

## **ANT 3302: Sex Roles in Cross-Cultural Perspective**

Section: 3218. Fall 2012

Period: 10 Tuesdays (5:10-6:00 PM); 10-11 Thursdays (5:10-7:05 PM)

Turlington L005

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Office Hours: Tue and Thurs 2:30 – 4:30, and by appointment

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Office: Turlington B325

Office Hours: available online, via sakai mail. See sakai for schedule of monthly in-person office hours.

### **Course Description and Objectives:**

In our everyday activities we often take for granted the influences of sex, gender, and culture on our interactions, decisions taken, and roles assumed. Using an anthropological perspective, this course seeks to analyze the intricate manners, institutions and developments through which sex and gender manifest themselves in the lives of human beings across the globe. The course begins by first deconstructing the concepts of sex and gender, and then traces the forms in which these influence (and are influenced by) the family, labor, and household and global economies. Readings and discussions also take apart the engagement of sex/gender with state institutions and practices, as well as the interaction of gender with race and identity. The dynamic nature of gender and of sex roles is a key point of study in the course; accordingly, the class bases itself principally in ethnographic examples of the lives of various peoples, near and far, across the world. The course furthermore recognizes that the study of daily practices and discourses effects enlightening insights into the complexities of gender and sex roles.

By the end of the course, students will be able to:

- Recognize and critically consider the socially and culturally constructed nature of gender and sex
- Identify and investigate the engagement of gender/sex with various socio-political institutions and transnational developments across time and space
- Analyze ethnographically the dynamics of gender and sex as presented through case studies and in their own life experiences

### **Course Texts:**

Mascia-Lees, F. 2010. *Gender and Difference in a Globalizing World*. Long Grove, IL: Waveland Press.

\*\*In course schedule of topics, readings from this text are referred to as **ML**

Other readings are available on course page on e-learning <https://lss.at.ufl.edu>.

## Classroom Policies:

### *Attendance*

In order to succeed in the class, attendance is critical. Only under extenuating circumstances as determined by the instructor will lecture slides, notes, etc. be made available to the student. If the student has a legitimate conflict the student must notify the instructor in advance in order to obtain materials for the day. For classes missed due to illness, the student should bring a doctor's note to office hours in order to access materials missed.

### *Cell Phone and Laptop Policy*

Use of cell phones in this class will not be permitted. Please silence or turn off your cell phones before the beginning of each class. If your cell phone goes off, you will need to leave the class and not come back for the rest of that day. If you are seen using your cell phone during class (texting, surfing, etc.), you will be asked to leave. Missing class due to being excused because of a cell phone or laptop is not an excuse for a poor grade. Laptops for class-related activity (note-taking) is permitted, but students who use laptops will be asked to sit in the last two rows of the classroom so that their screens do not distract their fellow students.

### *Make-up Policy*

**Assignments:** It is the student's responsibility to notify the instructor as early as possible if s/he will miss class due to a legitimate conflict. Apart from exceptional circumstances (i.e., documented family or personal health emergency), late assignments will not be accepted.

**Exams:** Students who will miss the exam date due to legitimate conflicts (i.e., University-sponsored activity, family emergency) must arrange with the instructor as early as possible to take the exam in advance. In these cases, the exam will be an essay format, taken in the instructor's office. Make-up exams are not permitted except under very rare circumstances (i.e., documented family or personal health emergency) at the instructor's discretion, and such notification should be made no later than the date of the exam. If a make-up exam is granted, it will also be in the essay exam format.

**Incomplete Grades:** Incompletes will not be allowed except under very rare circumstances (i.e., documented family or personal health emergency) at the discretion of the instructor.

### University Academic Honesty Policy

In meeting one of the major objectives of higher education, which is to develop self-reliance, **it is expected that students will be responsible for the completion of their own academic work.** A fundamental principle is that the whole process of learning and the pursuit of knowledge are damaged by cheating, plagiarism, and other acts of academic dishonesty such as misrepresentation, conspiracy, bribery and fabrication. It is your responsibility to be familiar with the University of Florida Student Honor Code <http://www.dso.ufl.edu/sccr/honorcode.php>

The use of any and all literature, notes, aids, or assistance from other sources should be clearly identified within any and all course assignments and assessments. If you have any questions about how

to properly cite the use of a source in your assignments, please ask me. Any plagiarism will result in a zero for the assignment. Acts of plagiarism and other violations of student honor code will be reported to Student Conduct and Conflict Resolution.

