

ANT 3302 Global Gender Issues

I. Course Information

Spring 2022

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

- Shreemoyee Sil
- Email: s.sil@ufl.edu
- Office location: TBA
- Office hours: M 11am -1pm, T 1-2pm (All office hours via Zoom link in Canvas)

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 (or 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 technical problems that prevent you from attending class or have an excused absence you should message me as soon as possible so we can come to an alternative arrangement.

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.

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
Final Project	Topic and abstract of your final class project.	250-300 words abstract about your final project and how it is relevant to global gender issues	5%
	Final draft- due at 11:59 pm on April 20th, the last day of class.	See detailed requirements below	15%
Journals	You will submit two private “journals” via Canvas in which I expect you to reflect upon ideas of gender cross-culturally. For the first journal, you can also engage with what you’re interested in learning this semester. This will be due by the first week of class. For the last journal, I encourage you to connect a 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. The last journal is due by the last day of class.	300-500 words	5%
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
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Grades are based on three categories of evaluations % Final Grade

1. Individual Performance

- | | |
|------------------|-----------|
| a. 6 iRAT scores | |
| b. 2 journals | 5% |
| c. Midterm exam | |
| d. Final project | 20% 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.

Final Project

The final product for the class will be a “learning through teaching” assignment. Pick a concept, framework, idea, or policy that you have learned about in class this semester. You are tasked with teaching someone who did not take this class about whatever concept or idea you select. Use any medium you would like as a teaching tool, **except for a standard written essay**. Be creative! You can record a podcast, create an NPR-style radio segment, write a blog post or magazine article, pen a poem, create a photo exhibit, develop an animation, make a short video (Vox or Vice style) “news” segment, or anything else you might think of. Use your discretion and your talent! Regardless of the medium you select, all assignments will be evaluated on the following criteria:

- Demonstrates a thorough understanding of the concept, idea, or policy
- Articulates why the concept is important
- Uses language that is accessible to non-experts outside of this class (and appropriate for the audience you select)
- Demonstrates significant effort
- Demonstrates thoughtfulness and creativity

2. Weekly Course Schedule

Week/ Date	Activity	Topic/Assignment (Question/Subject)		Assigned Work Due
Week 1 Jan 5, 7	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.		
		BEFORE CLASS	IN CLASS	
	Readings/Works	W: Syllabus F: Part 1 Introduction (pp. 1-8) and Part 2 Introduction (pp. 53- 58)	W: Course policies, how we're making teams F: 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)	
Week 2 Jan 10, 12, 14	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' identities influence what questions they have asked and what answers they were able to find.		
		BEFORE CLASS	IN CLASS	
	Readings/Works	M: Chapter 2 W: Chapter 1 F: Chapters 3 and 4	M: Applications W: Applications F: Applications	

Week/ Date	Activity	Topic/Assignment (Question/Subject)		Assigned Work Due
	Assignment	First journal due by Jan 12 th at 11:59pm Google Form Survey		Wednesday, Jan 12 th at 11:59pm
Week 3 Jan 17, 19, 21	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: Ch 5 (Online article re new female hunter evidence) W: Chapters 6 and 7 F: Part 5 Introduction (pp. 215-220)	M: MLK Day, No classes. W: Applications F: iRAT and tRAT	
Week 4 Jan 24, 26, 28	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 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: Ch 18 and excerpt on FFS surgery on Canvas F: Chapter 17	M: Applications W: Applications F: Watch “Sacred Flutes” Film	

Week/ Date	Activity	Topic/Assignment (Question/Subject)		Assigned Work Due
Week 5 Jan 31, Feb 2, 4	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 Intro (pp. 91-96) and Part 8 Intro (pp. 413-418) F: Chapters 8 and 42	M: Applications W: iRAT and tRAT F: Applications	
Week 6 Feb 7, 9, 11	Topic	Module 3: The Domestic and the Public: Family, Gender, and the Household		
	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: Chapter 30	M: Applications W: Applications F: Applications	
Week 7 Feb 14, 16, 18	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	

Week/ Date	Activity	Topic/Assignment (Question/Subject)		Assigned Work Due
	Readings/Works	M: Chapters 11 and 44 W: Chapter 29 F: Chapter 31	M: Applications W: Watch “Dadi’s Family” F: Applications	
Week 8 Feb 21, 23, 25	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 32 W: Part 4 Introduction (pp. 153-158) F: Chapter 12	M: Applications W: iRAT and tRAT F: Applications; Team Discussion of final projects	
	Assignment	Submit your topic and abstract for final class project due on Feb 25th at 11:59pm		
Week 9 Feb 28, March 2, 4	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 13	M: Team review for exam W: Applications	

Week/ Date	Activity	Topic/Assignment (Question/Subject)		Assigned Work Due
		F: Chapter 15	F: Watch "Market Women"	
	Assignment	EXAM via Canvas opens 3pm Wednesday the 2nd, closes Thursday at 11:59pm		Due Thursday March 3rd by 11:59pm
Week 10 March 14, 16, 18	Topic	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: Chapter 14 W: Part 6 Intro (pp. 291-298) and Part 10 intro (pp. 541-546) F: Chapters 21 and 28	M: Applications W: iRAT and tRAT F: Applications	
Week 11 March 21, 23, 25	Topic	Module 5: Sexuality, Reproduction, and Politics		
	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 22 and posted Canvas readings	M: Applications, videos	

Week/ Date	Activity	Topic/Assignment (Question/Subject)		Assigned Work Due
		W: Chapter 23 and posted Canvas readings F: Chapter 37	W: Applications (video clips) F: Guest speaker, midwife Abby Reichardt	
Week 12 March 28, 30, April 1	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: Chapter 38 W: Chapters 39 and 40 F: Part 9 Introduction (pp. 475-481)	M: Applications W: Applications F: iRAT and tRAT	
Week 13 April 4, 6, 8	Topic	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 33, video linked in Canvas, excerpt of reading posted in Canvas W: Chapter 34 F: Chapter 35	M: Watch “Kibuki”; Applications W: Applications F: Applications	

Week/ Date	Activity	Topic/Assignment (Question/Subject)		Assigned Work Due
Week 14 Apr 11, 13, 15	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: Chapter 36 W: Intro Part 7 (pp. 333-338) and Intro Part 11 (pp. 603-610) F: Chapters 26 and 27	M: Applications W: iRAT and tRAT F: Guest Speaker, Dr. Oguz Alyanak; Applications	
Week 15 Apr 18, 20	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: Chapters 24 and 41 W: Chapters 43 and 45, linked video on Canvas	M: Applications W: Applications and class wrap up	
	Assignment	Last journal due Final project due		April 20th at 11:59pm
April 20th at 11:59 pm	Final project due	Final project is due via Canvas by the end of the last class day, that is, 11:59 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.

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.

	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...
			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.
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.

	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...
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.bluer.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.