

# ANT 3302: Sex Roles in Cross-Cultural Perspective

Section: 9618 Fall 2011. Period: 10 Tuesdays (5:10-6:00 PM); 10-11 Thursdays (5:10-7:05 PM)  
Turlington Hall: L005

## Instructor: Alissa M. Jordan

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Office Hours: Tuesday & Thursday 2:00-4:00 PM

## Grader: Stephanie Boothby

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Office: Turlington B333

Office Hours: By appointment only

## Required Texts:

1. Mascia-Lees, F.

2010. *Gender and Difference in a Globalizing World*. Long Grove, IL: Waveland Press.

2. Louise Lamphere, Helena Ragone, and Patricia Zavella, eds.

1997. *Situated Lives: Gender and Culture in Everyday Life*. New York and London: Routledge.

PDFs of additional readings are posted on class Sakai page online: <https://lss.at.ufl.edu/>

## Course description and 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 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 case studies 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.

Students will be exposed to:

- A variety of cultures that reckon sex roles and gender in multiple ways
- Structural patterns that create sexual inequality
- Ethnographic accounts by anthropologists and social scientists from selections of full-length ethnographies and journal articles

Students will learn to:

- Read, distinguish, unpack, and write about the roles that biology, sex, and gender play in the societies we survey this semester
- Contextualize, articulate, and justify their own reactions with regard to the examples we encounter, while avoiding ethnocentrism
- Develop an understanding of sex roles as dynamic, constructed, and relational
- Explain sex and gender-based ideologies
- Understand and analyze the role hierarchies, institutions, and governments play in reproducing sex roles

## **Course expectations:**

To succeed, students are expected to attend every class, prepare for class by reading all assigned reading, 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 share websites and online interactive materials with the class. Please post an actual photo of yourself to your Sakai profile so that your classmates and I can become better acquainted with you. 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 and pagers must be turned off or silenced during class. Talking on the phone, texting, or surfing the web is considered disruptive and will not be tolerated
- No late exams will be given without acceptable documented excuse.
- No incompletes will be given without acceptable documented medical excuse
- Cheating and plagiarism in any form are subject to the University Academic Honesty Policy. Save yourself stress and agony by being honest and doing your own work.
- Students requesting classroom assistance must first register with the Disability Resource Center (DRC) <http://www.dso.ufl.edu/drc/>. The DRC will provide documentation to the student, who must also provide this proof to the instructor. Such proof must be provided within the first 2 weeks of class. Students waiting for the DRC to provide documentation should contact the instructor, even if they do not have DRC proof in hand
- 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

## 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. The Disability Resource office is located in 001 Reid Hall. Further information can be found at [www.dso.ufl.edu/drp](http://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.

## Grading:

Weekly Reading Reactions (Due before 5:00 for Thursday Class; 2 pts each).....	28 points
Discussion Section (2 points each).....	28 points
In-class activities (min 4, max 10).....	20 points
Paper 1.....	34 points
Paper 2.....	45 points
Paper 3.....	45 points
Exam 1.....	100 points
Exam 2.....	100 points
2 In-Class Extra Credit (4 pts each).....	8 points

Total Possible Points: 400

## **Grading scale:**

To determine your final grade, divide your total points by the total possible points (400).

**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, so you must manage your time accordingly. Films and other visual materials on the syllabus will be viewed during the class meeting on the date indicated.

## **Attendance:**

Attendance is taken via unplanned in-class activities. There may be as many as 10 in-class activities which count towards your attendance grade. Absences are excused only with approved documentation. 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). Keep in mind that if you choose to skip a class that you may miss the class period in which the quiz was announced.

## **Reading Reaction in Sakai and In-class Discussion:**

BEFORE Thursday class begins, each week, you will submit a 100 word reaction to Sakai (<https://lss.at.ufl.edu>) which discusses your individual angle on the readings, issues, or questions brought up by that week. The reaction must connect directly to course content from that week, including non-formal citations, and must highlight issues you find most important or salient in the texts which you will bring up in lecture. This will prepare you for a productive in-class discussion on Thursdays. These will be graded as either a (0) student did not turn in assignment, a (3) student turned in assignment but didn't demonstrate they had read texts, or (4) student turned in assignment and clearly read texts. On Thursdays, you will break down into your small discussion group (five individuals) to discuss the week's readings and integrate them with lecture material, as well as any supplemental course materials. Thus, while students will be discussing that weeks' readings, issues, and questions with each other in class, each individual will already have considered their own angle in the weekly reaction.

