ANT3302-21Spring 0M01

Sex, Gender, and Culture - Spring 2021 Syllabus
Mondays & Wednesdays 12:30pm-1:20pm PSY 108

Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD
Phone: 407-823-6503
Office: Phillips Hall, 311C
Email: Use WebCourses Mail
Virtual Office Hours: Wednesdays 9:00am-10:30am or by appointment.
I will be available to answer emails immediately during my office hours, and I can set up Zoom meetings as needed.

Graduate Teaching Assistant (GTA): Alexandria (Lexie) Brock
Office: Main Campus, Phillips Hall, 311
Email: Use WebCourses Mail
Virtual Office Hours: Tuesdays 9:00am-10:00am or by appointment.

I will be available to answer emails immediately during my office hours.

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

All readings will be provided as PDFs on WebCourses and/or via the UCF library.

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 other assignments are administered via WebCourses.

GroupMe & Social Media Policy

GroupMe and other forms of social media can be excellent ways to communicate with your fellow students. However, it is also used to cheat in online courses. Students are allowed to use a GroupMe for this course on two conditions. First, the instructor is made aware of any GroupMe groups created for this course. Failure to do so will result in disciplinary action. Second, sharing answers via GroupMe will result in an automatic 0 for the assignment for ALL members of the GroupMe. DO NOT use GroupMe to share answers. UCF and I both monitor GroupMe.

Student Conduct & Content Warning

This course includes a mix of online and face-to-face activities. **Some of the course content may include topics that are sensitive or otherwise uncomfortable for some students.** Students should read through the syllabus the first week of class to examine topics. Remaining in the class indicates that you are responsible for all course content. In addition, while discussing topics, **DO NOT use slurs, derogatory speech, or inflammatory language, including offensive memes intended as a "joke" in any online portion of this course.** In general, avoid cursing and other potentially offensive words. If you are unsure of whether or not something you want to say is appropriate, contact the instructor ahead of time. **Familiarize yourself with the definitions in the Clarifying Terminology page**. All students are expected to understand the appropriateness of this language. This isn't about politicizing topics, but respecting difference and other people. Depending on the severity of any offense, penalties range from receiving a zero for a specific assignment or for all activities. Disrespecting GTAs, other students, or the instructor WILL NOT be tolerated.

Student Learning Objectives

- Students will develop their critical thinking skills and information literacy. This will be achieved by carefully engaging the assigned readings, assignments, 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 the following:

Three Exams:	60 possible points (20 points each)
Three Online Activities:	15 possible points (5 points each)
Film Response:	5 possible points
Weekly Responses:	20 possible points (2 points each)
Total possible points	100 (each point earned = 1% point)

Breakdown of Grading

Three Exams: Exams consist of a four-page essay. Essay topics generally ask students to synthesize several week's of readings. Exams are NOT written during class, but instead turned in via WebCourses. Exams are checked for plagiarism using TurnItIn software. A rubric will provide students with an outline of how they will be graded. We will discuss all aspects of the essay exams in class, including how to structure an anthropological essay and format references. **There is no cumulative final**.
Total Points: 60

Three Online Activities: We will have three online activities throughout the semester, each worth 5 points. Activity topics broadly conform to topics from each section. Complete details and instructor expectations will be posted at the beginning of each activity. Online activities run from 12am Saturday to 11:59pm the following Friday. Because of the extended availability of online activities, make-ups and/or late submissions will only be granted due to unusual and documented reasons (e.g., extended stay at hospital).
Total Points: 15

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.
Total Points: 5

Weekly Responses: Students will answer a weekly response question(s) associated with the relevant readings/lecture. These are available all semester but due by midnight on Friday for the relevant week. Grades will come from content, grammar, and spelling. Because of the extended availability of weekly responses, make-ups will only be granted due to unusual and documented reasons (e.g., extended stay at hospital).
Total Points: 20

Total Possible Points: 100 (each point = 1% point)

Course Grading Scale

Students will have access to the WebCourses Gradebook. 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 45 out of 50 possible points, 45/50 = .9 x 100 = 90%. **I DO NOT 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 = 70-76.9
D+ = 67-69.9 D = 60-66.9
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. It is worth 2 points, or 2% of your overall grade.

Late Assignment Policy

Assignments 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 a student fails to contact the instructor before a due date or provide documentation, they have 5 days to make-up assignments. This is automatically set up in WebCourses. The late penalty is -1% per day with a maximum of 5% deducted if students wait 5 days. To avoid this penalty either turn in work on time, contact the instructor ahead of time, or have appropriate documentation excusing the original absence. Students who do this have 1 week to make-up work for full credit. In other words, all work is due within 1 week of the original due date. The only exception is the last exam (during finals week), there are no make-ups/late exams during finals.

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.

