

Fall 2009: Gender Roles and Cross-Cultural Perspectives

ANT 3302 section 3218

Tues periods 9-10 (4:05-6:00) & Thurs period 10 (5:10-6:00)

Turlington L005

Course Instructor: Sarah Cervone

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Grading Assistant: Amanda Holmes

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Office Hours: by appointment

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Objective: This course is an introduction to contemporary anthropological perspectives on biological sex and the social construction of gender-based ideologies, roles and relationships. Lectures, readings and assignments will draw out major theoretical and analytical frameworks to consider cross-cultural diversity in sexual identities and gender ideologies within households and communities throughout the world. In addition, a selection of cross-cultural case-studies will illustrate the complexities of gender and illuminate how gender roles and relationships intersect with a wide range of cultural arenas such as economics, law, health, education, language, race, politics, age, ecology, sports and religion.

Goals: At the conclusion of the semester, students shall be able to;

- a. develop a critical understanding of the difference between biological sex categories, the social construction of gender, and sexual orientation;
- b. understand gender roles and relationships as being rooted in ideologies and social processes that vary across cultures, time, and space;
- c. engage in theoretical discussions regarding gender in the context of different cultural arenas;
- d. consider how gender ideologies can generate, and/or interact with, hierarchical relationships in some household, community and global relationships, and
- e. exercise theoretical and analytical frameworks in a simple group project.

Class Design: The first week of classes will provide an overview of the primary theories, key concepts, major debates, and analytical frameworks within contemporary gender studies. Subsequent weeks will elaborate on gender theory and analysis within the context of the weekly topic (economics, law, health, etc.). The first and second hours of the week will explore gender theories within the context of the weekly topic. The third hour of the week will rely on class discussion to analyze several cross-cultural case-studies. Students will be expected to choose one case study from the selection of weekly readings and to rely on the selected case study to demonstrate an understanding of the material presented in class. In addition, the class will include a mid-term, final exam and a group project. Assignment descriptions are available on the E-Learning website.

Required Readings:

Mac An Ghaill, Mairtin and Chris Haywood. 2007. *Gender, Culture and Society: contemporary femininities and masculinities*. Palgrave MacMillan, New York.

Cross-Cultural Case Studies: Available via electronic resources and on e-Learning

*In order to participate fully, it is important to complete each week's reading assignment prior to the discussion section.

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Grading and Assessment

1. Attendance and participation:	= 25	Letter Grades:
2. Group Project:	= 25	90-93.9= A-, 94-105 = A,
• Outline & Assignment Sheet: 5		80-84.9= B-, 85-86.9= B, 87-89.9= B+
• 1 st Submission 5		70-74.9= C-, 75-76.9= C, 77-79.9 =C+,
• Peer review: 5		60-64.9= D-, 65-66.9= D, 67-69.9= D+,
• Final project paper: 10		< 60 = E (failing grade)
3. Exams: (25 points each x 2)	= 50	
4. Extra Credit (1pt each, max 5):	= 5	
	105	

*Assignments, readings, grades, and announcements will be posted on the E-Learning website. Students are responsible for familiarizing themselves with the E-Learning system.

Attendance and Participation: Attendance and participation in class discussions are a key component in this course. To acquire an attendance point, students must submit a ½ -1 page analysis of their selected case-study at the end of each class discussion. Students will receive one participation point after contributing to class discussion. Students may also earn one participation point by attending designated events taking place on and off campus. The class is structured to provide more than 25 opportunities to earn attendance/participation points. Therefore, points will not be awarded to any student with an 'excused absence'. Missed points can be earned in subsequent classes.

Group project: A group project will expose students to the processes involved in conducting a research project on sex, gender roles and/or gender ideologies. Group projects are not expected to produce ground-breaking research, but to simply demonstrate the application of gender theory and analysis to a simple, real-life research question. Students will need to meet outside of class in order to work together on their projects. The group project shall culminate into a presentation and final paper that meet the guidelines presented in the assignment descriptions.