Tutoring

Good study skills are necessary in order to be successful in the course. Students who wish to strengthen their reading, writing, and exam performance skills are encouraged to take advantage of the University’s free tutoring services. The Teaching Center (SW Broward Hall, 392-2010) offers walk-in and scheduled tutoring sessions, as well as study skills resources: <https://teachingcenter.ufl.edu/index.html>. The Reading & Writing Center (SW Broward Hall, 392-6420) provides individual assistance to those wishing to perfect their writing, better understand the writing process, and improve reading comprehension and study skills: <http://www.at.ufl.edu/rwcenter/index.html>. They also offer assistance to English-as-a-Second-Language (ESL) students on reading and writing in English.

Special Classroom Accommodation for Students with Disabilities:

Students requesting classroom accommodation must first register at the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor. The Disability Resource office is located in 001 Reid Hall. Further information can be found at [www.dso.ufl.edu/drp](http://www.dso.ufl.edu/drp). Students should be sure to complete these procedures by the second week of classes at the latest.

Students experiencing personal problems that interfere with academic performance should contact:

- University Counseling Center at 301 Peabody Hall 392-1575
- Student Mental Health at the Student Health Care Center 392-1171
- Sexual Assault Recovery Services at the Student Health Care Center 392-1161

Assignments:

Journal.....	50 points
Online discussions.....	30 points
Unannounced in-class activities &Pop Quizzes.....	20 points
Papers.....	40 points
Mid-term and Final.....	60 points
Total points: 200	

To determine grade, divide total points earned by 200.

A = 93-100	C = 70-74
A- = 89-92	C - = 68-69
B+ = 85-88	D+ = 64-67
B = 81-84	D = 61-63
B- = 78-80	D- = 58-60
C+ = 75-77	F = 0-57

Note: the course makes extensive use of e-learning <http://lss.at.ufl.edu>. If you are not already familiar with it, become so. For additional guidance on using e-learning, see [https://lss.at.ufl.edu/help/Student\\_Faq](https://lss.at.ufl.edu/help/Student_Faq).

### *Journal (50 pts.)*

Throughout the course of the semester, students will keep an “online journal.” They will make weekly submissions through e-learning; in each submission, drawing upon that particular week’s readings, students will reflect upon how class themes apply to their daily lives, developments in current events, and/or trends they’ve noted in their social environments. For example, a week’s readings might trigger particular questions regarding men and women in the job market, family and marriage relations in different societies, the development of sex categories in other countries, etc. Students should develop these questions, comments, and/or observations in the journal assignment. Each journal entry is graded on a scale of 5 points, and there will be 10 journal submissions over the course of the semester.

Students should keep in mind that the journal is not a formal writing assignment. For the two longer papers due at the beginning and end of the semester, students will be expected to follow strict rules of style and organization; however, for the journal, students will not be graded so much on organization, more so on content.

That said, journal submissions will be graded on:

- insight (2 points; **avoid summarizing a reading**)
- relevancy to week’s readings (2 points; **this means you must make reference to the week’s theme and readings**)
- spelling/grammar (1 point).

\*\*Journal entries should be 200-250 words in length. This allows for two or so developed paragraphs of thought; accordingly, **students must be succinct and concise**.

Entries must be submitted, as a .doc or .docx file, **through turnitin** on elearning by 5PM Thursday of each week.

### *Online discussions (30 pts.)*

Students will engage in online discussion regarding course themes throughout the semester. Every week before Tuesday class the student must post 1 original question or comment to the class discussion board on e-learning and respond to two postings made by other students (total submitted: 1 new thread and 2 responses). While postings should not be cursory, they should be no longer than one to three sentences. Postings must be related to that week’s readings and topic. For example, a posting might highlight a certain point brought up in the readings that the student found particularly strange or illuminating. It is expected that discussion questions and comments will pertain mostly to the readings due on Tuesdays. The online discussion board serves as a means for students to begin to engage with the topic to be introduced that week; the Instructor will also take into account discussion questions and comments when developing class activities and lectures. Discussion questions and comments must be submitted by

5PM on Tuesday of each week. Threads and responses will be graded for relevancy and insight. These must be submitted every week of the semester (\*\*with the exception of week 2, see note below), and weekly submissions will be graded on a 2-point scale.

