

ANT 3302 Global Gender Issues

I. Course Information

Spring 2023

Meeting Day/Time: MWF 1:55-2:45pm

Location: LIT 0113

A minimum grade of C is required for general education credit. Courses intended to satisfy the general education requirement cannot be taken S-U.



Instructor Information

- Dr. Adrienne Strong
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- Office location: 441 Grinter Hall (Center for African Studies)
- Office hours: M 12-1:30pm, F 12-1:30pm or by appointment via <https://calendly.com/adrienne-strong>

Course Description

This course compares the life experiences of people in societies throughout the world. We will discuss the evidence regarding topics such as the universal subordination of women and examine explanations that propose to situate people's gendered 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 a Team Based Learning (TBL) approach. 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 team based work, students will have the opportunity to explore new topics and revisit familiar ones from a new perspective.

General Education Designations:

Social and Behavioral Sciences (S)—Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

Diversity (D)—Courses with Diversity should demonstrate that a majority of the course addresses Diversity content and engagement and it should be a substantial, defining feature of the course.

In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

Required & Recommended Course Materials (to purchase/rent)

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.

How the class will work: Team-Based Learning

We will be using the Team-Based Learning (TBL) approach in this course. TBL will facilitate your application of new knowledge within small collaborative teams and full classroom discussions. TBL requires you to be prepared for and attend all classes. Your participation will provide you with the opportunity to learn from your peers as well as work and negotiate within your team.

We live in an age of abundant information. We have nearly immediate access to information in a wide array of forms, from books and magazines, to videos and podcasts. The traditional lecture is one very good way to deliver information, but it's got a lot of competition. What makes the classroom unique is that it brings students and instructors together where they can learn from each other. TBL capitalizes on this feature. In a TBL class, lectures are very limited and are used almost exclusively to clarify questions

that arise rather than simply imparting information. In a TBL class, students work in small groups that last the entire semester. Members of the team learn together and from each other, meaning that ***coming to class prepared is essential to your success and that of your team.***

Since the central role of the lecture is reduced in TBL, students need to learn the basics before they get to class. To give you an incentive to do that preparation, in each module there will be two Readiness Assessment Tests (RAT) based on readings and short videos that must be completed before the RAT. Each RAT is completed twice: first individually (the iRAT), then as a team (the tRAT). We will also have many team activities, usually requiring some preparation (generally by reading before class), that allow you to refine your understanding of material and improve your ability to use an anthropological and gender studies lens.

What TBL is not:

- It is not normal group work – there will be no group work required outside of the classroom.
- It will not be a drag on your grade—a tRAT score cannot reduce your grade relative to your iRAT score.
- It is not an excuse to slack off – Your participation will be evaluated by your peers and that will affect your grade.

Attendance

In the workplace, when someone is gone, the group has to pick up the slack, but the absent member still benefits from the group work. If the absent person has a good reason for being gone, explains the reason to the group, **and** does their best to make amends, most groups will gladly extend the benefit. If, however, members have doubts about the reason for the absence, feel like the member is trying to “freeload” or both, then the absence is likely to be a black mark that may not be forgotten when the peer evaluations come around. So, if you have to be absent, let your peers (and me) know in advance and make sure that you do your best to make up for it. Otherwise, you are at risk. If you miss class on a RAT day, you will **not** have the opportunity to make up this assessment.

If you have an excused absence you should notify me as soon as possible so we can come to an alternative arrangement to make sure you don't miss work.

Readiness Assurance Process (RAP)

The RAP is an integral piece of the TBL Strategy. This process allows you numerous opportunities to demonstrate that you understand the readings and course concepts, while receiving immediate feedback on your progress. The RAP takes place in a sequence containing the following components:

1) Readings

At the start of each module, you will complete readings outside of class. These readings contain some of the core concepts and ideas of that particular module. While these will not be the only reading for each unit, they will provide you with the foundation that we will build upon with the rest of the readings in each unit.

2) Individual Readiness Assessment Test (iRAT)

The first in-class activity for each module is the iRAT, which is based on the assigned readings. These are in the form of a short quiz featuring multiple-choice questions focused on the key concepts and ideas of the readings. They are designed both to assess your comprehension and to help maintain accountability for reading the assignments on time. You will take the iRAT on Canvas during class time so you will need to bring your laptop or a device with which to do this. Your iRAT scores will be anonymous.

