

Anthropology of Sex/Gender Systems

Code: 101252
ECTS Credits: 6

Degree	Type	Year	Semester
2500256 Social and Cultural Anthropology	OB	3	1

Contact

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Use of Languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: Yes

Teachers

Estel Malgosa Gasol
Laia Narciso Pedro

Prerequisites

There are no pre- requisites

Objectives and Contextualisation

Third year course of the Degree in Social and Cultural Anthropology, it is taught during the first semester and is part of the subject "General areas of Anthropology."

This subject:

Develops anthropological theory and the analysis of cultural diversity in sex / gender systems.

Criticizes scientific androcentrism and reviews assumptions, concepts and theories, incorporating the gender perspective and feminist research into the social sciences.

It applies the disciplinary knowledge to the identification and the study of the socio-cultural reality linked to the current debates on gender.

This is done by approaching:

Feminist criticism and anthropology: presentation of empirical revisions, theoretical and methodological innovations that gender studies have contributed to classical Social and Cultural Anthropology: ethno-androcentrism, sexism and / or masculinism.

Changes in perspective and related key concepts: from studies on universal women to culturally diverse gender relations.

Debates on gender and status. The knowledge and analysis of the dichotomies, nature / culture, public / private and production / reproduction, and their relation to differences and inequalities.

Relationship and analysis of gender, class, "race" and ethnicity categories.

OBJECTIVES

At the end of the course the student will be able to:

Identify the transcultural variability of sex / gender systems and know the anthropological theory linked to this question.

Understand sociocultural constructions linked to sex, gender and sexual identity. Apply anthropological knowledge to current socio-cultural problems.

Competences

- Apprehending cultural diversity through ethnography and critically assessing ethnographic materials as knowledge of local contexts and as a proposal of theoretical models.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Using the discipline's ethnographic and theoretical corpus with analytical and synthesis skills.

Learning Outcomes

1. Analysing a contemporary fact from an anthropological perspective.
2. Applying the basic concepts of Social and Cultural Anthropology to the understanding of relationships between various societies and cultures.
3. Applying the knowledge of cultural variability and its genesis to avoid ethnocentric projections.
4. Identifying main and supporting ideas and expressing them with linguistic correctness.
5. Identifying the sociocultural variability through ethnographic texts and audiovisual resources.
6. Identifying the transcultural variability of economic, kinship, political, symbolic and cognitive, educational and gender systems as well as their corresponding anthropological theory.
7. Interpreting the cultural diversity through ethnography.
8. Interpreting today's main events from physical, economic, social and cultural diversity.
9. Summarising acquired knowledge about the origin and transformations experienced in the several fields of anthropology.
10. Summarizing the characteristics of a written text in accordance to its communicative purposes.
11. Theoretically analysing ethnographic examples of cultural diversity in the fields of education, gender and inclusion-exclusion systems.

Content

Women and men. Words, discourses and hegemonic constructions.

Fundamental concepts: sex and gender, gender and sexuality, sex and sexuality.

The social construction of the otherness of women. Anthropologists pioneering feminists.

Anthropology of women, anthropology of gender, anthropology of sex / gender systems, anthropology of masculinity.

Gender and classical currents of anthropology: evolutionism and functionalism. The binary opposition of domination: nature / culture.

Gender and materialism. Family and society. The binary opposition of domination: public / private.

Gender and work. Production / Reproduction. Inequality, power and recognition in productive and reproductive work. Reproduction and globalization.

Sex, genre, spaces, rituals.

Sex / race, gender / ethnicity, age, intersection

Sex, gender and violence

Sex, gender and bodies

Sex, gender and public policies

Methodology

This Teaching Guide contains all the information related to the subject, none of which can be modified during the course. This Guide is, therefore, the only document to consult before any doubt related to the subject.

The protagonist of the teaching-learning process is the student and under this premise a methodology based on the continuous work has been planned.

About the sessions:

The subject will be developed through face-to-face sessions, supervised and self-employed.

