

Sex Roles Cross Culturally
ANT 3302
Spring 2020

Instructor: Dr. Adrienne Strong

Email: adrienne.strong@ufl.edu

Office Hours: M 12-1pm & 3-4pm, F 12:45-1:45pm or by appointment via
<https://calendly.com/adrienne-strong>

Office Location: Grinter Hall 441

Class time and location: MWF 7, 1:55-2:45 pm LIT 0109

GA: Miranda Carver

Email: mcarver.martin@ufl.edu

Office Hours: T 9-10am & 12:30-1:30pm; R 9-10am

Office Location: TBA

Course Description:

This course compares the life experiences of people in societies throughout the world. We will discuss the evidence regarding the universal subordination of women, and examine explanations that propose to situate women's and men's personality attributes, roles, and responsibilities in the biological or cultural domains. In general, through readings, films and lectures, the class will provide a cross-cultural perspective on ideas regarding gender and how gendered meanings, practices, and performances serve as structuring principles in society. Topics will include biology, gender, and sexual identity; social constructions of parenthood and gender roles; reproduction, kinship, and the household; colonialism and development; religion, ritual, and personhood; gender in the domestic and public space. The course will incorporate perspectives and reading material from and about world regions such as sub-Saharan Africa, the Middle East, South America, Asia, Europe, and the United States.

Course Goals and Objectives:

This course is designed to introduce students to the above topics and increase critical analysis of current global issues related to gender through an active learning lecture format. Students will finish the course with an ability to critically interact with and examine both scholarly and popular media materials, including evaluating sources. Through a research project and interacting on the course's website, students will have the opportunity to explore new topics and revisit familiar ones from a new perspective.

Course Text:

Gender in Cross-Cultural Perspective, Caroline Brettell and Carolyn Sargent, eds. Routledge, Seventh Edition, 2017 (available at the bookstore and for purchase online)

Other supplemental materials will be available on Canvas and I will announce any additional materials or readings.

Evaluation:

Quizzes (4)	40%
Exam	20%
Research Project	30%
Participation (in class and on Canvas)	10%

All assignments, exams and your participation grade will be calculated using a point system. The grading scale is as follows:

93-100% A	80-82% B-	68-69% D+
90-92% A-	78-79% C+	63-67% D
88-89% B+	73-77% C	60-62% D-
83-87% B	70-72% C-	

For all assignments listed on the syllabus students are expected to comply with the University's Academic Honor Code:

Students are expected to uphold the Academic Honor Code of the University of Florida. The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and responsibility on the part of the University community. Please see the following website for a complete explanation of the Academic Honor Code:

www.registrar.ufl.edu/catalog/policies/students.html).

Quizzes (40%): There will be four quizzes throughout the semester in order to evaluate your command of concepts and key topics as we move between units. The quizzes will occur at the beginning of the class period on the days marked on the syllabus. Please plan to be on time as I will not provide you with extra time to complete the quiz if you are late. The quizzes will include definition of key terms and short answer questions.

Exam (20%): The midterm exam will be essay exams with the questions taken from class readings, films, and discussions and will be administered via Canvas and you will have 90 minutes to complete it. We will go over the details in class.

Research Project (30%): See detailed explanation below.

Participation- Discussion and Journals (10%): Though this is a lecture-based course, there will be daily opportunities to participate in the lecture in various ways and we expect everyone to make an effort to contribute. Additionally, there will be a required contribution on Canvas. These contributions will take two forms: **1) Two discussion questions** related to the week's topics due by noon on Fridays, of which **you must submit a total of 10 times throughout the semester**. I have created a Canvas forum for each week of the course and each student should post two discussion questions to the forum before class each of their chosen Fridays based on the readings. **2) You will submit a private "journal"** via Canvas in which I expect you to write **300-500 words connecting the week's material** (any or all of it) to your own life, experiences, or mindset. This allows me to assess your comprehension of the material but should also be a

creative space for you to thoughtfully connect to issues in your own life and current events in the world. I will offer feedback on these entries but will not grade them for accuracy, per se. They are due at the end of each month, and the dates are posted in Canvas. If participation or attendance become unsatisfactory for the class as a whole, I reserve the right to modify the participation grading and requirements.