3) Team Readiness Assessment Test (tRAT)

Right after finishing the iRAT you will take the same test as a team. You are allowed to discuss the questions as a team and decide on an answer for each question. For the group test you will use a special “scratch-off” answer sheet that immediately tells you whether you have the correct answer.

4) Appeals

After the tRATs are completed, students can appeal any question they missed on the team test. Students can submit any reasons they want for arguing that their answer should be considered correct instead of wrong. Appeals are only granted when your team is able to present an argument that demonstrates clear comprehension of the concepts. An appeal must be submitted in writing and should explain in one to two paragraphs why the team believes its answer to be correct. *Direct evidence from the reading must be used and cited.* Appeals are to be submitted by e-mail to the TA within 24 hours after class. If the appeal is successful, the points will be added to the team score as well as for any individual that answered the same way as the team. Any team members who had the question correct initially will continue to receive credit on the question. ONLY the members of a team that appeal will be eligible for a change in score, meaning each team must complete and submit a separate appeal. If an appeal is unsuccessful (or your team does not submit an appeal) you will not receive points of the question, regardless of whether or not other teams successfully appeal the question.

Applications

Most of the class meetings will consist of team-based activities that will allow you to apply the material learned from the readings. Most of the application exercises will pose a question (sometimes based on a news article, a case, a film), and require that you make a decision as a team based on your discussion together. Your team will need to poll each member, listen to each member’s ideas, and their explanation for why their idea should be supported, and then reach a team consensus. At the end of your deliberation, all of the teams will simultaneously show their decisions. Then we will discuss the question as a class. Over the semester we will do many smaller applications.

Create Applications

As we move through the semester, each student will create applications relevant to the readings. A select number of applications will be used in class. More information about the format of these assignments will be posted on Canvas and also given in class.

Participation

I will assess your participation throughout the semester. I recognize that some students may be more outspoken than others, so participation here is not limited to whether you raise your voice in larger class discussions or not. Your inputs and participation in your team’s discussions, comments to others – and informal discussion with me, outside of the classroom also count. You are always welcome to visit me during my office hours, or to send me an email to set up a meeting.

Peer Evaluation

One of the most significant concerns with working in a group and receiving team grades is that some of the members of the team may work harder than others or “free-load” off those in the group willing to

put in more effort. You will be given a chance to evaluate your team member peers during the course. There will be an informal evaluation at the mid-term point, used as feedback for individual team members. At the end of the semester, each of you will complete a confidential “peer evaluation” to assess the contribution of the other members of your team. You will be evaluating each member on their participation in team activities. (Did they come to class regularly? Were they prepared for the day’s activity? Did they contribute productively to the team? Respect others’ ideas?) These evaluations are completely anonymous and give you a chance to reward or punish teammates based upon their team efforts. I will provide more information about this in class.

II. Coursework & Schedule

1. List of Graded Work

Assignment	Description	Requirements	% Final Grade
iRATs	Individual multiple-choice assessments based on the readings at the start of each module	6 MC “quizzes”	TBD
tRATs	Team collaboration on the same multiple-choice assessments used for the iRATs	6 MC “quizzes”	TBD
Midterm Exam	An essay exam with the questions taken from class readings, films, and discussions and will be administered via Canvas. You will have 90 minutes to complete it. We will go over the details in class.		TBD
Research Project	Topic, research question, and draft of interview questions. We will go over the details of how to formulate a good research question in class.	Minimum of 5 sample interview questions and a clearly stated research question	5%
	Rough draft	6-8 double spaced pages, at least four references.	10%
	Final draft- due at START of university scheduled exam time, May 4th at 3pm	See detailed requirements below	15%
Journals	You will submit a private “journal” via Canvas in which I expect you to connect 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	300-500 words	10%

	entries but will not grade them for accuracy, per se. They are due roughly once per month throughout the semester for a total of 4. You may write them on any chapter we've covered since the last journal.		
Peer Assessment of group members	See explanation above		TBD
Applications	Both those you create and your team engagement with the provided applications in class		TBD

Grades are based on three categories of evaluations % Final Grade

1. Individual Performance

- | | |
|---------------------|-----------|
| a. 6 iRAT scores | |
| b. 4 journals | 10% |
| c. Midterm exam | |
| d. Research project | 30% total |
| e. Participation | |
| f. Attendance | |

2. Team Performance

- a. 6 tRAT scores
- b. Applications

3. Team Contribution

- a. Midterm peer evaluation
- b. Final peer evaluation

You will decide, as a class, how much each of the remaining categories above will contribute to your final grade. We will decide these proportions during the second week of the course.

