ANT 3302: Sex, Gender, and Culture
Section 0W59 – Spring 2018

Instructor: Edward Gonzalez-Tennant, PhD
Email: Edward.Gonzalez-Tennant@ucf.edu
Office: Main campus, Phillips Hall, 311C
Office Hours: M 1:00pm – 3:00pm (or by appointment)
I will not hold office hours on days that class does not meet, such as holidays.

Graduate Teaching Assistant (GTA): George Micheletti
Email: georgem@knights.ucf.edu
Office: Main Campus, Phillips Hall, 309
Office Hours: Mondays 1pm-3pm

Required Texts

Hodgson, Dorothy L. 2015. *The Gender, Culture, and Power Reader.* New York: Oxford University Press. ISBN: 9780190201777 (Referred to as GCP in syllabus)

Crabb, Cindy. 2016. *Learning Good Consent: On Healthy Relationships and Survivor Support*. AK Press. ISBN: 9781849352468. (Order online hereLinks to an external site. for $7).

Additional readings will be provided as PDF files or via hyperlinks in WebCourses.

Recommended Texts

Nagle, Angela. 2017. *Kill All Normies: Online Culture Wars from 4chan and Tumblr to Trump and the Alt-Right*. Zero Books. A PDF of chapters from the book will be posted on WebCourses during the semester's last section, but you are welcome to purchase it as well.

Course Description

ANT 3302 Sex, Gender, and Culture examines the traditional and changing cultural values attached to gender and sexuality, with particular emphasis on the exercise of power in regards to these topics. While case studies will be drawn from around the world and familiar settings like the US. The semester is divided into three roughly equal sections: gender, sexuality, and power. Readings and exercises in each section will reveal how anthropology intersects other disciplines in addressing these topics.

This is an online course, which means that we DO NOT meet in person. All assignments will be completed online (see course schedule below for more information). The instructor will hold office hours virtually and students can interact via email or through WebCourses. Video lectures will be uploaded on or prior to Wednesday each week. These are placed inside a **non-graded** discussion corresponding to each week. This allows us a forum to discuss the lecture, similar to

the Q&A found in face-to-face courses. It is not required that you post in these non-graded discussions.

My Approach to Online Teaching - I approach online courses like face-to-face and mixed mode courses. In other words, I will release new content (e.g., video lectures) each week and due dates are extremely important. I am aware that other faculty approach online teaching differently. I continue to experiment with various approaches to maximize the impact of this course's content. So, **I am happy to receive thoughtful feedback**, but I am not able to change things mid-semester. Thoughtful feedback is not asking for a change to address one's failure to keep up with work. I will also post a PDF of the PowerPoint file used for each video lecture (in the Modules section).

Course Objectives:

- Students will develop their critical thinking skills and information literacy. This will be achieved by carefully engaging the assigned readings, online discussions, and making connections between authors, media, classmates, and your professor. You will be asked to ascertain the validity and strength of arguments.
- Students will explore the ethical issues surrounding gender, sexuality, and differing cultural beliefs related to them. You will be encouraged to question how ideology, hegemony, normality, and dichotomous thinking influence your own personal standpoints regarding your understandings of gender, race, class, and sexuality. Ideally, the knowledge you gain about ideological value systems will help you better understand how your own ethical standards of interpersonal communication might be affected by your cultural upbringing.
- Students will develop a deeper perspective regarding race, class, gender, and culture. This course heavily emphasizes interconnecting identities resulting from cultural constructions of gender, sexuality, race, and class. The course also strives to help you better recognize and understand how intersectional oppressions, based upon combined biases such as sexism, racism, classism, and heterosexism impact different individuals and communities in different ways. Additionally, you will learn about people's differing world views and self-perceptions based upon their own gendered, raced, and classed identities.
- Students will develop a global point of view in this class, we will learn about and discuss cultural constructions and perceptions about gender and sexuality from cultures around the world. This emphasis on multiple, global cultures will help you strengthen your understanding of how gender roles are culturally constructed, and how globalization influences different cultures in different ways.