Gender Research Project

This project is intended to give you the opportunity to do your own “fieldwork” to research a gender issue of your choice. Select an issue, question, or theme that interests you in the area of gender and sex roles. Then prepare a questionnaire that you will administer to **at least 15 people**. There is no fixed number of questions for the questionnaire. One effective approach is to compose a set of questions (start with 5-10 questions) and try them on a friend to see how they work. Select your “respondents” to whom you will administer the questions. It is preferable to ask the questions verbally, rather than try to use written questionnaire answers, because you are more likely to obtain full, rich answers if you talk with your respondents rather than rely on written responses to your questions. You may record answers, but make sure you ask permission from your respondent first. If you are interested in using a digital medium for administering your questionnaire **you must** get approval from one of us first.

The finished paper should be 10-12 double spaced pages in length, in a standard font and size, with one-inch margins. It should include an introduction that discusses the importance of the issue you have selected, and references to at least **four** publications. These may include books, scholarly articles, or articles from popular media, but **not** the class readings. **Internet sites are not appropriate references except for mainstream news media (e.g., The New York Times online) and cannot constitute more than 1 (one) of your four sources.** If you have a question about an internet site that you think is relevant to your topic, please ask me. Please attach a bibliography listing your references, and use the reference style presented in our text in any of the section introductions. Also, **you must include a copy of your questions, failing to do so will result in a 5% deduction from your grade.**

You may organize your paper in whatever form makes the most sense given your topic and data. One possible approach is this: Following the introduction, present the results of your interviews. Describe the type of person you interviewed (age, sex, gender identity, career, other significant characteristics) and your methods (phone interviews, in person interviews, recorded, written responses, etc.) Summarize your findings in a brief conclusion. It is always interesting to discuss what you might want to research if you had a large budget and much time to pursue your topic in greater depth.

Please confirm your choice of topic with me or the TA in advance, either in person or by email by February 17th. Failure to do so will result in a deduction of 5% from the overall project grade. I would be happy to review your questions with you, as well. A complete rough draft of the paper will be due April 3rd and is worth 10% of the overall project grade.

Sample research project topics (many others are possible!):

1. **Personality and gender:** Do you think men and women have typical personality attributes? List the attributes you associate with each gender.
2. **Parenting:** Can men and women parent equally effectively? How does gender identity affect parenting? Explain your views on this subject.
3. **Gender and careers:** Do you plan (or expect your wife to...) have a career? Explain your position on women in the workforce.
4. **Childcare:** Would you (have you) put your children in day care? Do you (expect to) have a two-career family, and if so, how do/will you care for children, if you have any?
5. **Division of labor:** How do you (propose to (or do you) divide domestic chores by gender if you marry/cohabitate, and why? Is housework valuable labor? If one spouse does the domestic work, should that person be reimbursed financially for the work?
6. **Sexuality and gender:** Do your informants think that sexual identity and/or orientation (heterosexual, transgender, homosexual, bisexual...) affect parenting capabilities? Work performance? If so, why/why not?
7. **Gender identity:** Do your respondents think a gender binary is the natural state of humanity? What are their views on cisgender, transgender, and non-binary identities?
8. **Gender, sexuality, and politics:** How do your informants think about the ways in which gender and sexual identity, as well as sexual orientation, are used in political campaigns? In the last/upcoming presidential election?
9. **Gender, sexuality and the military:** Should women have to sign up to be drafted now that they are allowed to hold combat duties? What about the role of LGBTQ people in the military?

Please feel free to develop questions on these or other topics that interest you.

Late Work and Grade Inquiries:

For assignments that are turned in late there will be an automatic 10% deduction for each day it is late. I will make exceptions only for medical emergencies or other serious, unforeseen problems of a similar nature, at my discretion and with proper documentation. If you know you will be away from class due to participation in a sporting event, interviews, work, etc. please plan ahead for this and contact me well in advance so we can make sure your assignments will be on time. If you have a question about the grade you received on an assignment or exam, I will be happy to discuss these with you *in person*. Please come to my office hours or schedule an appointment. Please note: I will only discuss grades for ONE week after I have passed back the assignment. No changes will be made to existing grades after that window but I encourage you to come discuss your progress with me at any time.

Accommodations

Please assert requests for accommodations often and early. It is never too late to request accommodations – our bodies and circumstances are continuously changing. If you have any kind of disability, whether apparent or non-apparent, learning, emotional, physical, or cognitive, and you need some accommodations or alternatives to lectures, assignments, or exams, please

feel free to contact me to discuss reasonable accommodations for your access needs. I am committed to making the course accessible to all students.

