ANT 3302: Sex, Gender, and Culture
Section OM01 – Spring 2020
MW 12:30pm-1:20pm

Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD
Office: Phillips Hall, 311C
Office Hours: MW 1:30pm- 2:30pm
Phone: 407-823-6503
Email: Use WebCourses
Office hours are not held on days class does not meet, such as holidays.

Graduate Teaching Assistant (GTA): Erin Martin
Office: Main Campus, Phillips Hall, 311
Email: Use WebCourses Email
Office Hours: TBD

Catalog Description

The traditional and changing roles of women and men viewed in a cross-cultural perspective. Prerequisite(s): Sophomore standing. Corequisite(s): None.

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)

1 pack of 3x5 inch ruled note cards. These will be used at random points during the semester to collect responses as part of the class participation grade.

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

This course examines the changing cultural values attached to gender and sexuality, with particular emphasis on the exercise of power in regards to these topics. Case studies will be drawn from around the world and the US alike. The semester is divided into three roughly equal sections: gender, sexuality, and power. Readings and assignments in each section will reveal how anthropology intersects other disciplines in addressing these topics. This is a mixed mode course, meaning a portion of the course takes place online. Exams and online discussions are administered via WebCourses. The instructor will lecture on Mondays and the entire class will engage in an in-class discussion on Wednesdays.

Student Learning 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	60 possible points
Film Response	10 possible points
Classroom Participation	10 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 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

Three 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: 30

Film Response: Students will watch an online video, answer a series of prepared questions, and then take an online quiz based on the prepared questions. Refer to assignment for complete instructions and details.
Total Points: 10

Classroom Participation: Students will be graded on classroom participation by responding to a discussion question on 3x5 inch ruled note cards. This will occur on 12 different days during the semester. They will count for 2 points each, meaning students can miss up to two and still receive full credit. Students cannot make up classroom participation. The grading scale for classroom participation is as follows:

≥ 10 weeks = 100%	8 weeks = 90%	7 weeks = 80%
6 weeks = 70 %	5 weeks = 60%	≤ 4 weeks = 50%

Total Points: 10

Total Possible Points: 200

Course Grading Scale

Students will have access to the WebCourses Gradebook. However, this may miscalculate grades that are weighted (e.g., extra credit). As such, students are responsible for keeping up with their own grades. To determine your current grade, divide the points earned (your grades) by the total available points and multiply the result by 100. This provides your percentage grade. For instance, if you have earned 90 out of 100 possible points, 90/100 = .9 x 100 = 90%. Extra credit grades will be added to the final total (partly why the WebCourses Gradebook malfunctions). I DO NO assign C- or D- grades. I DO assign A- and B- grades.

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
D+ = 67-69.9 D = 64-66.9
F = 59.9 and below

Extra Credit Opportunities

I offer one extra credit opportunity. This is a syllabus quiz and serves as the confirmation of academic activity. It allows you to receive financial aid and is initially due the first Friday of the semester. The due date will then be adjusted allowing students to take the quiz an unlimited number of times throughout the semester. The final due date will be the last day of class. This adjustment allows students to receive full (extra) credit.

In-Class Use of Technology

Laptops are allowed if used for notetaking, although research suggests that taking notes by hand is better for long-term retention. If you use a laptop, consider turning off wifi during class. Cell phone use is not allowed during class. Students who do so will be asked to leave, especially if they disturb the classroom environment.

Attendance and Make-Up Policies

I do not take attendance in this class. Students are expected to arrive prepared and on time. Classroom participation will assess student knowledge and may occur at any point. Per university policy, students can submit make-up work for authorized university-sponsored activities, religious observances, and/or legal obligations. Refer to the following for each assignment type.

Late Online Discussion Policy

Online dicussions cannot be made up as they require engagement with other students. As such, students who fail to participate will be allowed to turn in a 2-page essay discussing the online discussion topic. Students will have 1 week to complete the make-up essay, which must be accompanied with appropriate documentation.

Appropriate documentation includes official UCF correspondence, doctor's notes, or similar information. Photographs of wrecked cars, hospital interiors, work schedules, and so forth are not appropriate documentation. DO NOT send them, I WILL NOT look at them.

Late Exam Policy

Exams are administered via WebCourses. It is the responsibility of students to make sure they have adequate internet connectivity and computer resources to complete online assignments. If you lose connectivity or power, you must either (1) return to the exam as soon as connectivity is restored and complete the exam, or (2) reach out to WebCourses and have them document your version of events. Failure to do one of these will prohibit students from receiving credit. It is not fair to provide a second attempt to some students and not everyone.

If a student fails to contact the instructor before a due date or provide documentation, they have 1 week to make-up exams. This is automatically set up in WebCourses. The late penalty for exams is -2% per day. To avoid this penalty either turn in work on time, contact the instructor ahead of time, or have appropriate documentation excusing the original absence.

Appropriate documentation includes official UCF correspondence, doctor's notes, or similar information. Photographs of wrecked cars, hospital interiors, work schedules, and so forth are not appropriate documentation. DO NOT send them, I WILL NOT look at them.

The above policies are non-negotiable.