## **In-Class Case-Studies:**

Each week, we will observe an in-class case study which relates to the issues brought up in lecture and readings that week, offering a grounded (and often unexpected) example of these themes at work. These case studies will provide clear examples of these issues as they play out across time and space, both in our backyards and across the globe. As the subject matter of the course deals precisely with

cross-cultural questions of gender, sexuality, and other “taboo” fields, case-studies reflect this and may include nudity, alternative sexualities, and very different perspectives from the ones you may be used to. These case-studies will be used to jump-start each Thursday’s discussion period, during which you are encouraged to express, develop, and debate your “take” on the material. Naturally (as social beings) these topics run the risk of making us uncomfortable, but I do ask you practice maturity and respect for peers in the classroom. Disruptive students will be warned once and then asked to leave.

## **Exams:**

There will be two non-cumulative exams: a midterm on Tuesday, February 24th, and the final exam on Wednesday, May 2nd 5:30-7:30. 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. There will be a timed final on Sakai, and we will not meet in the classroom that day. Instead, students are allowed to take the test in a place of their own choosing, though it is highly recommended that students take the test on-campus to avoid technical issues with internet connections. There are many computers available for student use on campus for those without personal computers. For information on online computing and how to find a computer lab, or for assistance with Sakai, contact the UF Computing Help Desk (352) 392-HELP (4357) or <http://helpdesk.ufl.edu/services.html>.

Questions may be based on lectures, discussions, guest speakers, readings, films, and videos. Students are allowed to 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>

## **Papers:**

You will write three papers this semester, submitted via Turnitin on Sakai. The purpose of Paper 1 is to build familiarity with proper citation formatting and with scholarly writing. Papers 2 and 3 focus on theory and practice in the anthropology of gender, and will allow you to explore various intersections within this area of study, building on the knowledge you gained from writing the first paper.

Paper 1 should be at least 1.5 pages and no more than 3 pages. Papers 2 and 3 should be at least 4 pages and no more than 5 pages. 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 in the header of each 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.

## **Make-up Policy:**

**Assignments:**

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 and may not be accepted.

**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.

## Schedule of topics

**Week 1: January 10th & 12th****Course Overview**

Course Introduction

In-Class:

Anthropology overview

Four Subfields

Relations to Gender Studies, Film Criticism

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**Week 2: January 16th & 19th****Sex vs. Gender: what's the difference and why it matters****Required Reading:**

1. *Gender & Difference* Ch. 1

2. Heiman, J.R. (2010). Alfred C. Kinsey's legacy and the Kinsey Institute for Research in Sex, Gender and Reproduction. In P. Aggleton & R. Parker (Eds.), *Routledge Handbook of Sexuality, Health and Rights*, (pp. 37-44). London: Routledge. POSTED ON SAKAI.

**In-Class Case Studies:**

Exploring the Kinsey Institute Online:

<http://www.kinseyinstitute.org/library/index.html> (video)

7 minutes. Third Gender, Emily Auerbach. 2011; 10 minutes. Eunuchs: India's Third Gender, by Yorke Michael (British Broadcasting Corporation (BBC), 1991) 49 minutes.

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### **Week 3: January 23rd & 26th**

#### **Situating Gender Within Anthropology**

1. Behar, Ruth. 1995. "Writing in My Father's Name: A Diary of Translated Woman's First Year" in *Women Writing Culture*.
2. *Gender & Difference* Ch. 2

In Class Case-Studies:

10 min. Half the Sky: the Women of the Jiang Family (50 min., Bullfrog Films).

10 min. Man Oh Man (18 min., New Day Films).

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### **Week 4: January 30th & February 2nd**

#### **Sex Differences**

1. *Gender & Difference* Ch. 4
2. Moore, Henrietta. 1994. Divided We Stand!: Sex, Gender and Sexual Difference. *Feminist Review* No. 47. (Summer, 1994), pp. 78-95
3. Fausto, C. A Blend of Blood and Tobacco: Shamans and Jaguars among the Parakana of Eastern Amazonia. In *In Darkness And Secrecy: The Anthropology of Assault Sorcery and Witchcraft in Amazonia*. Eds. Neil Whitehead and Robin Wright.

**In-Class Case-Studies:**

To Be Announced

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### **Week 5: February 6th & February 9th**

**\*\*PAPER 1 DUE February 9th\*\***

**[PAPER TOPIC: Ritual and Gender using eHRAF]**

#### **The Evolution and History of Gender and Difference**

1. *Gender & Difference* Ch. 5
2. Burton, (2006) 1888. The Kama Sutra of Vatsyayana. Part II, Chapters 8 & 9. Dover Thrift Edition. ON SAKAI.

In-Class Case Studies:

Guest Speaker. 20 minutes. Vadala, Jeffrey. The Archaeology of Gender, History, and Difference Among the Ancient Maya.

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## **EXAM 1 FEBRUARY 14th MEET IN CSE E211 Testing Area**

### **Week 6: February 14th & 16th**

#### **Sexual Citizenship and the Political Economy of Gender Relations**

**February 14<sup>th</sup> 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. Cossman, B. 2007. "Consensual Sex and the Practices of Citizenship." *In* Sexual citizens: the legal and cultural regulation of sex and belonging. Stanford University Press.
2. *Gender and Difference* Ch. 6
3. Burton, (2006) 1888. The Kama Sutra of Vatsyayana. pages 9-29. ON SAKAI.