The face-to-face sessions will always be carried out with the entire class group and will be devoted to the presentation of the contents of the subject by faculty and professionals invited, according to the calendar included in the present Teaching Guide, with the active participation of the student group. In their analysis and discussion, sometimes in small groups so these sessions always involve a prior or later autonomous work. Autonomous work includes activities such as reading and the comprehensive and analytical study of texts, the comprehensive and analytical vision of audio-visual materials, the search of bibliographic references, the recession of information, observation and writing, among others.

Supervised sessions will be on-site or virtual (with an appointment) specially aimed at contributing to the follow-up of the subject and carrying out the assessment activities.

About the communication:

-The communication will be done through Moodle.

About the mentoring:

It is suggested to carry out at least one individual tutorial during the first month of the course.

About the written works:

Form and Formatting Aspects:

All written works must be submitted:

- Through Moodle
- Identified with the NIU
- In Word format
- With the page number
- Indicating the total number of words in Catalan, Spanish or English
- Without spelling and / or grammatical errors
- With citations, notes, references and bibliography in APA format

Contents:

- All written presentation should contain:
- Abstract / Abstract
- Introduction

- Antecedents
- Questions
- Discoveries / Arguments / Fundamentation / Discussion: presentation and discussion of the main points of the bibliography worked in relation to the questions. This section can be organized in one or several sections.
- Conclusions
- Bibliographical references in APA format

These sections and titles are flexible, therefore, you can choose others that best suit your goal of providing the most logical sense and presentation to work.

How to make them:

Any of the compulsory, general or advised readings, as well as any academic text, may serve as example for the accomplishment of the written work.

Correction criteria:

-Quality of the presentation, format, writing and bibliographical references in APA

-Comprehension, amplitude and depth of the analysis of the bibliography, presentations and viewings and their relation with the concepts of the course.

-Presentation of an articulated text through a coherent and academic-based argumentation.

-Linkage of presentations, bibliographies and / or views with ethnographic examples from the press, own experience or ethnographic observation.

Scale of qualification:

To what extent have the objectives indicated in the qualification criteria been achieved?

-0: out of time or Moodle without accredited justification

-1-4.9: delivery not based on the required analysis materials in each case or based on a description or summary of the proposed materials

-5-6.9: an academic and articulated text based in the proposed materials

-7-8.9: delivery based on the proposed materials incorporating additional articles or ethnographic examples -experience, press, observation-

-9-10: delivery based on the proposed materials incorporating additional articles and ethnographic examples -experience, press, observation-

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Preparation in the classroom of evaluation activities	2	0.08	
Theoretical and practical sessions in large group	16	0.64	
Visionaries and conferences in large group	12	0.48	
Type: Supervised			
Classroom evaluation activities	1.5	0.06	
Individual and / or group tutorials (face to face and / or virtual)	2	0.08	
Type: Autonomous			

Observations, in groups and individuals	10	0.4
Reading, analysis, preparation and writing of individual and group works and study	45	1.8

Assessment

The evaluation of the subject is understood as a continuous process that extends during the lecture period and is developed through 3 (three) activities.

- "The grades used will follow the 0-10 scale with a single decimal".
- "To be considered as having passed the subject, you will need to obtain a minimum grade of 5.0 as an average grade resulting from the marks obtained in each of the activities, considering the percentage of each of them in the final grade."
- To complete the subject or have the option to re-evaluate, all scheduled evaluation activities must be carried out. The subject will be considered non-evaluable, that is, with loss of regularity and in need of new enrolment, when not all scheduled evaluation activities are carried out.
- "Once the subject has been passed, it can not be subject to a new evaluation."
- The programming of the evaluation activities can not be modified after validating and publishing this Teaching Guide unless there is an exceptional and justified reason, in this case a new programming would be proposed within the corresponding teaching period.
- Those who for "attendance at meetings of the collegiate bodies of university representation or other reasons provided for in their respective regulations" [...] "can not attend programmed evaluation activities at any time, they have the right to be programmed a different day and time for its realization".
- Those who participate in the different assessment activities and they need it, they will receive a justification document for this participation.
- The ones who carry out any irregularity that can lead to a significant variation of the qualification of an evaluation activity, this and the whole subject will be qualified with 0, regardless of the disciplinary process that can be instructed.
- "The" Non-evaluable "qualification in the final evaluation act implies the exhaustion of the inherent rights to the course's enrolment" although the "Not evaluable" will not be included in the academic record.
- The copy or plagiarism, both in the case of the works and in the case of examinations, constitutes a fault that will be treated according to the Article 116. Resultats de l'avaluació (Article modificat per Acord de Consell de Govern de 19 de març de 2015)

Remember that a work that reproduces all or a part of the work of a partner is considered a "copy".