Contacting the Instructor

Students should use WebCourses for all course-related communications with the instructor. This is often referred to as course mail and is accessed via the "Inbox" icon on the left side of WebCourses pages. Allow up to two days (48 hours) for a response, especially on the weekends. I strongly encourage students carefully compose their messages. It only takes a few seconds and demonstrates that you care about the course.

Contacting the Instructor Concerning Your Grade(s)

Students are encouraged to wait 24 hours before contacting the instructor and/or TAs about grades, especially on exams. Why? If you are unhappy with a grade, waiting 24 hours will allow you to calmly discuss your concerns. DO NOT contact the instructor to ask for additional extra credit, free points, or to round up your grade.

Addressing Me

I prefer to be addressed as Dr. GT. Why? It is easier for you to say. If you insist on incorrectly addressing me (Mr. Gonzalez, Dr. Tennant, etc.), I may deduct points. Would you forget your boss' name, or a co-worker? Take this as a real-world lesson.

Respect for Diversity

This class will be conducted in a way that respects diversity. Everyone will show respect for one another and the diverse issues and topics we cover. Failure to respect one another is not the same as not engaging. If you have a controversial opinion, or are nervous to raise it, please privately reach out to me. Courses are better off with engagement, even large ones. My own views may surprise you. Do not expect the classic 'liberal' academic mindset. I am a first-generation college student who began undergraduate studies in my mid-20s. I have worked several non-academic jobs. I am also attracted to critical and radical perspectives.

Semester Calendar

SECTION I: GENDER

Week 1: Jan 6 – Jan 10
Topic: Course Intro
Readings: Clarifying Terminology
Assignments: Syllabus Quiz

Week 2: Jan 13 – Jan 17
Topic: Challenging Cultural Universals of Gender
Readings: GCP Chapters 1.1 and 1.2

Week 3: Jan 20 – Jan 24 (No Class Monday)
Topic: Gender, Family, & Work
Readings: GCP Chapters 1.3 & 11.3

Week 4: Jan 27 – Jan 31
Topic: Gendered Material Culture
Readings: GCP Chapter 4.2
Assignments: Online Discussion 1

Week 5: Feb 3 – Feb 7
Topic: Complicating Gender
Readings: GCP Chapters 4.1 and 2.3

Week 6: Feb 10 – Feb 14
Topic: Gender at Home
Readings: GCP Chapters 10.2 and 10.3
Assignments: Film Response (*Southern Comfort*)

SECTION II: SEXUALITY

Week 7: Feb 17 – Feb 21
Topic: Gender, Sex, and Sexuality
Readings: GCP Chapters 3.1 and 3.2

Exam 1: Covers weeks 1-6. Available 12:00am to 11:59pm February 21.

Week 8: Feb 24 – Feb 28
Topic: Language and Performance
Readings: GCP Chapters 7.2 & 7.3

Week 9: Mar 2 – Mar 6
Topic: Growing up Gendered
Readings: GCP Chapters 6.2 and 6.3

Spring Break: Mar 9 – Mar 13 (No Class)

Week 10: Mar 16 – Mar 20
Topic: Sexuality Online
Readings: GCP Chapter 9.3
Assignments: Online Discussion 2

SECTION III: POWER

Week 11: Mar 23 – Mar 27
Topic: Power, Agency, and Structure
Readings: GCP Chapters 2.1 and 2.2

Exam 2: Covers weeks 6-10. Available 12:00am to 11:59pm March 27.

Week 12: Mar 30 – Apr 3
Topic: Intersectionality
Readings: PDFs on WebCourses
Assignments: Online Discussion 3

Week 13: Apr 6 – Apr 10
Topic: Representation as Power
Read: GCP Chapters 5.1 and 5.2

Week 14: Apr 13 – Apr 17
Topic: Sex, Gender, and Online Culture
Readings: *Kill All Normies* (selected chapters as PDF)

Week 15: Apr 20
Topic: Course Wrap-Up
Readings: None
Assignment: Semester Reflection Paper (2 pages)

Final Exam Period: Apr 21 – Apr 27
Exam 3: Covers weeks 11-15. Available 12:00am to 11:59pm April 24.

Important UCF Dates for Spring 2020

January 9, 2020 - Last Day to Drop and Request Full Refund
January 9, 2020 - Drop/Swap Deadline
January 10, 2020 - Add Deadline
March 20, 2020 - Withdrawal Deadline

Academic Services and Resources

A list of available academic support and learning services is available at UCF Student Services. Click on "Academic Support and Learning Services" on the right-hand side to filter.

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.com 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.

Non-Academic Services and Resources

A list of non-academic support and services is also available at UCF Student Services. Click on "Support" on the right-hand side to filter. If you are a UCF Online student, please consult the UCF Online Student Guidelines for more information about your access to non-academic services.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

- *Falsifying or misrepresenting* the student's own academic work.

- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.

- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity. For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Responses to Academic Dishonesty, Plagiarism, or Cheating

I 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 do not apply to everyone. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.

- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.

- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).

- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with their instructors outside of class.

- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. You CAN Survive an Active Shooter

Deployed Active Duty Military 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.

Copyright

This course may contain 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 online classroom environment and your use only. All copyright materials are credited to the copyright holder.

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.