In-Class Case Studies:

20 minutes. Keshavarz, M. *Circumstance*. Film

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### **Week 7: February 21st & 23rd**

#### **The Global Economy, Neoliberalism, and Labor**

1. *Gender & Difference* Ch. 7
2. *Situated Lives* Ch. 22
3. Takeyama, A. 2010. Intimacy for Sale: Masculinity, Entrepreneurship, and Commodity Self in Japan's Neoliberal Situation. *Japanese Studies*. Vol 30 Issue 2

Case-Study:

20 min. (un)veiled: Muslim Women Talk About Hijab , by Kanna Ines Hofmann (Documentary Educational Resources (DER), 2007) 36 minutes.

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### **Week 8: February 27th & March 1st**

#### **Producing Culture: From Structure to Agency**

1. *Gender & Difference* Ch. 8
2. *Situated Lives* Ch. 9, 15

Case-Study:

20 minutes. Portrait of Teresa

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### **Week 9: Freedom. Beaches.**

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### **Week 10: March 13th & 15th**

#### **Embodying Politics**

1. *Gender & Difference* Ch. 9
2. *Situated Lives* Ch. 23.
3. Hodgson, 1997. *Embodying The Contradictions of Modernity: Gender and Spirit Possession among*



*Maasai in Tanzania*. In: Gendered encounters: Challenging cultural boundaries and social hierarchies in Africa

**In-Class Case Study:**

20 minutes. Duka's Dilemma.

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**Week 11: March 20th & March 22nd**

**\*\*PAPER 2 DUE March 20th\*\*[PAPER TOPIC: Critical Film Analysis]**

**Reproducing Gender and Difference**

1. *Gender & Difference* Ch. 11
2. Romero, T. 2006. "Ranging Foresters" and "Women-Like Men:" Physical Accomplishment, Spiritual Power, and Indian Masculinity in Early-Seventeenth-Century New England."

In-Class Case Studies:

20 min excerpt. Film: Of Men and Gods. Anne Lescot and Laurence Magloire.

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**Week 12: March 27 & March 29**

**Resistance and Empowerment**

1. *Situated Lives* Ch. 1,2,3
2. Deutsch, F. 2007. Undoing Gender-In-Class Case Study

In-Class Case Study

15 min. Kenya: Where Women Rule (Filmmakers Library)

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**Week 13: March 3 & March 5**

**Sex roles and alternative sexualities**

1. Ara Wilson: *The Intimate Economies of Bangkok*: Introduction, Ch. 3
2. Tom Boellstorff: Between Religion and Desire: Being Muslim and Gay in Indonesia. *American Anthropologist*.107(4):575–585.
3. Murray: *Homophobias* Ch. 2 and 3

In-Class Case Study:

20 min. *My Boyfriend, the Sex Tourist*.

Film \_\_\_\_\_

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**Week 14: March 10 & March 12**

**Sex and Institutionalality**

1. Herdt: Moral Panics, Sex Panics Ch. 1 & 2
2. 2010. Chief Justice Vaughn Walker. U.S. District Court Decision: Perry v. Schwarzenegger.
3. Hatzenbuehler, M. McLaughlin, K. Keyes, K. Hasin, D. *The Impact of Institutional Discrimination on*

*Psychiatric Disorders in Lesbian, Gay, and Bisexual Populations: A Prospective Study.* American Journal of Public Health 2010 100:3, 452-459

In-Class Case Study:  
Guest Lecture. Ceruto, M.

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**Week 15: April 17 & April 19**

**\*\*PAPER 3 DUE April 17th\*\***

**[Paper Topic: Resistance and Practice]**

**Sex, health and gender-based violence**

1. Harrison, Resisting Racism and Xenophobia, Introduction, Ch. 8
2. Gruenbaum The Female Circumcision Controversy, Introduction

**In-Class Case Study:**

15 min. Excerpt: Male Genital Mutilation. In The Human Sexes. Morris, Desmond.  
8 min. "American Academy of Pediatrics on FGM"

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**Week 16: April 24**

**Sex roles in media and public culture**

1. Bailey & Rhynie Ch. 11
2. Murray Ch. 6-8
3. 1975. Mulvey, L. Narrative Pleasure and Visual Cinema. Screen Vol. 16 issue 3.

**In-Class Case Study:**

**15 min.** Still Killing Us Softly (30 min., Cambridge Documentary Films).

**April 26 SEMESTER WRAP-UP AND REVIEW FOR FINAL**

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**FINAL EXAM in SAKAI: Wednesday May 2nd 5:30-7:30**

*Original syllabus and course content by S. Page-Chan 2011*  
*Revisions by A.M. Jordan 2012*