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. Given the on-going COVID-19 concerns, we will allow you to interview your participants virtually, but this should be in real time, i.e. Zoom, phone call, or something similar. If you have issues with this and need to use another format, you **must** get permission from one of us first.

The finished paper should be 6-8 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.

Your topic choice and draft of your interview questions are due via Canvas by February 22nd at midnight. I am happy to go over your questions with you before that time, too. A complete rough draft of the paper will be due Monday, April 3rd at midnight 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 partner to...) have a career? Explain your position on women in the workforce. If you are planning to go into a field historically dominated by one gender, you might develop a project to investigate this.
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 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.

2. Weekly Course Schedule

Week/ Date	Activity	Topic/Assignment (Question/Subject)		Assigned Work Due
Week 1 Jan 9, 11, 13	Topic	Module 1: Gender, Biology, Human Evolution, and Prehistory		
	Summary	An introduction to various approaches to studying gender and gender roles in relation to biology, evolution, prehistory, and culture. We will start to explore the dominant past and present theories scholars have tried to use to understand topics such as gender roles, sexual division of labor, and gendered identity in various global contexts. We will start by asking if or how something like the love of a mother for her children is biological or culturally influenced.		In the case of any conflicts in due dates, we will go with Canvas
		BEFORE CLASS	IN CLASS	
	Readings/Works	M: Syllabus W: Part 1 Introduction (pp. 1 -8), Part 2 Introduction (pp. 53-58) F: Chapter 2, Lifeboat Ethics: Mother Love and Child Death in Northeast Brazil	M: Course policies, how we're making teams W: Practice iRAT and tRAT (will not count toward final grade but allows you to see what format we will be using and how TBL works) F: Applications	
	Assignment	Google Form survey		Monday, Jan. 16th 11:59pm
Week 2 Jan 16, 18, 20	Topic	Module 1: Gender, Biology, Human Evolution, and Prehistory		
	Summary	Continuing with the themes from week 1, we will discuss what animal models and the far distant past can tell us about gender (or not). We will also discuss how researchers'		

Week/ Date	Activity	Topic/Assignment (Question/Subject)		Assigned Work Due
		identities influence what questions they have asked and what answers they were able to find.		
		BEFORE CLASS	IN CLASS	
	Readings/Works	M: No assigned reading W: Chapter 1 F: Chapters 3 and 4	M: NO CLASS, MLK Jr. DAY W: Applications F: Applications	
	Assignment	Journal 1		Journal 1 due Jan 20 th at 11:59pm
Week 3 Jan 23, 25, 27	Topic	Finish Module 1: Gender, Biology, Human Evolution, and Prehistory Start Module 2: The Cultural Construction of Gender and Personhood		
	Summary	Module 2 will explore what it means to have a “cultural construction” of gender and how we can understand different cultural scripts about ideal gender performance and expressions, the lengths to which people will go to try to conform to these ideals, as well as how we can see people resisting these cultural values in small or big ways.		
		BEFORE CLASS	IN CLASS	
	Readings/Works	M: Chapter 5 W: Chapters 6 and 7 F: Part 5 Introduction (pp. 215-220)	M: Applications W: Applications F: iRAT and tRAT	
	Assignment			
Week 4 Jan 30, Feb 1, 3	Topic	Module 2: The Cultural Construction of Gender and Personhood		
	Summary	We continue the themes from last week and more specifically investigate what personhood means and how we can understand gender in relation to personhood. We		

