Anthropology of Gender and Sexuality

ANTH 31116

MW: 12:30pm till 1:45pm, NAC 4/130

Prof. Stan Thangaraj

NAC 7/113A

Office Hours: Tuesdays 11am to 2pm

212-650-7364, sthangaraj@ccny.cuny.edu

Course Objective: This class will look at how gender and sexuality are iterated, performed, challenged, and managed. Instead of seeing gender and sexuality as coherent and easily quantifiable categories, this class delves into the many contradictions in the categories of gender and sexuality. The contradictions and subsequent discussions will unpack what we take for granted with gender and sexuality. Furthermore, instead of seeing them as separate categories, this class looks at how they intersect, how they inform each other, and how they gain traction with race, class, and ethnicity. To add, we will look at how gender and sexuality are constructed through regulation. The class uses ethnographic texts along with scholarly humanities’ articles to delve into the social construction and constant performance of gender. The questions governing this class are: How stable is the category of sex? What are femininities? What are masculinities? What is sexuality? How is power present in gender and sexuality? What contradictions are present in their performance? What do gender and sexuality tell us about other categories such as race, ethnicity, and class? How are we to study gender and sexuality? By critically studying gender and sexuality, we will gain a toolkit for understanding gendered, sexualized violence while being critical of gendered and sexualized discourses in larger U.S. society. In this process, we will also carefully evaluate how gender and sexuality are mapped out across our City College of New York campus.

Grading Rubric: I emphasize active participation and engagement with class and class materials. Thus, the various assignments and tests will grade your engagement with course material and show your development over the course of the semester. This is not a class where you are graded on your ability to memorize but rather how you make use of the class material.

10% - Art Project- this is a project in which you will be taking readings and translating them into various artistic endeavors. Students either get the full grade, half grade, or zero points. Please take your time and put effort into this project. I expect you to take some of the main points and
issues from *Queen for a Day* and put them to art. You have the option to use the artistic mediums of collage, paint, video, poetry, and music.

10%- Body work- this will be a group project that involves a direct engagement of how we think, use, and signify our bodies. As bodies are so critical to thinking about sport and ability, one group will present each week on the readings and use their bodies to convey the main themes. Each member of the group will turn in a 1-2 page paper, 12 Times Roman font, double-spaced paper on their experience with the project, its highlights, and its limitations.

20%- Reaction Papers- you will give two essays, each a 2-3 page double spaced, 12 font on *Shapeshifters* and *Dealing in Desire*. The paper will require analysis of the book, requires knowledge of the main argument, and discussion of the main points. There should not be any grammatical errors so please proofread your work. I expect you to provide a compelling summary of the argument with a clear introduction, analysis, and conclusion. I strongly urge students to use the Writing Center on campus, the Writing Center is the best place to polish your writing skills.

10%- Attendance, Discussion, and Participation grade- All students are required to be in class. You are granted only two excused absences after which you will be deducted 3% of your overall grade for each absence thereafter. As this class is about active participation, students are required to engage actively in discussions and play a participatory role in class sessions. Being in class does not simply count as your participation grade. Some of your points will be tallied from on-line assignments as well. Students who are tardy to class will then get an absence for each tardy after the third instance of tardiness.

10%- popular culture analysis paper: this will be a 3-5 page paper analysis the gendered and sexual meanings of an episode of popular cultural TV. You will have to use three outside academic sources to support your argument.

10%- Quizzes- 10 quizzes will be given at various points in the semester.

15%- One exam- there will an exam given at the half way point of the semester.

15%- Second Exam.

The grading system works as such:

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<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>100-97</td>
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<tr>
<td>B+</td>
<td>89-87</td>
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<td>C+</td>
<td>79-77</td>
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<td>69-60</td>
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<td>A</td>
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<td>C</td>
<td>76-74</td>
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<td>B-</td>
<td>83-80</td>
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<tr>
<td>C-</td>
<td>73-70</td>
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</tbody>
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**Technology in the Classroom:** Prof. Thangaraj will meet with students who use technology as a result of certain disabilities. He will provide all the support that he has resources for to assist students with various learning and physical abilities. As a general rule, **no laptops or cell phones are allowed.** They are not to be used in the classroom at all. Only on days that Prof. Thangaraj requests that students bring their laptop can students do so.

**Honor Code:** Students are asked to produce their own original analysis. Cheating on assignments, quizzes, and exams is unacceptable. All students will follow the honor code. When turning in assignments, plagiarism is not acceptable. Students must not claim other written work as their own. When citing other scholars, please cite the scholar, year, and page. An example would be (Ochoa 2014: 23). One also cannot cite huge sections of books since that is less your argument than the author’s argument. Finally, phones and laptops are not allowed in class, especially on quiz and exam days. Students who do not abide by the honor code can fail the course, be sent to the Dean’s office, and be expelled.

