

ANT 3302: Sex Roles Cross-Culturally



Sect 9618

Tuesdays 5:10-7:05 and Thursdays 5:10 – 6:00pm
Turlington L005

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Required Texts:

1. Michael Kimmel 2009. *The Gendered Society* (referred to as GS)
2. Louise Lamphere, Helena Ragonne, and Patricia Zavella, eds. 1997. *Situated Lives: Gender and Culture in Everyday Life*. New York and London: Routledge. (referred to as SL)
3. SUGGESTED: Serena Nanda *Gender Diversity* Prospect Heights: Waveland Press.

**PDFs of additional readings are posted on class Sakai page online:

<https://lss.at.ufl.edu/>

Course Description & Objectives:

This course is an anthropological survey of the diverse ways in which sex and gender roles, ideologies, expectations, and relationships are socially constructed in different modern and historical contexts. Class lectures, readings, films, and writing assignments will emphasize the main theoretical and analytical frameworks; thus exploring cross-cultural diversity in sexual identities and gender ideologies within households and communities globally. In addition, a selection of ethnographic cross-cultural films will illuminate the complexities of gender and show the ways in which gender roles and relationships diverge or intersect with a wide range of cultural and institutional spheres. There will be a specific focus on analyzing and engaging with popular and public depictions of gender and public policy as it relates to gender.

Course Expectations:

To succeed, students are expected to attend every class, prepare for class by reading all assigned readings, take good notes, participate in class discussion, and to complete all assignments. This course is also coordinated via UF's online educational interface Sakai (formerly e-Learning) online. In addition to course management, Sakai will be used as a contact interface among students and the instructor, as well as to post readings and assignments.

**This syllabus is intended as a guide for this semester, but the instructor reserves the right to make changes to the structure of the course or course materials at any time.

Other things to know:

- Cell phones must be turned off or silenced during class. Talking on the phone, texting, or surfing the web is considered disruptive and will not be tolerated.
- **No laptops or tablets in lecture.**
- No late exams will be given without acceptable documented excuse.
- No incompletes will be given without acceptable documented medical excuse
- Cheating and plagiarism in any form are subject to the University Academic Honesty Policy.

Grading:

In-class Reading Quizzes.....	30 points
Attendance.....	30 points
Reading Reaction Blog Entries (Due before Thursday's Class; 12 pts. each).....	60 points
Paper 1.....	60 points
Paper 2.....	60 points
Midterm.....	60 points
Extra Credit – Publishing Article.....	20 points
– Peer Review Blog.....	10 points

Total Possible Points: 330/300

To determine grade, divide total points earned by 200.

Course Grades will be determined as follows:

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

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

Readings and Films

Class readings are found both in textbooks and posted on Sakai. Make sure you are prepared for class by reading the assigned readings **before** that week's classes so that you are ready to receive lecture information and to participate in class discussion. Films and other visual materials on the syllabus will be viewed in class.

Attendance (30pts/10%)

Attendance will be taken from the random in-class clicker activities. This could be a reading quiz or a non-graded poll or survey. Even if you answer the question incorrectly you will still receive attendance points for that day. At the end of the semester the total number of quizzes each student took will determine their attendance grade. Each student will receive credit for one excused class. For example if there were 15 overall quizzes and you took 13 of them, your attendance grade would be 14/15 with the added class.

Absences are excused only with approved documentation. **If you have an excused absence please email me before the class and I will email you a reading quiz question for both attendance and quiz purposes.** If you miss a class, it is your responsibility to access the information you missed. The instructor does not provide notes (except for learning disability students and documented health problems/University-approved activities).

Reading Quizzes (30pts/10%)

There may be as many as 15 in-class reading quizzes. They will consist of one question from one of the week's assigned readings. Please come prepared to class so that you are able to answer the question and participate in lecture. At the end of the semester each student will receive additional credit for two quizzes. For example if you correctly completed 10/15 quizzes you will receive 12/15 as your final quiz score.

Film Critique Blog (60pts/20%)

Each week (with few exceptions) we will view a short film or documentary clip in class. You will be expected to choose 5 of them over the course of the semester to write brief and critical essays about. Each critique will be between 200-250 words and posted on your individual blog on the Sakai website. For the weeks that you choose to write a commentary on the film you must

post your critique no later than Thursday afternoon at 5pm. This will ensure that your fellow students are able to see and respond to your essays (if they so wish) in a timely manner.

These will not be graded each week, but cumulatively at the end of the semester. If you are ever uncertain about the quality of your posts please feel free to visit the TO or the grader in their office hours to check on your progress and receive verbal feedback. When students complete all five blogs they will copy their blog entries into a document to be submitted via Turnitin on Sakai.

***Blogs will be created on E-learning/Sakai. There is a blog option on the course page that you will use to create posts. Each Sakai profile should have a photo of yourself so that you can be identified by other classmates if they choose to read your blog or speak with you in class. All blogs will be visible to all students.