You will be asked to make use of formal accessibility services on campus; however, you will not be asked to disclose personal medical information. If there are ways in which the overall structure of the course and general classroom interactions could be adapted to facilitate full participation, please do not hesitate to raise your ideas with me: I welcome comments and suggestions about the format of readings, lectures, and class discussions.

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting disability.ufl.edu/students/get-started. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester

Faculty can expect to receive a student's accommodation letter within the first 3 weeks of classes; however, if a student registers with the DRC later in the semester faculty are still obligated to facilitate accommodations. Neither faculty nor administrators may independently deny a request for accommodation that is approved by the Disability Resource Center.

Basic Needs: Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

University of Florida Counseling Services

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

- 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.

Civility

It is essential for the objectives of this course that you all feel comfortable expressing views, exploring alternatives, raising challenges, and asking questions in an atmosphere of open but respectful dialogue and debate. No kind or degree of incivility will be tolerated in the classroom.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on

how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/.

Course Schedule of Readings

All chapters are from the text. Any supplemental readings or links will be posted on Canvas, please check there each week for the most up to date links.

Date	Theme/Topic	Assigned Readings	Assignments Due
W1: January 6	Intro to Course and Policies	Review Syllabus, brief lecture introducing week's topic	5 pt. Syllabus quiz on Canvas
January 8	Biology, Gender and Human Evolution	Intro, Ch. 1 and 2	
January 10		Ch. 3	
W2: January 13		Ch. 4 <i>#ThisIs18</i>	Syllabus quiz due
January 15	Gender and Prehistory	Intro and Ch. 5	
January 17		Ch. 6	
W3: January 20	NO CLASS	MLK Jr. Day	
January 22		Ch. 7	
January 24	Domestic Worlds and Public Worlds	Intro and Ch. 8	
W4: January 27		Ch. 9	
January 29		Ch. 10	Journal 1 due
January 31		Ch. 11	Quiz 1
W5: February 3	Equality and Inequality: The Sexual Division of Labor	Intro and Ch. 12	
February 5		Ch. 13	
February 7		Ch. 14	
February 10		Ch. 15	Watch "Market Women"
February 12	The Cultural Construction of Gender and Personhood	Intro and Ch. 16	

February 14		Ch. 17	Watch “Sacred Flutes”
February 17		Ch. 18	Research topic and questions due
February 19		Ch. 19 <i>As Boys We are Told to Be Brave: Men on Masculinity and Mental Health</i>	
February 21		Ch. 20 <i>First female infantry Marines joining battalion on Thursday</i>	
February 24	Gender, Sexuality, and the Body	Intro and Ch. 21	Quiz 2
February 26		Ch. 22 <i>In Nepal, a Monthly Exile for Women</i>	
February 28		Ch. 23, Hossain 2017 <i>Mortal to Divine and Back: India’s Transgender Goddesses</i>	Watch clips on Hijras Journal 2 due
March 2nd - 6th	NO CLASS	SPRING BREAK	
March 9	Gender and the State	Intro and Ch. 24,26	
March 11		Ch. 27	
March 13		Ch. 25	
March 16		Ch. 28 <i>Female Genital Mutilation is declared religiously forbidden in Islam</i>	Class activity
March 18	Gender, Household, and Kinship	Intro, Ch. 29	EXAM opens 3pm DUE 11:59pm March 19th
March 20		Ch. 30	“Dadi’s Family”
March 23		Ch. 31	
March 25		Ch. 32	Hand back exams
March 27	Gender, Ritual, and Religion	Intro and Ch. 33	Journal 3 due
March 30		Ch. 34	Watch “Kibuki”
April 1		Ch. 35	
April 3		Ch. 36	Rough draft of final paper due
April 6	Gender, Politics, and Reproduction	Intro, Ch. 37	
April 8		Ch. 38	Quiz 3, Film clips
April 10		Ch. 39, 40	Film clips

April 13	Gender and the Global Economy	Intro and Ch. 41	
April 15		Ch. 42, 43	
April 17		Ch. 44	
April 20		Ch. 45	
April 22		Wrap Up	Quiz 4 Journal 4 due

Final Exam: No final exam. **Final paper due by the START of scheduled final exam time-** April 30, 2020 3:00-5:00 pm. If you have problems submitting, you must notify us **IMMEDIATELY** or I will consider it late.