

# School of Social Sciences and Humanities



ANTH 300  
Anthropology of Gender  
Winter 2026  
3 Credits

## Course Outline

<b>INSTRUCTOR</b>	Dr. Victoria Castillo	<b>OFFICE HOURS</b>	Wednesdays 3-4 pm
<b>OFFICE</b>	A2501	<b>CLASSROOM</b>	TBD
<b>E-MAIL</b>	vcastillo@yukonu.ca	<b>CLASS TIME</b>	T/Th 10:30 am – 11:50 am
<b>TELEPHONE</b>	867-456-8615	<b>CRN</b>	20059
<b>Liberal Arts office:</b> Ayamdigut Campus A2505, liberalarts@yukonu.ca, 867-668-8770			

## COURSE DESCRIPTION

Gender can be defined as the socially and culturally produced ideas that are built on perceived differences between females, males, and other identities in a particular society (what anthropologists call a culture's gender ideology). Although these differences can often be based on a society's essentializing interpretation of assumed physical sex differences, sex and gender are intertwined in complex ways.

Grounded in anthropological approaches to the study of gender, we will discuss the value and limitations of gender as an analytical category. We will undertake a cross-cultural comparative analysis of the social construction of gender and the multiplicity of masculinities, femininities and non-normative identities that exist within and between cultures. We will focus on evolutionary understandings of sex and gender, interrogate the sex/gender binary, examine gender fluidity, and discuss gender in relation to cross-cultural kinship variants. Through an intersectional framework that focuses on identities and experiences in varied cultural contexts, we will examine the impact that colonialism, sexism, racism, religion, globalization and the state have had on people's gender roles and identities in parts of the global North and South. Different theoretical approaches to sex and gender will be highlighted and applied to case studies.

## COURSE REQUIREMENTS

Successful completion of one of the following: ANTH 140, ANTH 210, ANTH 312, FNGA 200, FNGA 207, FNGA 209, FNGA 240, PHIL 230, POLI 230, SOCI 203, SOCI 209, or SOCI 227.

## EQUIVALENCY OR TRANSFERABILITY

Find course transfer information at <https://www.bctransferguide.ca/>

Students are reminded that it is always the receiving institution that determines whether a course is acceptable as an applicable, equivalent course or if it may be transferred to their program for credit. Find further information at: <https://www.yukonu.ca/admissions/transfer-credit>

## LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

1. Discuss the main principles of the gender perspective in anthropology.
2. Explain the linkages between biology, gender and human evolution.
3. Evaluate the different theoretical orientations that anthropologists use to approach the study of gender roles and gender inequality including self-reflexive (postcolonial) approaches.
4. Use cross-cultural examples, including examples from Indigenous communities, to examine the intersectional impacts colonialism, sexism, racism, religion, globalization and the state have on gender roles in the global North and South.
5. Critically examine how anthropological understandings of gender instruct cross-cultural ideas about masculinity, femininity, sexuality, heteronormativity, and non-binary identities.
6. Express the social and political context that creates their own identity in terms of gender, ethnicity, class, sexuality, and ability. Consider how their identity informs their understanding of and outlook on gender within their own culture and cross-culturally.

## COURSE FORMAT

### Delivery format

This course is being taught face-to-face using a variety of materials, activities, and technical solutions. Students must have access to a desktop computer, laptop or tablet that can run and operate Zoom and the online Moodle platform. You will need to visit the course Moodle site to view any pre-recorded PowerPoint presentations, films, and supplementary reading-based materials and participate in weekly online discussions. The class will proceed on a timetable with set assignments and due dates. This is not a self-paced course.

### Workload

It is expected that this course will require 9-12 hours/week of homework and additional reading. You will be asked to read 30-40 pages per week. It is important to note that the time required for successful course completion will vary by individual.

## EVALUATION

### Engagement and Participation

All assignments must be submitted through the course Moodle page.

### **Preparation and Active Participation (20%)**

All students are expected to attend class sessions and contribute to discussions, activities, and reflective exercises as engaged and active participants. **Students are also required to prepare for class sessions by completing readings and reading questions and be ready to discuss them in class.** Preparation and active participation are essential to the learning environment.

### **Online Responses (20%)**

Students will write eight 200-word responses to assigned media (videos, films, podcasts, etc.). These responses will be posted on the Moodle discussion board once a week. Further details will be provided in class.

### **Article Presentation and Summary (20%)**

Students will choose an anthropology article that focuses on gender and will present a 15-minute summary of the article to the class using PowerPoint slides (a selection of possible articles will be provided, or you can identify your own). They will also hand in a 250-word, written summary of the article. Further details will be provided in class.