These brief commentaries should discuss your individual critique of the film as well as its relationship to other themes, readings, issues, or questions brought up that week. The reaction must connect directly to course content, include non-formal citations, and must highlight issues you find most important or salient in the texts. The blog will serve as both an “online journal” and a forum for discussion and engagement with other students. You are encouraged to embed images, songs, poetry, or anything else you deem relevant to your post. You can reflect upon how class themes apply to your daily life, developments in current events, and/or trends noted in your social environment. You may tie the readings into your final paper topic once you have chosen it.

Each blog submissions will be graded on:

- Critical insight (6 points; avoid summarizing a reading) – This is your critique of the film; remember a critique is not a summary. You should also use be analyzing the purpose of the film and its message. Think about how this film reinforces or challenges beliefs or ideas you may have had prior to viewing it, how ideas (yours or the film’s) might be put into context on a college campus or relate to current events. We will talk about this in depth in class!
- Relevancy to week’s readings and course (6 points; this means you must make reference to at least one of the readings and something we have talked about in lecture).
- If writing is unclear, grammatically incorrect, or redundant the grader will deduct points accordingly. One-half point for each grammatical error and up to five points for unclear or redundant writing, as the grader deems fit. If you have any questions about your writing please consult either the instructor, the grader or the writing center at Broward Hall!

Papers (60pts/20% each)

You will write two papers this semester, submitted via Turnitin on Sakai and in class. They will allow you to put the theory and practice of the anthropology of gender in conversation with current public policy or popular depictions of gender and will allow you to explore various intersections within this area of study.

Papers should be formatted as follows: 12-point Times New Roman font, double-spaced lines, 1" margins all around. The Instructor's name, the student's name, and the student's UFID number should be listed on the cover page. Other formatting will cause you to lose points.

Further instructions will be given in class and posted on Sakai. It is recommended that you come to office hours if you have any questions regarding the construction, format, or content of your papers.

Paper One: Students must choose one issue related to the course that is represented in popular media or policy. Some examples might include: Slut-shaming on university campuses, The Lilly Ledbetter Fair Pay Act, reproductive rights, campus rape policies, expectations for collegiate athletes, or fraternity/sorority hazing. **The student may choose any topic they wish, but must clear it with the instructor first. This can be done via email or office hours and must be done no later than February 7th, 2013.**

The purpose of this paper is to have the student critically engage with a current issue reflecting gender roles/rights/and or identities in a public forum. The students will choose one media outlet of their choice and write their paper for that audience. Although this may change the style of writing, for example if the student chooses The Gainesville Sun or GQ Magazine, but it should not change the critical and reflexive nature of the paper. Students should draw on the readings and themes discussed in class to write a well-informed piece on the state of gender roles in relation to their chosen topic. This will be discussed in-depth during lecture. Students should first select their topic and then an appropriate media outlet. They must find out the requirements for submitting to the media outlet and include them on the cover page of their paper. The student must then craft an article style paper between 600-1000 words (depending on your target publication) to **turn in during class on February 28th, 2013. Students will receive 20 points extra credit if their work is published by the end of the semester.**

Paper Two: This assignment is an auto-ethnography with a cross-cultural component and will take the place of a final exam. You will be asked to take a situation in your everyday life and analyze it ethnographically, specifically focusing on how sex roles are played out. This assignment requires that the student engage in participant observation, a primary research method of anthropology. It will also require the student to select another culture or culture segment that they are not a part of and assess the experiences of the practices or expectations they have observed within a different framework. They will examine how the sex roles they have observed contrast, parallel, intersect, or overlap with another group of people we have studied specific to a certain location, group, or practice.

For example, if you were writing an analysis of the role of female band members at UF, how might your observations compare to the expectations for female musicians in China? Or female dancers in Brazil? Or perhaps, male or transgendered musicians? Find some other group that you would like to use to cross-analyze the information gathered in your participant observation.

This topic should again be cleared with the instructor via email or office hour visit no later than March 19th, 2013. The email should include 1.) What phenomenon of sex and/or gender roles you will observe 2.) The other culture or sub-culture you will be using to contextualize what you observe 3.) Why you are PUMPED about this paper topic.

In your paper, you will describe a certain situation or occurrence that you have observed or participated in and analyze the practices exhibited by the actors involved, reflecting upon the sex roles exhibited. **You should draw upon class readings, films, and lectures and cite at least 8 of them formally in your paper.** It should be between 1400 - 2100 words (about 4.5 - 7 pgs). **The paper is due April 23, 2013.**

Midterm (60 points/20%)

The Midterm will take place in an on-campus computer lab with the instructor present to observe and answer questions. Students **MUST** have their UF ID's with them to take the midterm. Students may complete the exam on their personal computers if they wish, but they **MUST** be present in the testing room or credit will not be given.

Questions may be based on lectures, discussions, guest speakers, readings, films, and videos. Students are allowed to use their own notes on the exam, but not printed readings. Further instructions will be given in class and posted on Sakai.