Week/ Date	Activity	Topic/Assignment (Question/Subject)		Assigned Work Due
		will also explore how cultures change and what it means to think of culture as fluid in relation to ideas about gender, gender roles, and the cultural construction of values related to gendered personhood.		
		BEFORE CLASS	IN CLASS	
	Readings/Works	M: Chapters 16 and 19 W: Chapters 18 and excerpt on facial feminization surgery (FFS) on Canvas F: Chapter 17	M: Applications W: Applications F: Watch "Sacred Flutes" film	
	Assignment	If you haven't turned in a journal yet, now would be a good time to submit your first one!		
Week 5 Feb 6, 8, 10	Topic	Module 3: The Domestic and the Public: Family, Gender, and the Household		
	Summary	In this module we explore theories that have historically sought to explain gendered divisions of labor and the seemingly "universal" subordination of women. We will look at examples that challenge these theories, as well as exploring divisions between domestic and public spaces.		
		BEFORE CLASS	IN CLASS	
	Readings/Works	M: Chapter 20 W: Part 3 Introduction (pp.91-96) and Part 8 Introduction (pp. 413-418) F: Chapters 8 and 42	M: Applications W: iRAT and tRAT F: Applications	
	Assignment	Watch the short video "How to make a research question"		
Week 6 Feb 13, 15, 17	Topic	Module 3: The Domestic and the Public: Family, Gender, and the Household		

Week/ Date	Activity	Topic/Assignment (Question/Subject)		Assigned Work Due
	Summary	Continuing to think about connections between public and domestic spaces, we look at the ways in which class, socioeconomic status, race, and inequality affect how people think about gendered labor in their homes and communities.		
		BEFORE CLASS	IN CLASS	
	Readings/Works	M: Chapters 9 and 25 W: Chapter 10 F: Chapters 30	M: How to write a good research question, Application W: Applications, team will make 1 st one F: Applications, team discussion of research project topics	Team app #1 due at end of class
	Assignment	Journal 2		Journal 2 due Feb 17 th at 11:59pm
Week 7 Feb 20, 22, 24	Topic	Module 3: The Domestic and the Public: Family, Gender, and the Household		
	Summary	Finishing up module 3, we will take a more in-depth look at how family organization and kinship are related to ideas about gender, social organization, how people think of their kinship relationships and how people navigate various constraints to ideal family forms.		
		BEFORE CLASS	IN CLASS	
	Readings/Works	M: Chapters 11 and 44 W: Chapters 29 and 31 F: Chapter 32	M: Applications W: Watch “Dadi’s Family” F: Applications	
	Assignment	Research project topic and interview questions due via Canvas		Wednesday, Feb 22 nd by 11:59pm
		Dr. Strong out of town Friday, the 23 rd		

Week/ Date	Activity	Topic/Assignment (Question/Subject)		Assigned Work Due
Week 8 Feb 27, Mar 1, 3	Topic	Module 4: Equality and Inequality: Sexual Division of Labor		
	Summary	We continue our discussions of the sexual division of labor and will be exploring how different economic systems can provide different opportunities and produce different gendered divisions of labor.		
		BEFORE CLASS	IN CLASS	
	Readings/Works	M: Chapter 12 W: Chapter 13 F: Part 4 Introduction (pp. 153-158)	M: Applications W: Applications F: iRAT and tRAT	
	Assignment	Midterm peer assessment, watch your email for a message from TEAMMATES		Due Friday, Mar 3 rd at 11:59pm
		Dr. Strong out of town Monday and Wednesday		
Week 9 March 6, 8, 10	Topic	Module 4: Equality and Inequality: Sexual Division of Labor		
	Summary	In addition to allowing some time to prepare for the midterm exam, this week we are primarily discussing women's access to different educational and work opportunities in Africa through readings set in Kenya and Nigeria, and the film Market Women, about women in Ghana. How do women make space and new opportunities for themselves? Where do we see people resisting older gender norms?		
		BEFORE CLASS	IN CLASS	
	Readings/Works	M: W: Chapter 15 F: Chapter 14	M: Teams review for exam W: Watch "Market Women" F: Applications	
	Assignment	EXAM via Canvas opens 3pm Wednesday the 8 th , closes Thursday at 11:59pm		Due Thursday

