

# Cover Sheet: Request 13654

## ANT 3302 Sex Roles Cross Culturally

### Info

Process	Course Modify Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Adrienne Strong adrienne.strong@ufl.edu
Created	2/21/2019 12:16:56 PM
Updated	12/10/2019 2:49:52 PM
Description of request	Change of course name and course description

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Anthropology 011602000	Peter Collings		5/17/2019
Global Gender Issues updated SP 19.docx					2/21/2019
College	Conditionally Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee conditionally approves this request, with the following changes requested: 1) consider changing "men and women" in the course description to "people"	10/14/2019
No document changes					
Department	Approved	CLAS - Anthropology 011602000	Peter Collings		10/17/2019
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		11/3/2019
No document changes					
University Curriculum Committee	Commented	PV - University Curriculum Committee (UCC)	Lee Morrison	Added to the December agenda.	12/10/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			12/10/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					

Step	Status	Group	User	Comment	Updated
Catalog					
No document changes					
College Notified					
No document changes					

## Course|Modify for request 13654

### Info

**Request:** ANT 3302 Sex Roles Cross Culturally  
**Description of request:** Change of course name and course description  
**Submitter:** Adrienne Strong adrienne.strong@ufl.edu  
**Created:** 12/6/2019 4:33:42 PM  
**Form version:** 3

### Responses

**Current Prefix** ANT  
**Course Level** 3  
**Number** 302  
**Lab Code** None  
**Course Title** Sex Roles Cross-Culturally  
**Effective Term** Earliest Available  
**Effective Year** Earliest Available  
**Requested Action** Other (selecting this option opens additional form fields below)  
**Change Course Prefix?** No

**Change Course Level?** No

**Change Course Number?** No

**Change Lab Code?** No

**Change Course Title?** Yes  
**Current Course Title** Sex Roles Cross Culturally  
**Proposed Course Title** Global Gender Issues  
**Change Transcript Title?** No

**Change Credit Hours?** No

**Change Variable Credit?** No

**Change S/U Only?** No

**Change Contact Type?** No

**Change Rotating Topic Designation?** No

**Change Repeatable Credit?** No

**Maximum Repeatable Credits** 0  
**Change Course Description?** Yes  
**Current Course Description** Anthropological perspective on division of labor by sex in different world societies. Variation in sex roles in economic, religious, political domains. Socialization and the life cycle.  
**Proposed Course Description (50 words max)** A cross-cultural perspective on how gendered meanings and practices structure society and shape the life experiences of people globally. Topics include biology, gender, and sexual identity; social constructions of parenthood; reproduction, kinship,

and the household; colonialism and development; religion, ritual, and personhood; gender in domestic and public spaces.

**Change Prerequisites?** No

**Change Co-requisites?** No

**Rationale** The course should be an important entree into the department and the anthropology major. Currently, the course title and description are outdated and do not reflect the dynamic range of topics and interests the course includes.

**Sex Roles Cross Culturally**  
**ANT 3302**  
**Spring 2019**

**Instructor:** Dr. Adrienne Strong

**Email:** adrienne.strong@ufl.edu

**Office Hours:** M 12-1pm & 3-4pm, R 2-3pm or by appointment

**Office Location:** Grinter Hall 441

**Class time and location:** MWF 7, 1:55-2:45 pm TUR L011

**GA:** Megan Cogburn

**Email:**

**Office Hours:**

**Office Location:**

**Course Description:**

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

**Course Goals and Objectives:**

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

**Course Text:**

*Gender in Cross-Cultural Perspective*, Caroline Brettell and Carolyn Sargent, eds. Routledge, Seventh Edition, 2017.

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

**Evaluation:**

Quizzes (4)

40%

Exam

20%  
Research Project

30%  
Participation (in class and on Canvas)

10%

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

93-100% A

80-82% B-

68-69% D+

90-92% A-

78-79% C+

63-67% D

88-89% B+

73-77% C

60-62% D-

83-87% B

70-72% C-

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

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

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

**Exam (20%):** The midterm exam will be essay exams with the questions taken from class readings, films, and

discussions and will take place during the scheduled course time.

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

**Participation- Discussion and Journals (10%):** Though this is a lecture-based course, there will be daily opportunities to participate in the lecture in various ways and we expect everyone to make an effort to contribute. Additionally, there will be a required contribution on Canvas. These contributions will take two forms: **1) Two discussion questions** related to the week's topics due by noon on Fridays, of which **you must submit a total of 10 times throughout the semester**. I have created a Canvas forum for each week of the course and each student should post two discussion questions to the forum before class each of their chosen Fridays based on the readings. **2) You will submit a private "journal"** via Canvas in which I expect you to write **300-500 words connecting the week's material** (any or all of it) to your own life, experiences, or mindset. This allows me to assess your comprehension of the material but should also be a creative space for you to thoughtfully connect to issues in your own life and current events in the world. I will offer feedback on these entries but will not grade them for accuracy, per se. **You are responsible for submitting 4 of these throughout the semester**. If participation or attendance become unsatisfactory for the class as a whole, I reserve the right to modify the participation grading and requirements.

### Gender Research Project

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

The finished paper should be 10-12 pages in length, 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 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.**

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

**Please confirm your choice of topic with me or the TA in advance, either in person or by email by February 15**

th

**. Failure to do so will result in a deduction of 5% from the overall project grade. I would be happy to review your questions with you, as well. A complete rough draft of the paper will be due April 5**

th

.