While it is acceptable to make use of study groups prior to the exam, the exam should be the sole work of the individual student and reflect his/her knowledge of the material. The exam is not a collaborative venture. Giving or receiving aid during an exam is considered cheating. Cheating and plagiarism in any form are subject to University policy:

<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

COURSE SCHEDULE

Week	Theme	Readings
1. Jan. 8 & 10	Course Overview	1. Gender Diversity: Crosscultural Variations by Serena Nanda p. 1-26
2. Jan. 15 &17	Sex v. Gender	1. GS Ch. 1 & 2: Introduction and Ordained by Nature
3. Jan 22&24	Situating Gender Within Anthropology	1. Writing Women's Worlds by Lila Abu-Lughod (Introduction) 2. How Native is a "Native Anthropologist" Kirin Narayan in <i>SL</i> p. 23
4. Jan 29& 31	The Evolution and History of Gender and Difference	1. GS Ch. 3: Cross-Cultural Constructions of Gender 2. Sex and Temperament by Margaret Mead Chapters 27&28
5. Feb 5&7	Sex Differences and Public Policy Feb. 7th Email Paper 1 Topic	1. GS Ch. 8: The Gendered Work Place 2. Fatherwork in the Caribbean by Janet Brown 3. Strategies and Approaches to Enhance the Role of Men and Boys in Working for Gender Equality by Magda Mohammed Elsanousi
6. Feb 12&14	Sex Roles in Media and Public Culture	1. GS Ch. 5: Inequality and Difference 2. Masculinity and Rural Life by Campbell et al. 3. The Egg and the Sperm by Emily Martin in <i>SL</i> p. 85
7. Feb 19&21	Sexual Citizenship & the Political Economy of Gender Relations	1. Consensual Sex and the Practices of Citizenship by Brenda Cossman 2. Real Men, Real Locales, and Real Workers by Hugh Campbell
8. Feb	The Global Economy,	1. The Gendered Politics and Violence of Structural Adjustment by Faye V. Harrison in <i>SL</i> p.451 2. Gendered Bodily Scars of Neoliberal Globalization in Argentina by

26&28	Neoliberalism, and Labor Feb. 28th PAPER 1 DUE	Barbara Sutton
9.	Spring Break	GO CRAZY.
10. March 12&14	Reproducing Gender and Difference March 12th EXAM	The CSE (Computer Science and Engineering) Building is located directly behind the Hub. CSE faces Newell Drive and is across the street from the Century Tower. The lab is on the ground level in room 211. See (https://labs.at.ufl.edu/cse.php). 1. GS Ch. 7: The Gendered Classroom
11. March 19 (No Class on the 21 st)	Embodying Politics March 19th Paper 2 Topic Due	1. Big Man System, Short Life Culture by Gillian Evans 2. Embodiment and Rural Masculinity by Jo Little 3. The “Word-Made: Flesh by Faye Ginsburg in SL p. 142
12. March 26&28	Resistance and Empowerment	1. A Maid by Any Other Name by Leslie Salzinger in SL p.271 2. Spirits of Resistance by Aihwa Ong in SL p. 355 3. The Meanings of Macho by Matthew C. Gutmann in SL p. 223
13. April 2&4	Sex Roles and Alternative Sexualities	1. Multiple Genders among North America Indians 2. Hijra and Sadhin: Neither Man nor Woman in India 3. Men and Not-Men: Sexuality and Gender in Brazil 4. Sex/Gender Diversity in Euro-American Cultures By Serena Nanda
14. April 9&11	Sex and Institutionality	1. The Impact of Institutional Discrimination on Psychiatric Disorders in Lesbian, Gay, and Bisexual Populations: A Prospective Study. Hatzenbuehler et al. American Journal of Public Health 2010 100:3, 452-459 2. Combat and Becoming a Man in Afghanistan by Anne Irwin 3. TBA Guest Lecture by Jamie Lee Marks
15. April	Sex, Health, and Gender-	1. GS Ch. 11: The Gender of Violence 2. Rural Men’s Health by Will H. Courtenay

16&18	based Violence	3. Gendered Hierarchies of Violence by Mo Hume
16. April 23 PAPER 2 DUE	Producing Culture: From Structure to Agency	1. Agency and Constraint by Iris Lopez in SL p. 157

Tutoring:

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

Special Classroom Accommodation for Students with Disabilities:

Students requesting classroom accommodation must first register at the Dean of Students Office. **The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor within the first two weeks of class.** The Disability Resource office is located in 001 Reid Hall. Further information can be found at www.dso.ufl.edu/drp. Students experiencing personal problems that interfere with academic performance should contact:

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

Office Hours:

The instructor is available to assist students during office hours. Appointments outside scheduled office hours will only be made in the case of conflict due to class, work, or family obligations. The grader’s primary duty is grading assignments. If you have questions or need assistance with an upcoming assignment, or if you want to review an exam or graded assignment, please see the grader. For other issues, please see the instructor. We are here to help you, and we encourage each student to attend office hours at least once during the semester.

Make-up/Late Policy: It is the student’s responsibility to notify the instructor as early as possible if s/he will miss class due to a legitimate conflict. Apart from exceptional circumstances (i.e., documented family or personal health emergency), late assignments will incur a penalty. If

either Paper One or Paper Two are late they will receive a 10% (6 pts.) deduction per day late. If your blog submissions are posted late they will receive a 1 pt. deduction per day late (out of 12 pts.)

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

Incomplete Grades:

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