will write down their thoughts into a short essay or short answers wherein they discuss how the article relates to the key linguistic anthropological topics and concepts they are currently studying. 2. After studying a specific theory, approach or concept, student scholars complete short essay assignments in which they apply what they've learned to a specific example from a list of choices including brief videos, current events or something from their own background or experiences.

## Other (Term projects, research papers, portfolios, etc.)

Course Capstone Project—Throughout the semester student scholars work on their own anthropology informed investigation into a cultural topic, issue or event of their own choosing. Student scholars collaborate with the professor and peers to develop relevant ideas and feasible methods. Student scholars then conduct library and/or first-hand data gathering and use approaches and concepts from the course to develop their own anthropological commentary. Final reports are shared with the professor and informally with peers in a variety of possible formats such as research papers, ethnographic videos, websites, original art projects, cultural skill demonstrations, etc.

## Required Materials

- Gender Diversity: Crosscultural Variations
  - Author: Nanda
  - Publisher: Waveland
  - Publication Date: 2016
  - Text Edition: 2nd
  - Classic Textbook?: No
  - OER Link:
  - OER:
- Evolution's Rainbow: Diversity, Gender, and Sexuality in Nature and People
  - Author: Roughgarden
  - Publisher: University of California Press
  - Publication Date: 2016
  - Text Edition: 2nd
  - Classic Textbook?: No
  - OER Link:
  - OER:
- Sex/Gender: Biology in a Social World

- Author: Fausto-Sterling
- Publisher: Routledge
- Publication Date: 2012
- Text Edition: 4th
- Classic Textbook?: No
- OER Link:
- OER:
- The Gendered Society
  - Author: Kimmel, Michael
  - Publisher: Oxford University Press
  - Publication Date: 2016
  - Text Edition: 6th
  - Classic Textbook?: No
  - OER Link:
  - OER:
- Sex, Gender, and Sexuality: The New Basics
  - Author: Ferber, Holcomb and Wentling
  - Publisher: Oxford University Press
  - Publication Date: 2016
  - Text Edition: 3rd
  - Classic Textbook?: No
  - OER Link:
  - OER:

**Other materials and-or supplies required of students that contribute to the cost of the course.**