

ANT 3302: Sex Roles: A Cross-Cultural Perspective

Sect 3218
MWF 9:35-10:40
LIT 109

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Course Description

This course is an anthropological survey of the diverse ways in which sex and gender roles, ideologies, expectations, and relationships are socially constructed in different modern and historical contexts. Class lectures, readings, films, and writing assignments will facilitate an exploration of cross-cultural diversity in sexual identities and gender ideologies within households and communities globally and through time. The course will also draw from examples within American culture(s) to examine our own approaches to sex and gender.

Course Requirements

Required Text:

Mascia-Lees, Francis E.

2010 Gender and Difference in a Globalizing World: 21st Century Anthropology.

Waveland Press: Long Grove, IL.

ISBN: 1577665988

Students are expected to attend every class, prepare for class by reading all assigned readings, take good notes, participate in class discussion, and to complete all assignments and examinations. This course is also coordinated via Canvas. In addition to course management, Canvas will be used as a contact interface among students and the instructor, as well as to post readings and assignments.

In general, class format will feature lecture and class discussion. I encourage you to participate in discussion, even if you feel that your perspective or opinion will not be popular. Disagreement and varying viewpoints, when shared respectfully, can deepen understanding for you and your peers, and helps to hone a critical approach to the evidence we take in as anthropologists. If you feel that your opinion clashes with something I have voiced, I welcome that as well—your grade is in no way related to how much you agree with me.

Other things to know:

- Cell phones must be turned off or silenced during class. Talking on the phone, texting, or surfing the web is considered disruptive and will not be tolerated.
- No late exams will be given without acceptable documented excuse.
- Incompletes will be given only in rare circumstances, and require documentation of the event that led to their necessity. Per the university, incompletes must be arranged before the final test.
- Cheating and plagiarism in any form are subject to the University Academic Honesty Policy.

Communication

Canvas

Announcements, reading materials, and assignments will be posted to Canvas on a regular basis. Please check Canvas daily in order to remain informed and current regarding any changes to assignments or the class schedule.

E mail

Protocol for e mail is as follows:

- Put a subject in the subject line that describes the e mail content.
- Address me as Ms. Weiss or Ms. Grafft-Weiss
- Offer possible solutions to issues you encounter
- Requests for information included on this syllabus will not be answered.

Grade Scale

Participation/Attendance: 50 pts.
Introduction vid: 25 pts.
Reflection Assignments: 25 pts. each
Research Paper: 125 pts.
Tests: 50 pts. each

Total Possible Points: 500

A	94-100	C	74-76.99
A-	93.99-90	C-	70-73.99
B+	87-89.99	D+	67-69.99
B	84-86.99	D	64-66.99
B-	80-83.99	D-	60-63.99
C+	77-79.99	F	<60

*****Please note: grades of C- or lower do NOT count toward major, minor, or General Education distribution requirements.**

Course Assignments

Class Participation (10%)

Success in this class requires regular attendance and participation. Attendance will be tracked through simple quizzes and group participation activities. Classes will consist of lectures, viewing of media, class discussion and group deliberation. To make the most of class participation grade, students should complete assigned reading prior to coming to class.

Introduction Video (5%)

This assignment is fairly straightforward, and will allow your instructor to get to know something about you as a student and your particular interests within the scope of this course. This assignment, submitted through Canvas, should be approximately three minutes long. You need to briefly introduce yourself, providing your name, major and minor, any outside commitments you keep (including work, sports, or regular hobbies). Your introduction must also include any particular interests or ideas you hold with regard to anthropologies of gender, or the general subject matter of this course; you are also welcome to share any skepticism or concerns.

Activities & Reflection Assignments (30%)

Students will submit these assignments through Canvas by 11:59pm on the day they are due. These writings will respond to prompts based on topics discussed in class and readings. Each reflection should be approximately 500 words and reflect understanding of associated readings and group discussion. They should also involve reflection on take-away lessons from the activity, and may include critical analysis and dissent. Though students may study together and work through the material in groups, each student must write their own assignments, and should be careful to cite any direct references to materials, though a bibliography is not necessary. Students who submit identical assessments will not receive credit for the assignment.

Paper (total 25%)

You will write one research paper this semester. This paper will challenge you to put the theory and practice of the anthropology of gender in conversation with current public policy or popular depictions of gender and will allow you to explore various intersections within this area of study.