**Required Texts**


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**Course Schedule**

**August 31st-** Introduction to Course Requirements

**September 2nd-** Rethinking the Binaries of Social and Biological

Read Judith Butler

[https://www.youtube.com/watch?v=EFJsSSDLI8w](https://www.youtube.com/watch?v=EFJsSSDLI8w)
September 7th - Rethinking the Binaries of Social and Biological

Read Anne Fausto-Sterling

No class

September 9th- Intersex and challenging Dueling Binaries

Rubin, David. 2012 “An Unnamed Blank That Craved a Name’: A Genealogy of Intersex as Gender.” Signs 37(4)


September 14th - Gender Violence and Women of Color Feminist Theory (last day to drop classes without a “W”)

Read bell hooks

Read Angela Davis

No class

September 16th - Black Femininity

Cox chapter intro


September 21st—Black femininity

Cox- chapter 1

September 23rd- Black Femininity

Cox- chapter 3
September 28th - Black Femininity
Cox - chapter 4

September 30th - Black Femininity
Cox - chapter 5
Read Pierce-Baker
Guest conversation with Dr. Charlotte Pierce-Baker

October 5th - exam

October 7th - Masculinities and Sport
Read Connell
Read Thangaraj - chapter intro

October 12th - Masculinities and Sport
Read Thangaraj chapter 1

October 14th - Masculinities and Sport
Read Stanley Thangaraj - chapter 2
Read Audre Lorde

October 19th - Masculinities and Sport
Thangaraj - chapter 5
Guest conversation with Mr. Michael Amaechi
October 21st- Masculinities Theory
Read E. Patrick Johnson

October 26th- Basketball and Masculinity
Thangaraj- chapter 4
Read piece on Fraternities

October 28th – Global Women Feminist Theory and Sex Workers
Read Chandra Mohanty
Read Kimberly Hoang- chapter intro
Privilege Walk

November 2nd- Vietnam’s Sex Industry
Hoang- Chapter 1
Nakhal, Jana. 2015. “Women as Space/women in Space: Relocating our Bodies and Rewriting Gender in Space.” Kohl 1(1)

November 4th -Vietnam’s Sex Industry
Hoang- chapter 2 and 3

November 9th- Vietnam’s Sex Industry
Hoang- chapter 4 and 5

November 11th- Vietnam’s Sex Industry
Hoang- chapter 6 and 7
Response paper due

November 16th- Islam, Gender, and Sexuality

November 18th-- Islam, Gender, and Sexuality
Read Samaya Farooq

November 23rd- Queering Sexuality and Gender
Read Marcia Ochoa- chapter introducing

November 25th- Queering Sexuality and Gender
Read Ochoa- Chapter 1

November 30th- Queering Sexuality and Gender
Read Ochoa- Chapter 2
Read article about “Hate Crimes Against Trans Women of Color.”

December 2nd- Queering Sexuality and Gender
Read Ochoa- Chapter 3
Gibson, Margaret. 2014. “Adopting Difference: Thinking through Adoption of Gay Men in Ontario, Canada.” *Signs* 39(2)

**December 7th**
Read Ochoa- chapter 5

**December 9th**
Read Ochoa- chapter 6
Art project due

**December 14th – last day of class**
Final business
Support Centers on Campus

1. Writing Center- North Academic Center
   Amsterdam Avenue Plaza
   160 Convent Avenue
   New York, NY 10031
   
   p: 212-650-8104  
   e: writingcenter@ccny.cuny.edu

2. Career Center- North Academic Center
   Room 1/116
   160 Convent Avenue
   New York, NY 10031
   
   p: 212.650.5327
   f: 212.650.6512
   e: careercenter@ccny.cuny.edu

3. Counseling Center- (212) 650-8222 or counseling@ccny.cuny.edu

4. Accessibility Services- p: 212.650.5913
   TTY/TTD: 212.650.6910
   e:sds@ccny.cuny.edu

5. LGBTQI support- ccnyopenalliance.tumblr.com

6. Sexual Assault Hotline- 800-656-4673
E-Mail Etiquette

All e-mails to Prof. Thangaraj shall be addressed in the following professional and respective manner. Please do not use the language for texting and tweeting for e-mail correspondence. We will not answer any e-mails that do not address us by name and title. Please be specific in the subject line about what the e-mail is about. Here is a sample e-mail:

Subject: Response Paper

Dear Prof. Thangaraj,

I am currently working on my response paper for the Carter’s book. I had a question about the citation format. Can I use MLA or Chicago style? How much original analysis do you want? Can I paraphrase large sections without citation? Thank you.

John Doe.
Response Paper Grading and Format

The total paper is worth 10 percentage points each. Here is how the grading will break down:

- **2 points for a clear introduction**
  - In the introduction you should provide a clear outline of what you are going to argue in this paper. You should use active verbs and set the roadmap for your paper.

- **5 points for an argument with citations, analysis, and clarity.**
  - In this section you should be able to provide the heart of your analysis. You will have to transition between the author’s analysis and your analysis. You should provide quotes and citations from the original text. Once you provide the citations from the book, you should provide a compelling analysis of what you think the author is trying to tell the reader. Make sure you are clear in your use of citations and your own analysis. This should constitute the substantial part of your paper.

- **2 points for a sound conclusion**
  - The conclusion should address what were the main points you covered in the paper and be in lines with your introduction. In the conclusion, I want you to ask an interesting question pertaining to the book that might not have been fully discussed in the book.

- **1 point for paper free of grammatical errors and spelling mistakes**