Contacting the Instructor

Students will use WebCourses Mail for all course-related communications with the instructor. This is accessed via the "Inbox" icon on the left side of WebCourses pages. Allow up to two days (48 hours) for a response, although I usually respond within a few hours or less. I may not respond on Friday evenings or weekends. If you send a message during this time and I do not respond by Wednesday of the following week, please re-send the message as it was likely buried by other messages. Students should take care in composing messages. It only takes a moment 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 GTAs 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's name? This is a real-world lesson.

Semester Calendar

SECTION I: GENDER

Week 1: Jan 11 - 15
Topic: Course Intro
Readings: Clarifying Terminology; Careers in Anthropology (Links to an external site.)
Assignments: Syllabus Quiz

Week 2: Jan 18 - 22 (No Classes Monday, MLK Jr. Day)
Topic: Challenging Cultural Universals of Gender
Readings: Ortner, Sherry. Is Female to Male as Nature Is to Culture? & Rogers, Susan Carol. Female Forms of Power and the Myth of Male Dominance...
Assignment: Weekly Response (Week 2)

Week 3: Jan 25 - 29
Topic: Gender, Family, & Work
Readings: Scheper-Hughes. Lifeboat Ethics. & Lane. Man Enough to Let My Wife Support Me.
Assignment: Weekly Response (Week 3)

Week 4: Feb 1 -5
Topic: Gendered Material Culture
Readings: Chin. Ethnically Correct Dolls.
Assignments: Online Activity 1

Week 5: Feb 8 - 12
Topic: Complicating Gender
Readings: Colen. Like a Mother to Them... & Deomampo. Transnational Surrogacy in India...
Assignment: Weekly Response (Week 5)

Week 6: Feb 15 - 19
Topic: Gender at Home

Readings: Barnes. Black Women Have Always Worked... & Gutmann. Scoring Men...
Assignments: Weekly Response (Week 6) & Film Response (Southern Comfort)

SECTION II: SEXUALITY

Week 7: Feb 22 - 26
Topic: Gender, Sex, and Sexuality
Readings: Kulick. Gender of Brazilian Transgendered Prostitutes. & Zavella. Playing with Fire...
Assignment: Weekly Response (Week 7)

Exam 1 (Essay)

Week 8: Mar 1 - 5
Topic: Language and Performance
Readings: Cameron. Performing Gender Identity. & Weston - Do Clothes Make the Woman?...
Assignment: Weekly Response (Week 8)

Week 9: Mar 8 - 12
Topic: Growing up Gendered
Readings: Mora. "Do It For All Your Pubic Hairs!" & Rooke. Trans Youth, Science, and Art...
Assignment: Weekly Response (Week 9)

Week 10: Mar 15 - 19
Topic: Sexuality Online
Readings: Gray. Negotiating Identities/Queering Desires...
Assignments: Online Activity 2

SECTION III: POWER

Week 11: Mar 22 - 26
Topic: Power, Agency, and Structure
Readings: Abu-Lughod. The Romance of Resistance... & Mahmood. Feminist Theory, Embodiment, and the Docile Agent...
Assignments: Weekly Response (Week 11)

Exam 2 (Essay)

Week 12: Mar 29- Apr 2
Topic: Intersectionality
Readings: PDFs on WebCourses
Assignments: Online Activity 3

Week 13: Apr 5 - 9
Topic: Representation as Power
Readings: Mohanty. Under Western Eyes... & Rodriguez. A Homegirl Goes Home...
Assignment: Weekly Response (Week 13)

Week 14: Apr 12 - 16 (No Class, Spring Break)
Topic: None

Week 15: Apr 19 - 23
Topic: Sex, Gender, and Online Culture Part I
Readings: Kill All Normies (selected chapters as PDFs via WebCourses)
Assignment: Weekly Response (Week 15)

Week 16: Apr 26
Topic: Exam 3
Readings: None

Exam 3 (Essay)

Important UCF Dates for Spring 2021

January 15, 2021 - Last Day to Drop and Request Full Refund
January 15, 2021 - Drop/Swap Deadline
January 15, 2021 - Add Deadline
March 26, 2021 - Withdrawal Deadline

Academic Services and Resources

A list of available academic support and learning services is available at UCF Student ServicesLinks to an external site.. 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 (Links 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.

Non-Academic Services and Resources

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

Academic Integrity

Students should familiarize themselves with UCF's Rules of ConductLinks to an external site.. 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 (Links to an external site.). For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices (Links to an external site.)".

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. Links to an external site.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/zgradeLinks to an external site..

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 ServicesLinks to an external site. (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.htmlLinks to an external site..
- 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.htmlLinks to an external site. (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.eduLinks to an external site. 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 (Links to an external site.)

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.

Required Statement Regarding COVID-19

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Class

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdfLinks to an external site.. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden RuleLinks to an external site. for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here:

(https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html (Links to an external site.))

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.