Students should be respectful in making postings to the online discussion board. Any inappropriate posting will result in a zero for the weekly discussion grade.

Students will be divided among three large online discussion groups, and discussions will commence the 3<sup>rd</sup> week of class. In place of the week 2 online discussion, students will complete and submit the study guide for the Dozier article (both the article and study guide are found in the Resources tab, Week 2, on elearning.) This must be submitted through elearning by 5PM on Tuesday, August 28<sup>th</sup>.

*Unannounced in-class activities and Pop Quizzes (2 pts each. 10 total = 20 pts.)*

Unannounced in-class activities: Throughout the semester, as few as four and as many as six unplanned in-class activities will take place. Although they do not serve as assessments, participation in the activities is required in order to earn full points. Accordingly, if you choose to be absent from a class realize that you may miss an in-class activity. Absences must be excused with the instructor in a timely fashion, with proper documentation.

Pop Quizzes: As few as four and as many as six pop quizzes will be administered in class over the course of the semester. Consequently, students must always come to class prepared with their own pen and paper in case of a quiz. Quizzes will always be based on the readings assigned for that class period. If you choose to be absent from a class realize that you may miss a quiz. Absences must be excused with the instructor in a timely fashion, with proper documentation.

*Papers (20 pts. each. 2 papers = 40 pts.)*

- 1) Photo essay. From their own collections of photos, students must select one that triggers reflection on the definitions of sex roles that influence and have influenced their lives. For example, this may be a family picture, photo of a school event or family reunion, etc. Describe the picture and analyze the sex roles at play in your life, drawing upon course readings and lectures.

Further detailed instructions will be made available on e-learning. Papers must be three pages in length and they must reference 2-3 course readings. **Submit through turnitin on e-learning. Due September 20<sup>th</sup> by 5PM.**

- 2) Take a situation in your everyday life and analyze it ethnographically, specifically focusing on how sex roles are played out. This assignment requires that the student engage in participant observation, a primary research method of anthropology. In their papers, students must describe a certain situation or occurrence they have observed, analyze the practices exhibited by the actors involved and reflect upon the sex roles exhibited, drawing upon class readings and lectures.

Further detailed instructions will be made available on e-learning. Papers must be three pages in length and reference 2-3 course readings. **Submit through turnitin on e-learning. Due November 29<sup>th</sup> by 5PM.**

*Non-cumulative mid-term and final (30 pts. each)*

The mid-term and final will be administered through e-learning. Each will be non-cumulative. While students are allowed to use their personal computers to take exams, it is recommended that they use the university computer labs in order to avoid internet connection problems. For information on online computing and how to find a computer lab, or for assistance with Sakai, contact the UF Computing Help Desk (352) 392-HELP (4357) or <http://helpdesk.ufl.edu/services.html>. Exams will be based on course lectures, readings, films, discussions and in-class activities. **The mid-term will take place on October 4<sup>th</sup>, during regularly scheduled class time; the final is scheduled for December 12<sup>th</sup> at 10AM.**

*Extra Credit (10 pts.)*

Taking stock essay. Comparing and contrasting journal entries from the beginning of the semester and up until this point, students will reflect upon what they have learned as of mid-term: how have their preconceptions and assumptions regarding gender, sex, and culture changed or developed? Explain, drawing upon course reading and lectures.

Further detailed instructions will be made available on e-learning. Papers must be two pages in length and they must reference at least 2-3 course readings. **Submit through turnitin on e-learning. Due October 23<sup>rd</sup> by 5PM.**

**Schedule of Topics:**

Week 1: Introduction to course

8/23: Course introduction and anthropology overview

Week 2: Deconstructing Sex and Gender

8/28: ML Ch.1 pp. 1-12; Dozier, Raine. "Beards, Breasts and Bodies: Doing Sex in a Gendered World."

*Gender and Society* 19.3 (2005): 297-316.

→Prepare: worksheet, available on sakai. Due Tuesday 5PM.

8/30: "Sexuality, Ethics, and the Law: Intersexual Politics." *Human Sexuality and Culture* p. 375

→Week 2 Journal due Thursday 5PM

Week 3: Situating Gender within Anthropology

9/4: ML Ch. 2 (skim pp. 33-44) study 45-57; Moore, *Feminism and Anthropology*, Ch. 1

→Participate in online discussion Week 3, due Tuesday 5PM

9/6: Shostak, *Nisa* Ch. 1 pp. 1-20

→Week 3 Journal due Thursday 5PM

Week 4: Sex differences: where did they come from and how?