Week/ Date	Activity	Topic/Assignment (Question/Subject)		Assigned Work Due
				March 9 th by 11:59pm
Week 10 March 20, 22, 24	Topic	SPRING BREAK Week of March 13th Module 5: Sexuality, Reproduction, and Politics		
	Summary	Module 5 explores the connections between ideas about gender, sexuality (either leading to reproduction or not), and the influence of politics on these topics. We start by exploring how sexuality is understood in different contexts and how rituals around marriage are changing. We will also talk about menstruation and how cultural ideas of this event are different globally but also are changing here in the U.S.		
		BEFORE CLASS	IN CLASS	
	Readings/Works	M: Part 6 Introduction (pp. 291-298) and Part 10 Introduction (pp. 541-546) W: Chapters 21 and 28 F: Chapter 22 and posted Canvas reading	M: iRAT and tRAT W: Applications F: Applications, videos	
	Assignment	Journal 3		Journal 3 due Mar 24 th at 11:59pm
Week 11 March 27, 29, 31	Topic	Module 5: Sexuality, Reproduction, and Politics		

Week/ Date	Activity	Topic/Assignment (Question/Subject)		Assigned Work Due
	Summary	This week we will move into some examples of a third gender group in India and, from there transition to talking about the influence of politics on reproduction. Shifting ideas, values, and desires, in addition to political influence, shape people's reproductive desires and possibilities.		
		BEFORE CLASS	IN CLASS	
	Readings/Works	M: Chapter 23 and posted Canvas readings W: Chapter 37 F: Chapter 38	M: Applications (video clips) W: Guest speaker, midwife Abby Reichardt F: Applications	
	Assignment	Dr. Strong at the Society for Applied Anthropology conference		
Week 12 Apr 3, 5, 7	Topic	Finish Module 5: Sexuality, Reproduction, and Politics Module 6: Gender, Ritual, and Religion		
	Summary	We finish up module 5 by exploring new possibilities for family formation due to new reproductive technologies and new expectations about parenting regardless of gender. Module 6 takes us into discussions of the roles of gender in religion and ritual, starting off with spirit possession, a phenomenon whose frequency varies widely globally but in many cultures it is women who most often present as possessed. We will discuss why this might be.		
		BEFORE CLASS	IN CLASS	
	Readings/Works	M: Chapters 39 and 40 W: Part 9 Introduction (pp. 475-481) F: Chapter 33, video linked in Canvas, excerpt of reading posted in Canvas	M: Applications W: iRAT and tRAT F: Watch "Kibuki", Applications	
	Assignment	Now would be a good time to submit your third journal		
Week 13	Topic			

Week/ Date	Activity	Topic/Assignment (Question/Subject)		Assigned Work Due
Apr 10, 12, 14		Module 6: Gender, Ritual, and Religion		
	Summary	We delve further into religion and ritual and discuss the opportunities and limitations these areas place on people with different gender identities, with examples from Kenya, South Korea, and El Salvador.		
		BEFORE CLASS	IN CLASS	
	Readings/Works	M: Chapter 34 W: Chapter 36 F: Chapter 35	M: Applications W: Applications F: Applications	
	Assignment	Rough draft of paper due		Monday, April 3 rd by 11:59pm
Week 14 Apr 17, 19, 21	Topic	Module 7: Gender, the State, and the Global Economy		
	Summary	Module 7 wraps up our semester with a look at globalization and its effects on opportunities for people that are both new and very traditional. We will further discuss how the state, as in our governments, might have specific interests in paying attention to gendered identities and expressions of agency.		
		BEFORE CLASS	IN CLASS	
	Readings/Works	M: Introduction Part 7 (pp. 333-338) and Introduction Part 11 (pp. 603-610) W: Chapters 26 and 27 F: Chapter 24	M: iRAT and tRAT W: Guest Speaker, Dr. Oguz Alyanak, Application F: Applications	
	Assignment	Journal 4		Due Apr 21 st at 11:59pm
		Dr. Strong out of town Monday		

Week/ Date	Activity	Topic/Assignment (Question/Subject)		Assigned Work Due
Week 15 Apr 24, 26	Topic	Module 7: Gender, the State, and the Global Economy		
	Summary	With more of a focus on economic forces and the new movement of people made possible through globalization, we look at how global trends work to exploit or marginalize some people while empowering others and creating anxieties about gendered presentation and sexuality.		
		BEFORE CLASS	IN CLASS	
	Readings/Works	M: Chapter 41 W: Chapters 43 and 45, linked video on Canvas	M: Applications W: Applications and class wrap up	
	Assignment	Final Peer assessment via TEAMMATES platform		April 26 th at 11:59pm
May 4th 3pm	Final paper due	Final draft of the paper is due via Canvas at the START of the final exam period, that is, 3:00 PM		