Your paper should be 4-6 pages in length, formatted as follows: 12-point Times New Roman font, double-spaced lines, 1" margins on all sides. The Instructor's name, the student's name, and the course number should be listed on a cover page. Your paper should reference at least two sources you have encountered in class (all assigned texts are fair game) and two external academic sources; additional non-academic sources can be included. Works cited and internal citations should be formatted in AAA style. A style guide is available on Canvas.

You may choose from two options as a topic for your paper:

Option One: Students must choose one issue related to the course that is represented in popular media or policy. Some examples might include: Slut-shaming on university campuses, The Lilly Ledbetter Fair Pay Act, reproductive rights, campus rape policies, expectations for collegiate athletes, or fraternity/sorority hazing.

Option Two: This assignment is an auto-ethnography. You will be asked to take a situation in your everyday life and analyze it ethnographically, specifically focusing on how sex roles are played out. This assignment requires that you engage in participant observation, a primary research method of anthropology. You will describe a certain situation or occurrence that you have observed or participated in and analyze the practices exhibited by the actors involved, reflecting on the sex roles exhibited. Sources may include similar research, theoretical guidance, or research addressing broader ideas.

Your topic must be submitted to your instructor via email no later than Friday, September 16. The email should include 1.) Which option you chose 2.) The specific subject matter of your paper 3.) Why you are chose this topic. Papers should be submitted through Canvas, through Turnitin.

Tests (30%)

Three tests will be given during the course of the semester. Each test will be offered during class time. Questions may be based on lectures, discussions, guest speakers, readings, and materials presented in class, and will come in multiple choice, true/false, short answer, and essay formats.

Students who arrive more than ten minutes late to class will not be allowed to take the exam.

While it is acceptable to make use of study groups prior to the exam, the exam should be the sole work of the individual student and reflect his/her knowledge of the material. The exam is not a collaborative venture. Giving or receiving aid during an exam is considered cheating. Cheating and plagiarism in any form are subject to University policy: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

Extra Credit

Some extra credit opportunities may be offered through the course of the semester; they will typically involve students' independent research to further explore a topic of discussion.

Make-up Policy

Late Work

Apart from exceptional circumstances (i.e., documented family or personal health emergency), late assignments will not be accepted. In order to pursue the opportunity to makeup an assignment, contact me as early as you can; I will generally not entertain requests for assignment extensions that come after the assignment deadline has passed.

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 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 you arrive more than ten minutes late, you will not be permitted to make up the exam.

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 Policies & Support

Americans with Disabilities Act

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific modifications. Students requesting accommodation must first register with the Dean of Students Office and then provide documentation to the instructor. For more information about services available to University of Florida students:

Dean of Students Office Disability Resource Center
202 Peabody Hall or 0020 Reid Hall
Phone: (352) 392-1261 Phone: (352) 392-8570

Sexual Harassment

It is the policy of The University of Florida to provide an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. In accordance with federal and state law, the University prohibits discrimination on the basis of sex, including sexual harassment. Sex discrimination and sexual harassment will not be tolerated, and individuals who engage in such conduct will be subject to disciplinary action. The University encourages students, faculty, staff, and visitors to promptly report sex discrimination and sexual harassment.

University of Florida Counseling Services

Resources are available on-campus for students that feel like they are struggling in their personal or academic life. These resources include:

- University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling
- Student Mental Health, Student Health Care Center, 392-1171, personal counseling
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling
- Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

COURSE SCHEDULE

Date	Topics	Readings & Assignments Due
WEEK 1		
1/4	Syllabus	-----
1/6	Intro to Anthropology	G&D CH.1: Gender, Difference, & Globalization
WEEK 2		
1/9	Anthropology of Gender	G&D CH.3: The Politics of Anthropology
1/11	History of the Anthro of Gender I	G&D CH.2: A History of Gender & Difference
1/13	History of the Anthro of Gender II	DUE 1/11: Introduction video on Canvas
WEEK 3		
1/16	H O L I D A Y	-----
1/18	Anthro of Masculinity	Annual Review of Anthropology article: The Anthropology of Masculinity
1/20	Anthro of Masculinity	-----
WEEK 4		
1/23	Biological Constructs of Sex I	G&D CH. 4: Sex Differences: Nature & Nurture
1/25	Biological Constructs of Sex II	G&D CH 5: The Evolution of Gender & Difference
1/27	Biological Constructs of Sex III	-----
WEEK 5		
1/30	Beyond the Binary I	Gordon & Silva: Inhabiting the Sexual Landscape: Toward an Interpretive Theory of the Development of Sexual Orientation and Identity DUE: Biological Constructs Activity Reflection
2/1	Beyond the Binary II	Simmons: Speaking Like a Queen in RuPaul's Drag Race...
2/3	Beyond the Binary III (Note: Select ONE set of readings)	Gender Diversity, CH. 1: Multiple Genders among North American Indians Smithers: Cherokee "Two Spirits": Gender, Ritual, and Spirituality in the Native South OR Gender Diversity, CH. 2: Hijra & Sadhin: Neither Man nor Woman in India Singh et. al: Gender Transition Services for Hijras & Other Male-to-Female Transgender People in India...