"Plagiarism" is to present all or part of an author's text as its own, without mentioning the sources, either on paper or in digital format. See UAB documentation on "plagiarism" at: http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html.

Evaluation activities

The evaluation of the subject is understood as a continuous process that extends during the lecture period and is developed through 3 (three) activities.

Activity 1: Commentary (30%)

In classroom participation and delivery the week following the session through Moodle of a 200-word commentary on each of the working sessions/analysis of the mandatory reading texts.

Activity 2: Presentation in group (30%)

Oral presentation in class of a maximum of 10 minutes in groups of three people of an analysis work of a minimum of 10 hours of audiovisual material chosen by the students and 2 readings to choose between the options proposed in this teaching guide, composed of a compulsory reading and an additional reading. Each reading option can be chosen by only 1 group of students.

Activity 3: Test (40%)

Individual written test in class on the content of lectures, including compulsory readings, presentations and related viewings

-The delivery of the indicated time or place without deliberately accredited justification will obtain a qualification of 0 (zero).

About the re-evaluation

They can re-evaluate those who:

- The 3 (three) scheduled evaluation activities were carried out and delivered on time and at the indicated place
- Have obtained an average grade of the 3 (three) activities of at least 3.5
- The re-evaluation will consist of a single test and will take place on the day, time and place programmed by the Faculty.
- The mark obtained in the re-evaluation will constitute the final grade of the subject.

The texts in quotation marks and the Teaching Guide have been made in accordance with the Academic Regulations of the UAB 2015:

https://www.uab.cat/doc/TR_Normativa_Academica_Plans_Nous Title IV: Evaluation pp.110 -130.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
10 min. grupal presentation on 10 hours audiovisual material and 2 articles	30%	27	1.08	11, 2, 4, 10, 9
Weekly 200 words text on the compulsory bibliography and the invited conferences	30%	28	1.12	1, 3, 5, 6, 8
Written test on the compulsory bibliography, invited conferences and the lectures	40%	6.5	0.26	11, 5, 6, 4, 7

Bibliography

General Readings

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Fausto-Sterling, A. [2000] (2006). *Cuerpos sexuados. La política de género y la construcción de la sexualidad*. Barcelona: Editorial Melusina.

Héritier, F. (1996). *Masculino/Femenino. El pensamiento de la diferencia*. Barcelona: Ariel.

Lewin, E. (2006). *Feminist Anthropology. A Reader*. Oxford: Blackwell.

Lancaster, R. & di Leonardo, M. (eds.) (1997). *The Gender/Sexuality Reader: Culture, History, Political Economy*. London: Routledge.

Laqueur, T. (1994). *La construcción del sexo. Cuerpo y género desde los griegos hasta Freud*. Madrid: Cátedra/Universidad de Valencia (Serie Feminismos).

- Martín Casares, A. (2006). *Antropología del Género. Culturas, mitos y estereotipos sexuales*. Madrid: Cátedra.
- Moncó, Beatriz. (2011). *Antropología del género*. Madrid: Síntesis.
- Moore, H. [1988] (1991). *Antropología y feminismo*. Madrid: Cátedra.

Compulsory Readings

- Ortner, S. (1979). ¿Es la mujer con respecto al hombre lo que la naturaleza con respecto a la cultura? En Harris, Olivia y Kate Young, comp., *Antropología y feminismo* (p. 109-131). Barcelona: Anagrama. Acceso online.
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- Jabardo, M. & Ródenas, B. (2017). Más allá de las dicotomías. Un análisis de la actividad del trenzado en la diáspora senegalesa desde el feminismo negro. *RES*, 26(3): 373-384. Acceso online.
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- Langarita, J.A. & Mas Grau, J. (2017). Antropología y diversidad sexual y de género en España. Hacia la construcción de una especialidad disciplinaria. *Revista de Dialectología y Tradiciones Populares* LXXII(2):311-334. Acceso online.
- Segato, R. L. (2003). Las estructuras elementales de la violencia. Contrato y estatus en la etiología de la violencia. En *Las estructuras elementales de la violencia. Ensayos sobre género entre la antropología, el psicoanálisis y los derechos humanos* (p. 131-149). Buenos Aires: Universidad Nacional de Quilmes.
- Lombardo, E., & Verloo, M. (2010). La interseccionalidad del género con otras desigualdades en la política de la Unión Europea. *Revista Española de Ciencia Política*, 23, 11-30. Acceso online