Exams: A midterm exam and a final exam, comprised of 25 true/false and multiple choice questions, will cover the readings and the material (including films and speakers) presented in class. The final exam will not be cumulative. Each exam will be administered through the e-Learning website and will last 20 minutes after log-in. Students are responsible for saving their responses before the allotted time expires. Students who chose to take an exam on an off-campus computer must do so at their own risk. **Make-up exams will not be allowed.**

Extra Credit Assignments: Students may submit up to five of the one-point extra credit assignments due each week. Extra-credit assignments are optional. However, since grades are not curved or rounded to the nearest decimal, extra credit points will allow students the ability to bump a borderline grade to the next letter. All assignments must be submitted via the E-Learning website through the 'Assignments' tab before class time on the date it is due. **Late assignments will not be accepted.**

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Classroom Etiquette

Sex and gender can be controversial and sensitive topics for discussion. Please show respect and tolerance for your fellow classmates. All points of view are welcome, yet they must be expressed in an intelligent and non-offensive manner and framed within an academic context. Students who revert to slurs and/or insults will be asked to leave the classroom. Please refer to the University of Florida's Student Conduct Code: <http://regulations.ufl.edu/chapter4/4016.pdf> . In addition, the use of cell phones and laptops is forbidden while class is in session.

Accommodations for Students with Disabilities

Students requesting classroom accommodation must first register with 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 when requesting accommodations.

Academic Honesty

All students are expected to abide by the rules and principles of the University of Florida's Honor Code (<http://www.registrar.ufl.edu/catalog/policies/students.html>). Authenticity of student work will be verified by the 'Turn It In' program. Evidence of plagiarism or multiple submissions will lead to the Department's and the University's procedures for dealing with academic dishonesty.

Class Schedule

Week one: Sex and Gender, Biology and Culture

August 25: Introduction to class: syllabus and overview

August 27: Mac an Ghaill and Haywood: Introduction and Chapter one, Eckert chapter one

Week two: Gender in the Household & Community

September 1: Mac an Ghaill and Haywood: Chapter two

September 3: Select one case study for discussion:

1. Lang, Claudia and Ursula Kuhnle. 2008. 'Intersexuality and Alternative Gender Categories in Non-Western Cultures' *Hormone Research*. V. 69 pp 240-50.
2. Allen, Katherine and David Demo. 2000. 'The Families of Lesbians and Gay Men.' In *The Gendered Society Reader*. Michael Kimmel ed. Oxford University Press, New York.
3. Kalenkoski, Charlene M., Ribar, David C. and Stratton, Leslie S. 2005. 'Parental Child Care in Single-Parent, Cohabiting, and Married-Couple Families: Time-Diary Evidence from the United Kingdom.' *The American Economic Review*, Vol. 95, No. 2, Papers and Proceedings of the One Hundred Seventeenth Annual Meeting of the American Economic Association, Philadelphia, PA, January 7-9, 2005 (May), pp. 194-198
4. Reddy, Gayatri and Serena Nanda. 2009. 'Hijras: An 'Alternative' Sex/Gender in India' in Brettell and Sargent *Gender in Cross-Cultural Perspective*.

Week three: Group Project Design

September 8: March et al (entire book on reserve) Group formation, discuss research questions, select project leader(s), etc.

September 10: Group Meeting in Library West: Create Project Outline

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Week four: Gender in Macro-Economics

September 15: Mac an Ghail and Haywood: Chapter three

September 17: Select one case study for discussion:

1. Davies, Hugh and Heather Joshi. 1998. 'Gender and Income Inequality in the UK 1968-1990: The Feminization of Earnings or of Poverty?' *Journal of the Royal Statistical Society. Series A (Statistics in Society)*, Vol. 161, No. 1, pp. 33-61
2. Standing, Guy. 1999. 'Global Feminization Through Flexible Labour: A Theme Revisited.' *World Development* V27, No 3 March pp 583-602.
3. Hakim, C. 1995. 'Five feminist myths about women's employment.' *British Journal of Sociology* 46, 3, pp 429-55

Week five: Gender in Religion

September 22: King, Ursula. 1995. Religion and Gender: Introduction

September 24: Select one for in-class discussion;