Date	Topics	Readings & Assignments Due
WEEK 6		
2/6	Labor & Gender I	G&D CH. 6: Political Economy & the Production of Culture
2/8	Labor & Gender II, Test Review	Grit-Tempered, Chapter 1: Women in Southeastern US Archaeology
2/10	TEST I	-----
WEEK 7		
2/13	Labor & Gender III	Selected reading from Race, Gender, & Work (see Canvas/in-class instruction)
2/15	Neoliberalism & the Global Economy	G&D Ch. 7: The Global Economy, Neoliberalism, and Labor DUE: Reflection on Selected Reading from Labor Section
2/17	Neoliberalism & the Global Economy	W&M Ch. 7: Global Economic Development
WEEK 8		
2/20	Structuralist Approaches to Sex	G&A Ch. 6: Structuralist Approaches
2/22	Institutions I	Various Readings* (See Canvas, in-class instructions)
2/24	Institutions II	Hatzenbuehler et. al: The Impact of Institutional Discrimination on Psychiatric Disorders in Lesbian, Gay, and Bisexual Populations: A Prospective Study. Irwin: Combat and Becoming a Man in Afghanistan Erni: Legitimizing Transphobia: The legal disavowal of transgender rights in prison
WEEK 9		
2/27	Institutions III	DUE: Reflections on Institutions Assignment and Discussion
3/1	Religion I	W&M Ch 9: Gender and Religion
3/3	Religion II	-----
WEEK 10		
3/6-3/10 SPRING BREAK		
WEEK 11		
3/13	Intersectionality, Test Review	Ferree: The Discursive Politics of Feminist Intersectionality Goldade: "Health is Hard Here" or "Health for All"? Additional readings in class. DUE: Reflections on Religion module
3/15	TEST II	-----
3/17	Sex, Gender, & Health I	Vlasoff & Manderson: Incorporating Gender in the anthropology of infectious diseases Van Eijn: Ideologies of Self, Suffering, and Gender Nonconformity at Work in a US Gender Identity Clinic

Date	Topics	Readings & Assignments Due
WEEK 12		
3/20	Sex, Gender, & Health	Clark: Gender and Generation in Poor Women's Household Health Production Experiences Sausa et. al: Perceived Risks and Benefits of Sex Work among Transgender Women of Color in San Francisco
3/22	Re/producing Gender I; the Poststructuralist Approach	G&A Ch. 7: Discourse Analysis & Sociolinguistic Orientations
3/24	Re/producing Gender II	W&M Ch. 10: Gender and Language
WEEK 13		
3/27	Media, Pop Culture, & Gender	Attenborough: Complicating the Sexualization Thesis: The Media, Gender, & 'Sci-Candy' Galdi, Maass, Cadinu: Objectifying Media: Their Effect on Gender Role Norms & Sexual Harassment of Women
3/29	Media, Pop Culture, & Gender	DUE: Reflections on Re/producing Gender, Popular Culture
3/31	Embodiment & Politics I *Trigger Warning: Rape, Sexual Assault	G&D Ch. 9: Embodying Politics *Trigger warning: This class lecture extensively discusses rape and sexual assault phenomena of political power.
WEEK 14		
4/3	Embodiment & Politics II	G&A Ch. 8: The Reflexive Approach
4/5	Embodiment & Politics III	-----
4/7	Gender & Violence	Gendered Society, CH 14: The Gender of Violence Hume: Gendered Hierarchies of Violence DUE: Research Paper
WEEK 15		
4/10	Alternative Discourses, Counterdiscourses	Student-selected material (see Canvas and in-class instruction)
4/12	Questioning "Normal" & Queer Theory	G&D Ch. 11: Reproducing Gender and Difference Fotopoulou: Intersectionality, Queer Studies and Hybridity: Methodological Frameworks for Research
4/14	Queer Theory II	-----
WEEK 16		
4/17	Topical Lecture; Wrap-Up; Test Review	Gender, Powerlessness, & Agency at Kingsley Plantation & Beyond (no readings) DUE: Reflections on Discourses, Intersectionality, & Queer Theory
4/19	T E S T I I I	-----