Grading

Grades will be determined from three exams and six online discussions. Your grades will come from the following:

Three Exams	150 possible points
Six Online Discussions	50 possible points

Breakdown of Grading

Three Exams: Exams consist of a mix of multiple choice, true/false, and short answer and is worth 50 points. Questions will test students on content from assigned readings and video lectures. Each exam will correspond to one of the semester's three sections. **There is no cumulative final**. Exams will be conducted via WebCourses.
[Total Points: 150]

Six Online Discussions: We will have six online discussions throughout the semester, each worth 10 points. Each discussion will begin on a Monday and run through the following Sunday. Discussion topics broadly conform to topics from each section. A rubric will provide students with an outline of how they are graded. Complete details and instructor expectations will be posted at the beginning of each discussion.
[Total Points: 60]

Total Possible Points: 210

Course Grading Scale

A	94-100	A-	90-93.9		
B+	87-89.9	B	84-86.9	B-	80-83.9
C+	77-79.9	C	74-76.9	C-	70-73.9
D+	67-69.9	D	64-66.9	D-	60-63.9
F	59.9 and below				

Attendance and Make-Up Policies

Attendance is not taken in this class, but is highly encouraged. By that I mean **log into WebCourses (at least) a couple of times each week** and monitor your progress. I often make announcements that may help with this. As a reminder, exam questions come from the video lectures, textbook, and any additional readings.

Make-up exams and assignments are only granted if arranged prior to the date in this syllabus, or when accompanied by appropriate documentation after the fact (i.e. doctor's note, police report). Furthermore, **students have two weeks to make up work;** 1 week to make up an assignment or exam for full credit, and between 1 and 2 weeks to make-up work for 50%. All due dates are posted at the beginning of the semester and students are responsible for knowing these dates. ***This policy is non-negotiable.***

Academic Dishonesty

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the course). All students found cheating will be referred to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of

academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Student Conduct

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see http://www.osc.sdes.ucf.edu/). Any behavior that interferes with either the instructor's ability to conduct the class or the ability of other students to benefit from the instructional program will not be tolerated. Please turn off cell phones and all other electronic devices before class. Laptops may only be used to take notes. Disruptive students will be told to leave, and may lose points on their assignments.

