Gender, Sex, and Sexuality: 
Global Perspectives 
ANTH 3310 
June B Mini-session 2019 
Time TBD 
Room TBD

Instructor: Dr. Jessica Lott 
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About the Professor
Professor Lott has her PhD in Anthropology and Graduate Certificate in Women’s and Gender Studies from SMU. She has taught this course many times and loves to help undergraduates learn more about the world around them. Her dissertation research was on reproductive negotiation with Latino/a couples in D/FW. It focused on couples who choose not to have children and themes of negotiated gender identity, kinship, and culture change. She has worked on shorter research projects on themes of domestic violence with Latinas in Dallas, reproduction and disability, and prenatal healthcare in rural Mexico and with Old-order Mennonites in rural Pennsylvania.

Why Take this Course?
- Fulfills Ways of Knowing 
- Fulfills History, Social and Behavioral Sciences 
- Fulfills Human Diversity 
- Fulfills Information Literacy 
- Fulfills Individuals, Institutions, and Cultures II 
- In addition to counting toward a major/minor in Anthropology, this course can also count toward the Women’s and Gender Studies minor, Human Rights major/minor, International Studies major/minor, Markets and Cultures major, and more 
- Learn how cultures around the world understand gender and sexuality. 
- Learn different explanations for why gender inequality is so pervasive. 
- Learn what global perspectives can teach us about our own lives from someone who has conducted ethnographic research in the area. 
- Participate in a Wikipedia edit-a-thon (no previous experience needed). Pages on women and the global South are underrepresented, and our class will help to correct this with our contributions.

Course Description
This course provides a cross-cultural and historical comparison of women’s and men’s life experiences in the areas of family, marriage and kinship, economic and political participation, sexuality, reproduction, ritual and religion.

Course Learning Objectives: By the end of the class, students will be able to…
- Discuss ways that culture and biology contribute to our understanding of sex and gender 
- Describe the diversity of gender identity, gender expression, and gender roles in global contexts
• Describe relationships between the concepts of gender and sexuality
• Apply various theories of gender inequality to global case studies
• Use anthropological perspectives of gender and/or sexuality to identify and correct information gaps in pieces of writing.

For University Policies, see Appendix A
For UC Learning Objectives, see Appendix B

Required Text:

• It is important you have the correct (most recent) edition, as many of our readings are not in the old editions.
• Chapter introductions associated with assigned case study readings are not required, but are recommended. They will reinforce lecture material and help you to understand how class readings are related.

Additional readings are posted to Canvas. These are noted in the reading schedule with [C]. They can be found under the “course documents” section.

Course Evaluation:

Class Participation – 15% - This category will encompass not only attendance but also active participation in class, including discussion and activities. You cannot miss any class periods without penalty, as this session is so condensed.

It will be assumed that you will come to class having read the assigned readings and ready to engage with the material. Students are expected be active participants in course discussions: asking questions, sharing opinions, and thinking critically about the course material. Cell phones must be turned off during class. Texting and internet use during class is not allowed, as it is distracting to other students (and the instructor). Use of laptops for any other purpose than note taking or referencing assigned material is prohibited.

Reading Reflections – 20% - The first 20 minutes of class will be spent writing a reflection on your readings for the day. This will prepare you to be an active participant in the class for the day. Grammar and organization does not need to be perfect. This is not a summary of the readings, but rather your analysis of them, questions about them, and any connections you make between the readings and current events.

Exams (2) – 30% - There will be an in-class midterm and final exam, worth 15% each.

Discussion Leader – 15% - Since critical thinking and discussion are central to the course, each student will be responsible for facilitating class discussion on a reading.

It is also assumed that you will be a respectful participant as your classmates present their work. If you are disruptive during a fellow student’s presentation, your “discussion leader” grade will be lowered.
Wikipedia Edit-a-Thon - 20% - Each student will research a topic of interest and contribute to one or more relevant Wikipedia pages. Students will learn how to edit Wikipedia in class and participate in a Wikipedia Edit-a-Thon in class. They will later turn in a short reflection paper about their experiences.

