

## ANTHR114 : Gender, Sexuality, and Culture

### General Information

Author:	<ul style="list-style-type: none"><li>Michelle Stonis</li></ul>
Course Code (CB01) :	ANTHR114
Course Title (CB02) :	Gender, Sexuality, and Culture
Department:	ANTHR
Proposal Start:	Spring 2025
TOP Code (CB03) :	(2202.00) Anthropology
CIP Code:	(45.0201) Anthropology, General.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000609427
Curriculum Committee Approval Date:	06/12/2024
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	06/12/2024
Course Description and Course Note:	ANTHR 114 examines how people identify and experience gender, sex, and sexuality in a variety of cultural and historical contexts. The course considers the construction and performance of gendered identities and sexual practices from the holistic perspective of anthropological theories and methodology. Students will consider the interplay of the biological with the cultural. Comparative materials from indigenous, non-Western, non-industrial cultures as well as Western and globalized societies will be used to illustrate course concepts. Cultural institutions are framed as fundamental in creating, defining, and reinforcing categories of gender and sex. Economy, politics, nation/state, ethnicity, religion, kinship, worldview, language, and other categories of identity and difference will be explored as they relate to gender, sex, and sexuality.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"><li>Credit</li></ul>
Author:	

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>Anthropology</li></ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

## Course Development

### Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Course Special Class Status (CB13)

Course is not a special class.

### Pre-Collegiate Level (CB21)

Not applicable.

### Grading Basis

- Grade with Pass / No-Pass Option

### Course Support Course Status (CB26)

Course is not a support course

## Transferability & Gen. Ed. Options

### General Education Status (CB25)

Not Applicable

### Transferability

Transferable to both UC and CSU

### Transferability Status

Approved

IGETC Area	Area	Status	Approval Date	Comparable Course
4-Social Sciences	Social Sciences	Approved	09/03/2019	No Comparable Course defined.

CSU GE-Breadth Area	Area	Status	Approval Date	Comparable Course
D-Social Sciences	Social Sciences	Approved	08/27/2018	No Comparable Course defined.

## Units and Hours

### Summary

**Minimum Credit Units (CB07)** 3

**Maximum Credit Units (CB06)** 3

**Total Course In-Class (Contact) Hours** 54

**Total Course Out-of-Class Hours** 108

**Total Student Learning Hours** 162

### Credit / Non-Credit Options

#### Course Type (CB04)

Credit - Degree Applicable

#### Noncredit Course Category (CB22)

Credit Course.

#### Noncredit Special Characteristics

No Value

#### Course Classification Code (CB11)

Credit Course.

Variable Credit Course

#### Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

## Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

## Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	0
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
Studio	0
<b>Total</b>	54
<b>Course Out-of-Class Hours</b>	
Lecture	108
Laboratory	0
Studio	0
<b>Total</b>	108

## Time Commitment Notes for Students

No value

## Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

## Pre-requisites, Co-requisites, Anti-requisites and Advisories

### Prerequisite

ENGL101 - Introduction to College Reading and Composition

#### Objectives

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

### Prerequisite

ESL151 - Reading And Composition V

#### Objectives

- Read and critically analyze various academic readings.
- Summarize readings.
- Organize fully-developed essays in both expository and argumentative modes.

- Compose a 500 to 550-word essay that summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; and shows clear organization into an introduction, body, and conclusion.
- Revise writing to eliminate errors in syntax, and grammatical constructions;
- Employ basic library research techniques.
- Compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.

## Entry Standards

Entry Standards

## Course Limitations

Cross Listed or Equivalent Course

## Specifications

### Methods of Instruction

Methods of Instruction                      Lecture

Methods of Instruction                      Discussion

Methods of Instruction                      Multimedia

Methods of Instruction                      Collaborative Learning

Methods of Instruction                      Field Activites (Trips)

Methods of Instruction                      Presentations

### Out of Class Assignments

- Reading journals/online discussion forums
- Short writing assignments (e.g., analyze construction of sex and gender in a Western cultural artifact such as an advertisement, film, or art piece)

- Research projects including ethnographic fieldwork (e.g., conduct participant observation of the dynamics of gender relations and/or sexual identity within a given locale).

### Methods of Evaluation

### Rationale

Activity (answering journal prompt, group activity)

A written assignment activity demonstrating course exit standards

Exam/Quiz/Test

In-class or online quizzes

Presentation (group or individual)

Student presentations or projects

Exam/Quiz/Test

Midterm examination

Exam/Quiz/Test

Final examinations

### Textbook Rationale

No Value

### Textbooks

#### Author

#### Title

#### Publisher

#### Date

#### ISBN

Caroline B. Brettell

Gender in Cross-Cultural Perspective

Routledge

2013

978-0205247288

Monica Edelstein

A World Full of Women

Routledge

2016

978-0205872800

Dorothy L. Hodgson

The Gender, Culture, and Power Reader

Oxford University Press

2016

978-0190201777

### Other Instructional Materials (i.e. OER, handouts)

No Value

### Materials Fee

No value

## Learning Outcomes and Objectives

### Course Objectives

Understand the constructed categories of sex, gender, and sexuality cross-culturally and across different historic eras.