Recommended Readings

- Bennett, L. R. & Davies, S. G. (eds.) (2015). *Sex and sexualities in contemporary Indonesia. Sexual Politics, Health, Diversity and Representations*. New York: Routledge.
- Bernstein, E. & Jajobsen J. R. (2012/2013). Introduction. *The Scholar and Feminist Online* 11.1-11.2: Gender, Justice, and Neoliberal Transformations.
- Bourdieu, Pierre. (2008). *La dominación masculina*. Madrid: Anagrama
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- Butler, J. [2004] (s/f). El parentesco es de antemano heterosexual? *Debate Feminista* 3-35.
- Castells, M. & Subirats, M. (2008). *Mujeres y hombres. ¿Un amor imposible?* Madrid: Alianza.
- Coll-Planas, G. et al. (2008). Cuestiones sin resolver en la Ley integral de medidas contra la violencia de género: las distinciones entre sexo y género, y entre violencia y agresión, *Papers* 87:187-204.
- Constable, Nicole. (2009). The Commodification of Intimacy: Marriage, Sex, and Reproductive Labor, *Annual Review of Anthropology* 38:49-64.
- Cruz, C. [2006] (2010). Financiación para el desarrollo, género y derechos de las mujeres, En Maquieira, V. ed. *Mujeres, globalización y derechos humanos* (p. 425-476). Madrid: Cátedra.

- Faur, E. (2005). Masculinidades y familias. En Di Marco, G. coord. (2005). Democratización de las familias (p. 91-110). Buenos Aires: UNICEF.
- Fitó, Carme (2010). Identidad, cuerpo y parentesco. Etnografía sobre la experiencia de la in-fertilidad y la reproducción asistida en Cataluña. Barcelona: Bellaterra.
- Foucault, M. [1976] (1991). The History of Sexuality I. La voluntad de saber. México: Siglo XXI.
- Ginsburg, F. (2006). Procreation Stories: Reproduction, Nurturance, and Procreation in Life Narratives of Abortion Activists. En Lewin E. Feminist Anthropology. A Reader (p. 235-249). Oxford: Blackwell.
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- Krause E. & De Zordo, S. (2012). Introduction. Ethnography and biopolitics: tracing 'rationalities' of reproduction across the north-south divide. Anthropology & Medicine 19(2):137-151.
- Lamas, M. (2004). Violencia simbólica, mujeres y prostitución, En Marquina Espinosa, A. (comp.). El ayer y el hoy: Lecturas de Antropología Política. Volumen II. El futuro (p. 453-466). Madrid: UNED ediciones.
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- Mahmood, S. [2008] (2011). Teoría feminista y el agente social dócil: algunas reflexiones sobre el renacimiento islámico en Egipto, En Suárez Navas L. & Hernández, R. A. Descolonizando el feminismo. Teorías y prácticas desde los márgenes (p. 165-222). Madrid: Cátedra.
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- Armengou, M. & Belis, R. (2015). *Els internats de la por*. TV3.
- Armengou, M. & Belis, R. (2016). *Jo també vull sexe!* TV3, 60 min. (documentary)
- Ashford, M. (2013-2016). *Masters of Sex. USA*: Round Two Productions, Sony Pictures Television, Timberman-Beverly Productions, 4 temporadas, 46 episodios de 54 min.
- Baird, J. and Lahl, J. (2013). *Eggsploitation*. Pleasant Hill, CA: The Center for Bioethics and Culture.
- Barbé, A. (2018). *En femme*. España, 103 min. (documentary)
- Barris, K. (2014-...). *Black-ish. USA*: ABC Studios / Cinema Gypsy Productions / Principato-Young Entertainment, 4 temporadas, 96 episodios de 20 min.