### **Observation and Analysis Project (20%)**

The purpose of this project is to examine gender norms anthropologically, by observing the behavior of different genders you see in a public setting (such as a library, community or cultural centre, coffee shop, park, walking trail, etc.). Remember that gender norms are those rules that people follow and use to define their own gender and the gender of others. You will observe and document people's behaviours at one location for 30 minutes. This includes recording notes on observable expressions of gender such as facial expressions, laughing, body posture, verbal comments, touching, hand gestures, etc. You will submit a 500-600 word paper that focuses on the gender norms you observed and how you categorized them. Further details will be provided in class.

### **Quizzes (20%)**

There will be two quizzes each worth 10%. Further details will be provided in class.

Preparation and Active Participation	20%
Article Presentation and Summary	20%
Online Responses (8 in total)	20%
Observation and Analysis Project	20%
Quizzes (2 x 10% each)	20%
Total	100%

## **TEXTBOOKS & LEARNING MATERIALS**

**Textbook 1:** Brettell, Caroline B. and Carolyn F. Sargent (editors). 2017. *Gender in Cross-Cultural Perspective*. New York, Routledge.

**Textbook 2:** Mascia-Lees, Frances E. and Nancy Johnson Black. 2017. *Gender and Anthropology*. 2nd ed. Waveland Press, Illinois.

\*Readings will be provided by the instructor and made available on Moodle.

## COURSE WITHDRAWAL INFORMATION

Students may officially withdraw from a course or program without academic penalty up until two-thirds of the course contact hours have been completed. Specific withdrawal dates vary, and students should become familiar with the withdrawal dates of their program. See withdrawal information at [www.yukonu.ca/admissions/money-matters](http://www.yukonu.ca/admissions/money-matters)

Refer to the YukonU website for important dates: [www.yukonu.ca/admissions/important-dates](http://www.yukonu.ca/admissions/important-dates)

Refunds may be available. See the Refund policy and procedures at [www.yukonu.ca/admissions/money-matters](http://www.yukonu.ca/admissions/money-matters)

## PLAGIARISM AND ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

In this course, our primary focus is to cultivate an equitable, inclusive, and accessible learning community that emphasizes individual critical thinking and problem-solving skills. To ensure a fair and consistent learning experience for all students, the use of advanced AI tools such as ChatGPT or Dall-E 2 is strictly prohibited for all academic (written/coding/creative/etc.) work, assignments, and assessments in this course. Each student is expected to complete all tasks without substantive assistance from others, including AI tools.

Any use of AI tool in your academic work may result in academic penalties and be considered an act of cheating and a violation as outlined in the relevant sections of Yukon University's Academic Regulations & Procedures. For further details about academic standing, and student rights and responsibilities see: [www.yukonu.ca/policies/academic-regulations](http://www.yukonu.ca/policies/academic-regulations)

## ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact Accessibility Services for resources or to arrange academic accommodations: [access@yukonu.ca](mailto:access@yukonu.ca).

## TOPIC OUTLINE

\*Content notes will be provided next to readings that contain difficult materials and content so that we have the opportunity to provide extra care for ourselves, if necessary, when we engage with the material.

\*\*Readings may change at the discretion of the instructor

Part I - Gender as an Assumed State: Is it Nature or Nurture?	
<b>Week 1</b> January 6	Welcome; Terminology
January 8	History of Gender in Anthropology
<b>Week 2</b> January 13	History of Gender in Anthropology
January 15	The Gendered Gaze
<b>Week 3</b> January 20	Biology, Gender, and Human Evolution
January 22	Analyzing Theories
<b>Week 4</b> January 27	Gender and Prehistory
January 29	Gender and Prehistory
<b>Week 5</b> February 3	Constructing an Essentialized Womanhood
February 5	Challenging Femininities
<b>Week 6</b> February 10	Constructing an Essentialized Manhood
February 12	Challenging Masculinities
Part II - Gender as Process	
<b>Week 7</b> February 17	<b>Assessment 1 (17th)</b>
February 19	Heritage Day (16th No Class)
<b>Week 8</b> February 24	Gendering Children/Challenging Ideas of Childhood
February 26	Challenging Ideas of Childhood
<b>Week 9</b> March 3	Gender, Families, and Kinship Challenging Ideas of Family and Kinship
March 5	Challenging Ideas of Family and Kinship / Gender, Language and Pronouns
<b>Week 10</b> March 10 + 12	<b>Winter Reading Week - No Classes March 6th - 16th</b>

<b>Week 11</b> March 17	Physically Achieving/Subverting Gender
March 19	Drag in Canada
<b>Week 12</b> March 24	Gender and Religion
<b>Part III - Gendered Power</b>	
March 26	Gender and Colonization
<b>Week 13</b> March 31	<b>Assessment 2</b>
April 2	Gendered Violence in the Home
<b>Week 14</b> April 7	Gendered Violence Nationally
April 9	Gendered Violence Internationally <i>Observation and Analysis Project Due</i>
<b>Week 15</b> April 14	Sex Work and Agency: “Sex Work is Work!”
April 16	Presentations and Closing Discussions <i>Presentations and Summaries Due</i>