Explain sex, gender, and sexuality through the theoretical framework(s) of anthropology.

Comprehend sex, gender, and sexuality as they intersect with social institutions and structures such as the economy, ethnicity, politics, nation/state, religion, and the family.

Analyze the body as a vessel for cultural symbolism and a contested site for meaning.

Explain the impact of gender and sex based social movements in the processes of globalization.

## SLOs

**Critically assess their own culture through a gained understanding of sex, gender, and sexuality in nonWestern cultures.**

Expected Outcome Performance: 70.0

<i>ANTHR</i> Anthropology - AA-T	Analyze and describe how culture acts as our primary adaptive response
<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
<i>SOC S</i> Social Justice: Gender Studies	Articulate connections between global, regional, and local issues pertinent to the study of gender and sexuality.  Knowledge and skills to critically examine individual experiences, social institutions, and historical perspectives through the lens of gender and sexuality
<i>SOC S</i> Social Sciences	Demonstrate critical thinking skills and a basic understanding of the complex interrelationships between human kind and the biophysical environment  Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
<i>HIST</i> History - AA-T	Engage in wide reading, deep thinking, and clear communication about the vast record of human experience.  Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come.
<i>SOC</i> Social Work and Human Services AA-T	Explain the qualities and characteristics of effective human service professionals that view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective.

**Demonstrate an awareness of various cultural traditions, identity formations, and a commitment to diversity and equity in society.**

Expected Outcome Performance: 70.0

<i>ANTHR</i> Anthropology - AA-T	Analyze and describe how culture acts as our primary adaptive response
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<i>SOC</i> Social Work and Human Services AA-T	Explain the qualities and characteristics of effective human service professionals that view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective.

**Demonstrate an understanding of the theoretical frameworks of anthropology and how they may be applied to analyses of sex, gender, and sexuality.**

Expected Outcome Performance: 70.0

<i>ANTHR</i> Anthropology - AA-T	Analyze and describe how culture acts as our primary adaptive response
<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
<i>SOC S</i> Social Justice: Gender Studies	Analyze how these formations intersect with other socially salient aspects of identity including but not limited to race, class, and nation  Articulate connections between global, regional, and local issues pertinent to the study of gender and sexuality.  Knowledge and skills to critically examine individual experiences, social institutions, and historical perspectives through the lens of gender and sexuality
<i>SOC S</i> Social Sciences	Demonstrate critical thinking skills and a basic understanding of the complex interrelationships between human kind and the biophysical environment  Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
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<i>SOC</i> Social Work and Human Services AA-T	Explain the qualities and characteristics of effective human service professionals that view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective.

**Analyze ethnographic data and information and demonstrate competence in the attendant skills.**

Expected Outcome Performance: 70.0

<i>ANTHR</i> Anthropology - AA-T	Analyze and describe how culture acts as our primary adaptive response
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## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

**Is this proposal submitted in response to learning outcomes assessment data?**

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

#### **SLO Evidence**

No Value

## **Course Content**

### **Lecture Content**

#### **Anthropological Theory of Sex, Gender, and Sexuality (6 hours)**

- Cultural construction
- Biological/evolutionary perspectives
- Structuralism/post-structuralism

#### **Gender Acquisition (6 hours)**

- Gender norms
- Cross-cultural survey of femininity/masculinity

#### **Third Genders (6 hours)**

- Intersex peoples across the globe
- Gender fluidity within U.S. cultural groups and in non-Western settings
- Transgender in Western and non-Western cultures

#### **The Body (6 hours)**

- Biology
- Embodiment and representation
- Body modification practices across the globe

#### **Kinship and Family (6 hours)**

- Kin systems
- Residence patterns
- The public/private divide in Western and non-Western cultures

#### **Religion (4 hours)**

- Cross-cultural survey of gender/sex ideologies in religion
- Gender, sex and sexuality for religions' practitioners cross-culturally

#### **Political Systems (4 hours)**

- Nation and state
- Gender in military cross-culturally
- Colonial/imperial enterprise

#### **The Economy (4 hours)**

- Gender division of labor
- Gender patterns and subsistence

#### **Violence (4 hours)**

- Systems of oppression among varied cross-cultural groups
- Sexual violence
- Sex trafficking

#### **Queer Identities (4 hours)**

- Global LGBTQ identities
- Heterosexism/heteronormativity around the world
- Attitudes toward sexuality among U.S. cultural groups and across the globe

#### **Global Feminisms (4 hours)**

- Feminist ethnographic methods
- Globalized activism
- Human rights interventions

**Total Hours: 54**

## Additional Information

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

Yes

### GCC Major Requirements

No Value

### GCC General Education Graduation Requirements

Social Sciences

### Repeatability

Not Repeatable

### Justification (if repeatable was chosen above)

No Value

## Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value