Bauer, J., Gradus, R., Jones, R., et al. (2017). Hot Girls Wanted: Turned On. USA: Netflix, 1 temporada, 6 episodios de 46 min.

Becerra, C. (2015). Mujeres invisibles. La Plata: CUR.
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Béchar, C. (2015). Loba. España: COMPACTO, 80 min. (documentary)

Bollaín, I. (1999). Flores de otro mundo. España: La Iguana Films / Alta Films S.A, 100min.

Bourdieu, P. La dominación masculina, Parte 1, Parte 2

Butler, J. (2011). Your behavior creates your gender. Big Think, 3 min.

Campos, R. (2017-...). Las chicas del cable. España: Bambú Producciones / Netflix, 1 temporada, 8 episodios de 50 minutos.

Centeno, A. & De la Morena, R. (2015). Yes, we fuck! España, 60 min. (documentary)

Chase, D. (1999-2007). The Sopranos. USA: HBO, 6 temporadas, 86 episodios de 50 min.

Cherry, M. (2004-2012). Mujeres desesperadas. USA: ABC, Cherry Productions, 8 temporadas, 180 episodios de 40 min.

Cohen, B. and Shenk, J. (2016). Audrie & Daisy. Estados Unidos: Netflix, 95 min.

Condon, B. (2004) Kinsey. USA: Fox Searchlight Pictures, 118 min.

Daniels, L. (2009). Precious. USA: Lee Daniels Entertainment / Smokewood Entertainment Group, 105 min.

De Ocampo, I. (2011). Evelyn. España: La voz que yo amo, 96 min.

Dominici, M. (2003). Le clitoris, ce cher inconnu. Francia-Reino Unido; Cats, Dogs Films / Sylicone / ARTE France, 60 min. (Documentary).

Fabiánová, D. (2009). La luna en tí. ARTE G.E.I.E. - STV - Ubak Producciones / Avenue B Productions.

Fernández Martorell, M. (2010). ¿No queríais saber por qué las matan? Por nada. España: Canónigo Films, S.A, 84 min.

Fogelman, D. (2016-...). This is Us. USA: Rhode Island Ave. Productions, Zaftig Films, 20th Century Fox Television, 2 temporadas, 36 episodios de 60 min.

Fontaine, A. (2016). Las inocentes [Les innocents]. Francia-Polonia, 100 min.

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Hooper, T. (2015). The danish girl [La chica danesa]. Reino Unido: Focus Features / Working Title Films, 120 min.

Kelley, D. (2017). Big Little Lies. USA: HBO, 1 temporada, 7 episodios de 60 min.

Kiarostami, A. (2002). Ten. Irán-USA-Francia: Abbas Kiarostami Productions / Key Lime Productions / MK2 Productions / Zeitgeist Films, 91 min.

King, M. (2017). The good fight. USA: CBS Network, 1 temporada, 10 episodios de 60 min.

Kohan, J. (2013-...). Orange is the new black. USA: Netflix / Lionsgate Television, 6 temporadas, 78 episodios de 60 min.

Lahl, J. and Eppinette, M. (2014). Breeders: A Subclass of Women? [Criadoras: ¿Una clase inferior de mujeres?]. Pleasant Hill, CA: The Center for Bioethics and Culture, 52 min.

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Lehman, Z. (2015-...). Casual. USA: Casual Production. 3 temporadas, 30 episodios de 25 min.

Lewin, B. (2012). The sessions. USA: Fox Searchlight Pictures, 98 min.

Linhart, V. (2007). No se nace mujer, Parte 1 de 5, Parte 2 de 5, Parte 3 de 5, Parte 4 de 5, Parte 5 de 5 Mujeres en el Franquismo.

Loach, K. (1994). Ladybird, Ladybird. Gran Bretaña: Channel Four Films / Parallax Pictures, 102 min.

Malépart-Traversy, L. (2016). Le clitoris. Montreal: Mel Hoppenheim School of Cinema, 3,17 min. (Animated Documentary)

Manchevski, Milcho (1994). Before the Rain. Gran Bretaña-Francia-Macedonia.

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