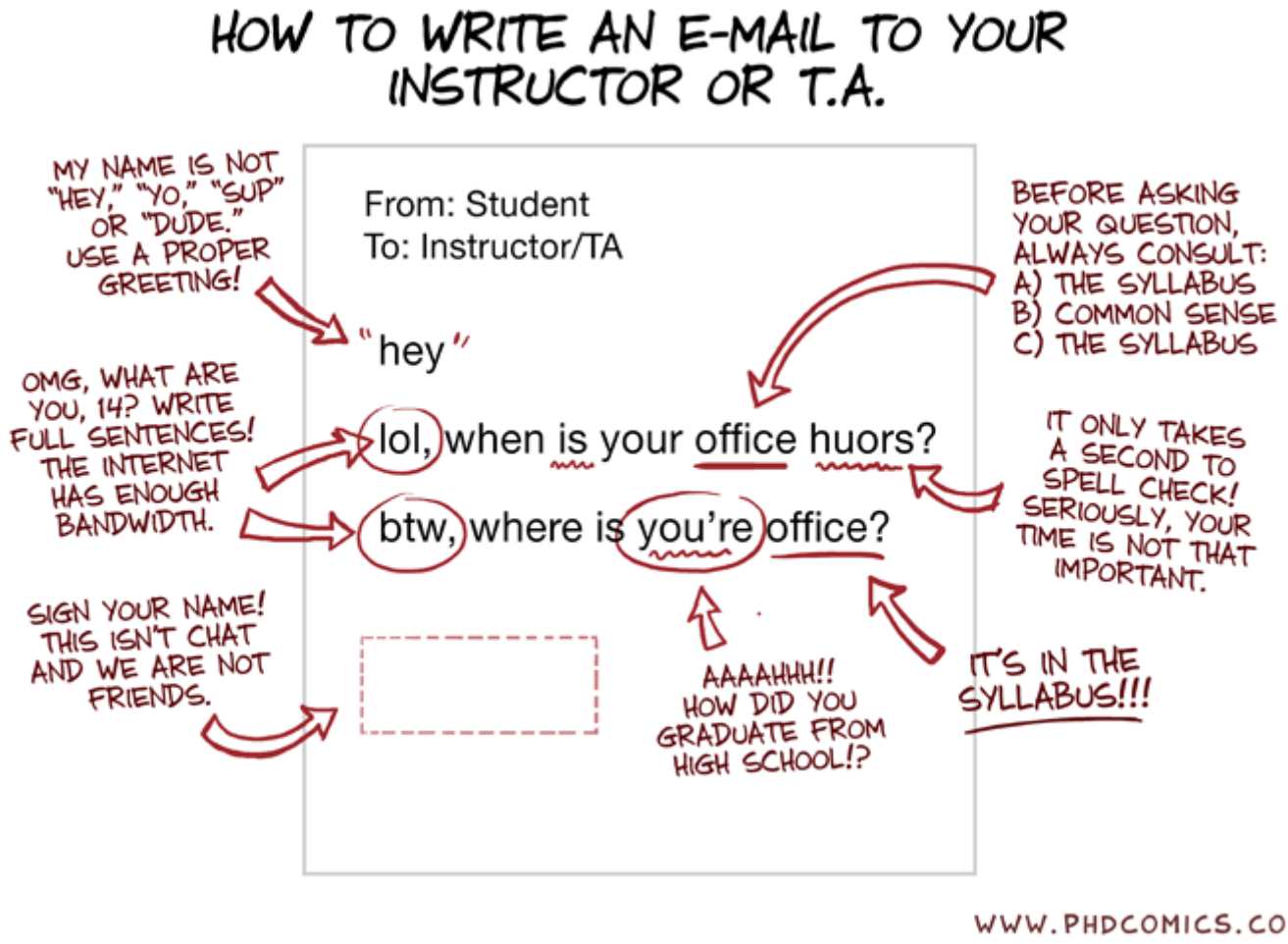
Course Accessibility Statement

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact their accessing course content. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, and no later than one week prior to the need for any accommodations/modifications.

Emailing the Instructor

When you email me, put "ANT 3302 OW59" in the subject line. Why? Your email has a better chance of getting my immediate attention if you include the course and section in the subject line.You can also contact me via WebCourses (I prefer this method). I typically respond with one day, but allow up to two days (48 hours). On the weekends, I often wait until Monday morning to respond.

I strongly encourage all students to compose their emails carefully. This only takes a few seconds and will demonstrate that you care about the course. Below are some pointers on what NOT to do.



<u>Contacting the Instructor Concerning Your Grade(s)</u>

Students are encouraged to ***wait at least 24 hours before contacting me about individual grades.*** Why? If you are unhappy with a grade, waiting 24 hours will allow you to calmly discuss your concerns. **DO NOT contact me to ask for extra credit, free points, or to round your grade up**. If you fail to take note of your grade during the semester, I am not going to let you slide into a higher grade the last week of class, or later.

<u>Addressing Me</u>

I prefer to be addressed as Dr. GT, Dr. Gonzalez-Tennant, Professor GT, or Professor Gonzalez-Tennant. Why? I prefer Dr. GT or Professor GT because it is easier for you to say and you don't have to struggle with the pronunciation of my entire surname. That said, **if you insist on**

incorrectly referring to me (Mr. Gonzalez, Dr. Tennant, etc.), I may deduct points. Would you forget to include your boss' full name, or a co-worker's? Take this as a real-world lesson.