9/11: ML Ch.4, pp. 85-99; Emily Martin "Egg and Sperm"

→Participate in online discussion Week 4, due Tuesday 5PM

9/13: ML Ch.5, pp. 106-121

→Week 4 Journal due Thursday 5PM

Week 5: Family, Kinship, Household Economy

9/18: ML Ch.6 pp. 131-144

→Participate in online discussion Week 5, due Tuesday 5PM

9/20: Abu-Lughod, Writing Women's Worlds "Patrilineality"

1<sup>st</sup> Paper Due, Thursday 5PM

\*No Journal Submission\*

Week 6: Family and Labor—Production, Capitalism, and Sex Roles

9/25: Etienne and Leacock, Introduction, Ch. 9

→Participate in online discussion Week 6, due Tuesday 5PM

9/27: Babb Ch. 6 "Marketwomen, Family, and Society"

→Week 6 Journal due Thursday 5PM

Week 7: Production, Capitalism and Sex Roles (cont)

10/2: Safa "The Matrifocal Family and Patriarchal Ideology in Cuba and Caribbean"; Mid-Term Review

→Participate in online discussion Week 7, due Tuesday 5PM

10/4: Mid-Term

\*No Journal Submission\*

Week 8: Gender/sex, Political-Economic Change and the State

10/9: ML Ch.6 pp. 145-159; Ong "Spirits of Resistance"

→Participate in online discussion Week 8, due Tuesday 5PM

10/11: Adely, Fida. "'God made beautiful things': Proper faith and religious authority in a Jordanian high school." *American Ethnologist* 39.2 (2012): 297-312.

→Week 8 Journal due Thursday 5PM

Week 9: Gender, the Environment, and Development

10/16: Leach Ch. 2

→Participate in online discussion Week 9, due Tuesday 5PM

10/18: Spring, Intro.

→Week 9 Journal due Thursday 5PM

Week 10: Neoliberalism and Global Economy

10/23: ML Ch. 7

→Participate in online discussion Week 10, due Tuesday 5PM

\*Extra Credit Paper Due, Tuesday 5PM\*

10/25: F. Harrison "The Gendered Politics and Violence of Structural Adjustment: A View from Jamaica"  
→Week 10 Journal due Thursday 5PM

Week 11: Resistance and agency

10/30: ML Ch.8; B. Babcock "Mudwomen and Whitemen"  
→Participate in online discussion Week 11, due Tuesday 5PM

11/1: J. Comaroff "Emperor's Old Clothes"  
→Week 11 Journal due Thursday 5PM

Week 12: Race, Gender and Identity

11/6: ML Ch.10; Weismantel, Intro  
→Participate in online discussion Week 12, due Tuesday 5PM

11/8: Weismantel Ch.3 "Sharp Trading"  
→Week 12 Journal due Thursday 5PM

Week 13: Media and Public Culture

11/13: ML Ch. 9; Gregory Ch.4 "Sex, Tourism and the political economy of masculinity" pp. 130-146  
→Participate in online discussion Week 13, due Tuesday 5PM

11/15: Gregory pp. 146-165; Bailey and Leo-Rhynie Ch.11  
→Week 13 Journal due Thursday 5PM

Week 14: Gender and Violence

11/20: Maitse "Revealing Silence"; Freedman "Gender and Violence"  
→Participate in online discussion Week 14, due Tuesday 5PM

11/22: Thanksgiving Break  
\*No Journal Submission\*

Week 15: Sex Roles and Social Movements

11/27: Hafez, Sharine. "No longer a bargain: Women, masculinity, and the Egyptian uprising." *American Ethnologist* 39:1 (2012): 37-42; Stephen et al. Dissident Women "Introduction"  
→Participate in online discussion Week 15, due Tuesday 5PM

11/29: Cervone "Engendering leadership"  
2<sup>nd</sup> Paper Due, Thursday 5PM  
\*No journal submission\*

Week 16: Course Wrap-Up [no journal submission]

12/4: Shostak, Nisa Ch. 15 and Epilogue  
→Participate in online discussion Week 16, due Tuesday 5PM

**12/12: Final Exam, 10AM**

**\*\*The Instructor holds the right to make changes to the syllabus as necessary\*\***