Class Schedule

At time of this posting to the Intersessions webpage, this is still in development, so it is subject to change.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>In-Class Assessment</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Gender and Human Evolution</td>
<td>[C]</td>
<td>Bonobo Sex and Society; [B&amp;S] Zuk (p9); Chikkatur (p40)</td>
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<tr>
<td>Day 2</td>
<td>Gender and Human Evolution: Mother Love</td>
<td>[B&amp;S]</td>
<td>Scheper-Hughes (p19); Hewlett (p27)</td>
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<td></td>
<td>Information Bias</td>
<td>[C]</td>
<td>Information Bias, [C] Gender bias on Wikipedia</td>
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<tr>
<td>Day 3</td>
<td>Gender and Prehistory</td>
<td>[B&amp;S]</td>
<td>Joyce (p59), Covey (p81), Adovasio, Soffer, and Page (p68)</td>
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<td></td>
<td>Equality and Inequality: Sexual Division of Labor</td>
<td>[B&amp;S]</td>
<td>Archambault (p182); Lepowski (p170)</td>
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<td>Day 4</td>
<td>Domestic Worlds and Public Worlds</td>
<td>[B&amp;S]</td>
<td>Lamphere (p97), Parikh (p109)</td>
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<td>Day 5</td>
<td>Cultural Construction of Gender</td>
<td>[B&amp;S]</td>
<td>Kiesling (p254); Gilmore (p221) Herdt (p239), Gulbas (p244)</td>
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<td>Day 7</td>
<td>Culture, Sexuality, and the Body: Third Gender Categories</td>
<td>[B&amp;S] Reddy and Nanda (p323); Abu-Lughod (p299); [C] The Gender of Brazilian Transgender Prostitutes</td>
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<td>Day 8</td>
<td>Gender and the State</td>
<td>[B&amp;S] Parson (p357); Bowen (p371); Allison (p339)</td>
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<td>Day 9</td>
<td>Gender, Politics, and Reproduction</td>
<td>[B&amp;S] Sobonya (p588); Kligman (p374); Ragoné (p385)</td>
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<td></td>
<td>Wikipedia Edit-a-Thon</td>
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<td>Day 10</td>
<td>Gender and the Global Economy</td>
<td>[B&amp;S] Constable (p639)</td>
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<td>Day 11</td>
<td>Catch up/final reflections</td>
<td>Final Exam</td>
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Appendix A: Policy Information

Women’s and Gender Studies Minor
This course is eligible for credit towards the minor in Women's and Gender Studies. Please see the instructor if you would like more information on the minor. More information can also be found at: http://www.smu.edu/Dedman/Academics/Departments/WomGenStudies.

Academic Honesty
Academic honesty is of utmost importance. Cheating, plagiarism, and fabrication are unacceptable behaviors and will not be tolerated. If a student is caught in an act of academic dishonesty, she/he will receive a 0 on the assignment and will be brought to the honor council. See SMU’s honor code: http://smu.edu/studentlife/studenthandbook/PCL_05_HC.asp

Disability Accommodations
Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit http://www.smu.edu/alec/dass to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

Religious Observance
Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)
Appendix B: UC Learning Objectives

Course Fills the Following UC Requirements:
2012 Individuals, Institutions, and Cultures II
2012/2016 Global Engagement
2012/2016 Human Diversity
2012/2016 Information Literacy
2012/2016 Ways of Knowing
2016 History, Social and Behavioral Sciences

UC Learning Objectives

- Develop a breadth of knowledge about the various ways in which gender and gendered practices manifest around the globe as related to: sexuality and identity; reproduction and child-rearing; family, marriage, and kinship; differences in hierarchy and power; household, economic, and state practices; religion; globalization; and health.
- Critically examine one’s own conceptions of gender and sexuality in light of cross-cultural and historical data on the subject.
- Demonstrate the ability to use interdisciplinary approaches for understanding complex issues.
- Students will be able to analyze different theoretical or interpretive perspectives in the study of individual, social, cultural, political, or economic experiences.
- Students will be able to evaluate critically the research outcomes and theoretical applications in the study of individual, social, cultural, political, or economic experiences.
- Students will be able to demonstrate an understanding of the material culture, underlying values, beliefs, or practices that are central to the culture(s) being visited or studied.
- With respect to issues related to race, ethnicity, gender, or societies in the developing world, students will be able to demonstrate an understanding of the historical, cultural, social, or political conditions of identity formation and function in human society, including the ways in which these conditions influence individual or group status, treatment, or accomplishments.
- Students will be able to demonstrate a knowledge of more than one disciplinary practice.
- Students will be able to explain how bringing more than one practice to an examination of the course topic contributes to knowing about that topic.