III. Grading

1. Statement on Attendance and Participation

Attendance and Participation:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

- Attendance: Attendance is mandatory in order to ensure the success of your team. You are allowed two “personal days” for the semester (please inform Dr. Strong or Shreemoyee that you are taking one of these days so we can let your team know), after which each absence that does not meet university criteria for “excused” will result in a two-point deduction from your final grade.
- Participation: Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric below by both the course instructors and your group members. Teams will receive additional information and guidance about peer assessments before the first one.
- NOTE: If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

Participation Grading Rubric:

	High Quality	Average	Needs Improvement
Informed: Shows evidence of having done the assigned work.			
Thoughtful: Shows evidence of having understood and considered issues raised.			
Considerate: Takes the perspective others into account.			

2. Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100% of possible points		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

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 the 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.

V. General Education Objectives & Student Learning Outcomes (SLOs)

Social and Behavioral Sciences Objectives→	Diversity Objectives →	This Course's Objectives→ (This course will....)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes.	Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities.	Evaluate evidence regarding the gendered roles of people across different cultures and time periods including current and previous theories that have tried to situate people's intersectional. gendered personality attributes, roles, and responsibilities in the biological or cultural domains.	Course readings, research project, documentaries, group work applications, guest speakers, popular media, discussion of current events, reflection journals.
These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the	Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population.	Students will engage in research and analysis of culturally constructed gender norms as influenced by history, socioeconomics, cultural values, and more to understand how these issues play a role in all of our lives and produce	A semester-long guided mini research project, applications in group work, and readings and other supplemental materials.

Social and Behavioral Sciences Objectives→	Diversity Objectives →	This Course's Objectives→ (This course will....)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
evaluation of opinions, outcomes or human behavior.		different opportunities for different populations.	
Students are expected to assess and analyze ethical perspectives in individual and societal decisions.	Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.	Introduce students to cross-cultural analyses of gender and its social construction.	Readings, popular media content, classic ethnographic documentaries, group work applications, journals, and course research project.

This Course's Objectives—Social and Behavioral Sciences Gen Ed and Diversity Gen Ed

	Social and Behavioral Sciences SLOs → Students will be able to...	Diversity SLOs → Students will be able to...	This Course's SLOs → Students will be able to...	Assessment Student competencies will be assessed through...
Content	Identify, describe, and explain the history, underlying theory and methodologies used.	Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability.	Identify, describe, and explain cross-cultural understandings of gendered personhood and identity formation with attention to the intersections of gender, race, and natural identity with other identity categories such as (but not limited to) class, ethnicity, religion, age, sexual orientation, and disability. Identify, describe, and implement key anthropological research methods and analysis.	Class participation, midterm exam, and journals, applications, iRATs and tRATs. Final research project and paper.
			Identify and critique biological determinist and cultural constructionist theories of gender roles in cross-cultural context.	Class participation, midterm exam, iRATs and tRATs, journals, research project paper.

	Social and Behavioral Sciences SLOs → Students will be able to...	Diversity SLOs → Students will be able to...	This Course's SLOs → Students will be able to...	Assessment Student competencies will be assessed through...
Critical Thinking	Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society.	Analyze and Evaluate anthropological and popular media texts related to gender identity, gender roles, and the transformation of these both in the U.S. and cross-culturally using established practices appropriate to the arts and Social and Behavioral Sciences.	Class participation, applications, iRATs and tRATs, final research project, journals, midterm exam.
Communication	Communicate knowledge, thoughts and reasoning clearly and effectively.	N/A	Communicate complex and nuanced ideas about gender in cross-cultural context.	Group and individual participation in class. Final research project and paper.
Connection	N/A	Analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.	Analyze and reflect on the role of their own cultural background in shaping their beliefs and understandings of gender in their own lives and globally.	Journals, applications, participation.

VI. Required Policies

1. Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://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.

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.

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.

2. UF Evaluations Process

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 <https://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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

3. University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code

(<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

4. Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

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.

5. The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

6. Policy on Recordings

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live though this will not always occur. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited. The recording will ONLY be posted in our course Canvas and will not be made available to anyone not enrolled in the course.