1. Kent, Stephen A. 2006. 'A Matter of Principle: Fundamentalist Mormon Polygamy, Children, and Human Rights Debates' *Nova Religio: The Journal of Alternative and Emergent Religions*, Volume 10, Issue 1, pages 7-29,
2. Plaskow, Judith. 1990. *Standing Again at Sinai: Judaism from a feminist perspective*. New York: Harper & Row.: Preface and Chapter one
3. Jenson, Linda. 1998. 'In Whose Image?: Mysogynist trends in the construction of Goddess and woman.' In *Spellbound: Women and Witchcraft in America*. Elizabeth Reis ed. Rowland & Littlefield:

Week six: Gender in Health

September 29: Van der Kwaak, Anke and Madeleen Wegelin-Schuringa, eds. 2006. *Gender and health: policy and practice: a global sourcebook*. Amsterdam: KIT (Royal Tropical Institute); Oxford: Oxfam GB: Introduction and Chapter one (on reserve)

October 1: Select one case study for discussion:

1. Zoll, Miriam. 2006. 'Men, gender equity and HIV/AIDS prevention, with case studies from South Africa and Brazil.' In *Gender and health: policy and practice: a global sourcebook*. Amsterdam: KIT(Royal Tropical Institute);Oxford: Oxfam GB
2. Wegelin-Schuringa, Madeleen and Hester, J.D. 2004.'Local responses to HIV/AIDS from a gender perspective.' In *Gender and health: policy and practice: a global sourcebook*. Amsterdam: KIT (Royal Tropical Institute); Oxford: Oxfam GB
3. Aniekwu, Nkoli. 2006. 'Gender and Human Rights Dimensions of HIV / AIDS in Nigeria.' *African Journal of Reproductive Health / La Revue Africaine de la Santé Reproductive*, Vol. 6, No. 3 (Dec., 2002), pp. 30-37

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Week seven: Gender in Education

October 6: Francis, Becky and Christine Skelton. 2001. *Investigating gender: contemporary perspectives in education*. Buckingham; Philadelphia, Pa: Intro & Chap. one

October 8: Select one reading for discussion:

1. Mensch, Barbara S. and Cynthia Lloyd. 1998. 'Gender Differences in the Schooling Experiences of Adolescents in Low-Income Countries: The Case of Kenya.' *Studies in Family Planning*, Vol. 29, No. 2, Adolescent Reproductive Behavior in the Developing World (Jun.), pp. 167-184
2. Smyth, Emer. 1999. 'Educational Inequalities Among School Leavers in Ireland: 1979-1994. The Economic and Social Review. Vol 30 No 3 July pp. 267-284
3. Gambell, Trevor J. Gambell and Darryl M. Hunter. 1999. 'Rethinking Gender Differences in Literacy.' *Canadian Journal of Education / Revue canadienne de l'éducation*, Vol. 24, No. 1 (Winter), pp. 1-16

Week eight: Gender and Language

October 13: Women and Men: Cultural Constructs of Gender, Chapter 10

October 15: Midterm Exam no class (via e-Learning 10:30 am to 10:30 pm)

Week nine: Engendered Bodies in Media, Sport and the Arts

October 20: Mac an Ghail and Haywood: Chapters six and seven

October 22: Select one reading for discussion:

1. Von Der Lippe, G. 2002. 'Media, image: sport, gender and national identities in five European countries.' *International Review for the Sociology of Sport*. 37, 3-4, pp 371-95.
2. Rodriguez, M.G. 2005. 'The place of women in Argentinean football.' *The International Journal of the History of Sport*. 22, 2 pp 231-45.
3. Carrington, B. 1998. 'Sport, Masculinity and Black Cultural Resistance.' *Journal of Sport* 37 pp 337-49.