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? Explain your views on this subject.
3. **Gender and careers** : Do you plan (or expect your wife to...) have a career? Explain your position on women in the workforce
4. **Child care** : Would you (have you) put your children in day care? Do you expect to have a two-career family, and if so, how 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 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 sexuality and sexual identity (i.e. heterosexual, transgender, homosexual...) affect parenting capabilities? Work performance? If so, why/why not?
7. **Gender and politics** : How do your informants think about the ways in which gender and sexual identity are used in political campaigns? In the last presidential election?
8. **Gender, sexuality and the military** : Should women have to sign up to be drafted now that they are

allowed to hold combat duties? What about the role of LGBTQ people in the military?

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

### **Late Work and Grade Inquiries:**

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

### **Accommodations**

Please assert requests for accommodations often and early. It is never too late to request accommodations – our bodies and circumstances are continuously changing. If you have any kind of disability, whether apparent or non-apparent, learning, emotional, physical, or cognitive, and you need some accommodations or alternatives to lectures, assignments, or exams, please feel free to contact me to discuss reasonable accommodations for your access needs. I am committed to making the course accessible to all students.

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

Students requesting accommodation should first register with the Dean of Students Office so that you have documentation for all your courses. For more information about services available to University of Florida students: Dean of Students Office Disability Resource Center 202 Peabody Hall or 0020 Reid Hall Phone: (352) 392-1261 Phone: (352) 392-8570

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

### **University of Florida Counseling Services**

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

- University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling
- Student Mental Health, Student Health Care Center, 392-1171, personal counseling
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling
- Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling .

### **Civility**

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

### **Course Evaluations**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu> . Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/> .

### **Course Schedule of Readings**

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



<b>Date</b>	<b>Theme/Topic</b>	<b>Assigned Readings</b>	<b>Assignments Due</b>
January 7	Intro to Course and Policies	Review Syllabus, brief lecture introducing week's topic	5 pt. Syllabus quiz o
January 9	Biology, Gender and Human Evolution	Intro, Ch. 1 and 2	
January 11		Ch. 3	
January 14		Ch. 4 <i>#ThisIs18</i>	
January 16	Gender and Prehistory	Intro and Ch. 5	
January 18		Ch. 6	
<b>January 21</b>	<b>NO CLASS</b>	<b>MLK Jr. Day</b>	
January 23		Ch. 7	
January 25	Domestic Worlds and Public Worlds	Intro and Ch. 8	
January 28		Ch. 9	
January 30		Ch. 10	
February 1		Ch. 11	<b>Quiz 1</b>
February 4	Equality and Inequality: The Sexual Division of Labor	Intro and Ch. 12	<b>Journal 1 due</b>
February 6		Ch. 13	
February 8		Ch. 14	
February 11		Ch. 15	Watch "Market Wor
February 13	The Cultural Construction of Gender and Personhood	Intro and Ch. 16	
February 15		Ch. 17	Watch "Sacred Flute
February 18		Ch. 18	
February 20		Ch. 19 <i>As Boys We are Told to Be Brave: Men on Masculinity and Mental Health</i>	
February 22		Ch. 20 <i>First female infantry Marines joining battalion on Thursday</i>	
February 25	Gender, Sexuality, and the Body	Intro and Ch. 21	<b>Quiz 2</b>
February 27		Ch. 22 <i>In Nepal, a Monthly Exile for Women</i>	
March 1		Ch. 23, Hossain 2017 <i>Mortal to Divine and Back: India's Transgender Goddesses</i>	Watch clip on Hijras
<b>March 4<sup>th</sup> - 8<sup>th</sup></b>	<b>NO CLASS</b>	<b>SPRING BREAK</b>	
March 11	Gender and the State	Intro and Ch. 24,26	<b>Journal 2 due</b>
March 13		Ch. 27	
March 15		Ch. 28 <i>Female Genital Mutilation is declared religiously forbidden in Islam</i>	
March 18	<b>EXAM 1</b>	<b>EXAM 1</b>	<b>EXAM 1</b>
March 20		Ch. 25	Dr. Strong out of tov
March 22	Gender, Household, and Kinship	Intro and Ch. 29	Dr. Strong out of tov "Dadi's Family"
March 25		Ch. 30	
March 27		Ch. 31	Hand back exams
March 29		Ch. 32	<b>Journal 3 due</b>
April 1	Gender, Ritual, and Religion	Intro and Ch. 33	
April 3		Ch. 34	Watch "Kibuki"
April 5		Ch. 35	<b>Rough draft of fina due</b>
April 8		Ch. 36	
April 10	Gender, Politics, and Reproduction	Intro and Ch. 37	<b>Quiz 3, Film clips</b>

April 12		Ch. 38	
April 15		Ch. 39, 40	Film clips
April 17	Gender and the Global Economy	Intro and Ch. 41	
April 19		Ch. 42, 43	
April 22		Ch. 44	<b>Journal 4 due</b>
April 24		Ch. 45	<b>Quiz 4</b>

**Final Exam:** No final. **Final paper due by the start of scheduled final exam time - April 30, 2019 3:00-5:00 pm**