Deployed Active Military Duty Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.comLinks to an external site.. if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Copyright

This course may utilize copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this course and your use only. Every reasonable effort is made to to credit copyright holders.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Respect for Diversity

This class will be conducted in a way that respects all aspects of diversity. **Everyone will show respect for one another and the diverse issues and topics that will be covered**. Failure to respect one another is not the same as not engaging. **If you have a controversial opinion, or are nervous to raise it publicly, please reach out to me. I want this type of engagement and we**

can discuss the best way to approach it. Often times, you are not the only one wondering about something. My own views may surprise you, do not expect the classic 'liberal' academic mindset. I am a first-generation college student, entered college in my mid-20s, have held several non-academic jobs, and am attracted to critical and radical perspectives.

ProctorHub

ProctorHub is a UCF test monitoring system that utilizes a webcam to monitor test-taking activity during online testing. Videos are only accessible to your instructor and are stored in a secure environment. If you do not have a webcam, there are computers with webcams in the UCF library, or you can visit the LibTech desk at the library to check out one. LibTech can also direct you to a computer in the library with a webcam. Please note that these computers cannot be reserved ahead of time. It is your responsibility to ensure that you will have access to a computer with a webcam and know how to log into and use ProctorHub, prior to the time that the tests start. Currently, ProctorHub is not yet compatible with Apple iOS (iPhone, iPod Touch, iPad) or Android smartphones.

Semester Calendar

SECTION I: GENDER

Week 1: Jan. 7 - 11
Topic: Course Intro & Challenging Universals
Readings: GCP Chapters 1.1 and 1.2
Assignments: **Syllabus Quiz**

Week 2: Jan. 14 - 18
Topic: Gender, Family, & Work
Readings: GCP Chapters 1.3 & 11.3

Week 3: Jan. 21 - 25
Topic: Gendered Material Culture
Readings: GCP Chapter 4.2
Assignments: **Online Discussion 1**

Week 4: Jan. 28 - Feb. 1
Topic: Complicating Gender
Readings: GCP Chapters 4.1 and 2.3

Week 5: Feb. 4 - 8
Topic: Gender at Home
Readings: GCP Chapters 10.2 and 10.3
Assignments: Online Discussion 2

SECTION II: SEXUALITY

Week 6: Feb. 11 - 15
Topic: Gender, Sex, and Sexuality
Readings: GCP Chapters 3.1 and 3.2

Exam 1: available online between 12:00am February 14 and 11:59pm February 15 (all times EST)

Week 7: Feb. 18 - 22
Topic: Language and Performance
Readings: GCP Chapters 7.2 & 7.3
Assignments: **Online Discussion 3**

Week 8: Feb. 25 – Mar. 1
Topic: Growing up Gendered
Readings: GCP Chapters 6.2 and 6.3

Week 9: Mar. 4 - 8
Topic: Sexuality Online
Readings: GCP Chapter 9.3
Assignments: **Online Discussion 4**

Week 10: March 12 - 16
Spring Break (No Classes)

SECTION III: POWER

Week 11: Mar. 18 - 22
Topic: Power, Agency, and Structure
Readings: GCP Chapters 2.1 and 2.2

Exam 2: available online between 12:00am March 21 and 11:59pm March 22

Week 12: Mar. 25 - 29
Topic: Intersectionality
Readings: PDFs on WebCourses
Assignments: **Online Discussion 5**

Week 13: April 1 - 5
Topic: Representation as Power
Read: GCP Chapters 5.1 and 5.2

Week 14: April 8 - 12
Topic: Sex, Gender, and Online Culture
Readings: *Kill All Normies* (selected chapters as PDF)

Week 15: April 15 - 19
Topic: Sex, Gender, and Healing
Readings: *Learning Good Consent*
Assignments: **Online Discussion 6**

Week 16: April 22
Topic: Course Wrap-Up
Readings: TBD

Exam 3: available online between 12:00am April 25th to 11:59pm April 26th

<u>Important UCF Dates for Spring 2018</u>

January 10, 2019 - Last Day to Drop and Request Full Refund

January 10, 2019 - Drop/Swap Deadline

January 11, 2019 - Add Deadline

March 20, 2019 - Withdrawal Deadline