Week ten: Gender and Aging

October 27: Mac an Ghail and Haywood: Chapter four

October 29: Select one case study for discussion in class:

1. Andrews M. 2003. 'Calendar Ladies: Popular culture, sexuality and the middle-class, middle-aged domestic woman.' *Sexuality*. 6 pp 385-403.
2. Winterich, J.A. 2003. 'Sex, menopause and culture: Sexual orientation and the meaning of menopause for women's sex lives.' *Gender & Society*, 17, 4 pp 627-42.
3. Caldwell et al, 1998 'The Construction of Adolescence in a Changing World: Implications for Sexuality, Reproduction, and Marriage' *Studies in Family Planning*, Vol. 29, No. 2, Adolescent Reproductive Behavior in the Developing World (Jun) pp. 137-153
4. Sharp, Henry S. 1981. Old Age Among the Chipewyan. In: Pamela T. Amoss and Stevan Harrell (eds.), *Other Ways of Growing Old: Anthropological Perspectives*; pp. 99-110. Stanford, CA: Stanford University Press

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Week eleven: Gender and the Environment

November 3: Low, Setha and Denise Lawrence Zuniga. 2006. *The Anthropology of Space and Place*: Chapter one

November 5: Readings: select one for class discussion:

1. Nash, Catherine. 1993. Remapping and renaming: 'New cartologies of identity, gender and landscape in Ireland.' *Feminist Review* 44 pp 39-57
2. Oliveira, Regina and Elza Suely Anderson, 1999. 'Gender, Conservation and Community Participation: the Case of the Jaù National Park, Brazil' (MERGE), University of Florida
3. Sass, C. 2002. 'Women, Men and Environmental Change: The Gender Dimensions of Environmental Policies and Programs' in *Making the Link*. Population Reference Bureau
4. Valdivia, Corrine and Jere Gilles. 2001. 'Gender and resource management: Households and groups, strategies and transitions.' *Agriculture and Human Values* 18:5-9.

Week twelve: Gender and Law

November 10: Naffine, Ngaire. 2002. *Gender and Justice*.: Intro & Ch 9

November 12: Select one case study discussion:

1. Feliciano, Myrna S. 1994. 'Law, Gender, and the Family in the Philippines.' *Law & Society Review*, Vol. 28, No. 3. pp. 547-560
2. Hanak, Irmi. 1996. 'Language, Gender and the Law: Divorce in the Context of Muslim Family Law in Zanzibar.' *African Languages and Cultures*, Vol. 9, No. 1, pp. 27-42
3. Ruskola, Teemu. 1994. Law, Sexual Morality, and Gender Equality in Qing and Communist China.' *The Yale Law Journal*, Vol. 103, No. 8, Symposium: The Informal Economy (Jun.), pp. 2531-2565

Week thirteen: Nationalism, Terrorism & War

November 17: Nagel, Joane 1994. 'Masculinity and Nationalism: gender and sexuality in the making of nations,' *Ethnic and Racial Studies* Volume 21, Issue 2, March pp 242-269

Watch: 'The Greatest Silence: Rape in the Congo'

November 19: Holiday (no class)

Week fourteen: Gender in Visual Anthropology

November 24: FLAVA Guest Speakers

November 26: Documentary Analysis: (select one, on reserve)

1. For the Bible Tells Me So (2007)
2. Hip Hop: Beyond Beats and Rhymes (2007)
3. Dreamworlds: desire, sex and power in music video (2007)
4. These Girls are Missing (2005)
5. Email suggestions by 11/2.09

Week fifteen:

December 1: Presentation viewing and reviews

December 3: Reading day (no class)

***FINAL EXAM: via e-Learning (December 9th 10:30 am – December 16th 10:30pm)**

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Assignment Deadlines

(guidelines and descriptions available on e-Learning)

Extra Credit Assignments

- #1 Intersexuality: 9/3
- #2 Additional Genders: 9/10
- #3 Division of Labor.: 9/17
- #4 Religion: 9/24
- #5 HIV Stats: 10/1
- #6 Literacy: 10/8
- #7 Art & Lit: 10/22
- #8 Language: 11/26
- #9 World News 11/26
- #10 Evaluation 12/3

Research Project Assignments

- Outline/Assignment Sheet: 9/10
- Background & Literature Review: 9/22
- Theoretical Framework: 9/22
- Methods: 10/1
- Results/Discussion: 10/13
- Intro/Conclusion: 10/20
- Presentation outline: 10/27
- 1st submission: 10/29
- Peer Review: 11/5
- P.R. Grade-sheet: 11/10
- Final Submission: 11/12
- Final Presentation: 11/26