University of South Florida Sarasota-Manatee
Course Syllabus, Fall 2014; Online Delivery

ANT 4302 Sec. 521  Gender and Cross-Cultural Perspectives

Instructor: Ms. Theresa Gilbertson
Office Hours: By appointment any day on the Sarasota campus
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In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to, Canvas, Blackboard Collaborate, Skype, and email messaging and/or an alternate schedule. It is the responsibility of the student to monitor Blackboard for each class for course specific communication, and the main USFSM, College, and department websites, emails, and MoBull messages for important general information.

Course Description: This is an online course, including online delivery of presentations, lectures, discussions, and tests. The course focuses on various theories, models, and beliefs about male-female behaviors and interactions in human cultures throughout history and in various societies in the world today, as well as all relevant third-gender groups that are acknowledged in the literature throughout history. This course is approved for the undergraduate liberal arts requirement under the categories 1) Major Works or 2) Historical Context and Process (General Ed History Class).

There will be a number of journal article assignments in addition to the text.

Course Objectives: This course is an exploration into contemporary anthropological perspectives on biological sex as well as the social construction of gender-based roles, relationships, and ideologies. Online discussions, lectures, readings, and subsequent written assignments (précis, blogs, and research paper) will draw out major theoretical and analytical frameworks from which to consider cross-cultural diversity in both sexual identities and gender ideologies throughout the world. In addition to the text, there will outside readings from peer-reviewed journal articles based on the continent and countries that each of you will have as your "special focus." No two students will have the same "special focus" for the semester. The course will approach a variety of gender issues including, but not limited to, third gender roles in the societies in which they exist. Gay, lesbian, bisexual, and transgender issues are also included and emphasized in some of the majority-minority case studies that are included. Assignments include blogs, discussion threads, weekly précis assignments, presentations (power points and video clips), as well as Blackboard Collaborate online live discussions. Each student will be responsible for one research paper that will deal specifically with each of your "special focus" areas and this final assignment will be constructed throughout the semester as you draw from each weekly assignment towards your greater goal. Religion, politics, language, health, education, economics, law, race, age, ecology, and sports are all aspects of identity that are included in this course of study.

Goals: By the end of the semester, students should be able to:
  a. understand the difference between biological sex categories, know the social construction of gender, and understand sexual orientation;
b. understand the ideological roots of gender roles and relationships and the social processes that vary across cultures, time, and space;

c. demonstrate their understanding through theoretical discussion regarding gender in the context of different cultural arenas; and

d. construct an APA style research paper based on weekly readings and coinciding précis, blogs, and discussions.

In addition to the texts, each student is required to access your USF e-mail account in order to fulfill the commitments of this course. Accounts are provided free of charge through the university. All e-mail from me will be through Blackboard or Canvas, so if you choose to use another e-mail account, you are responsible for setting up a proxy to re-route the mail sent to your USF account. Failure to do so may have a negative affect on your course grade, since you may miss homework updates sent via e-mail. All of the coursework is available on Blackboard, an on-line course access program.

Course Requirements: Your effort required for this course will consist of successfully completing 6 segments as follows:

1. Weekly précis (6 wks X 20 pts)  120
2. Research Presentation.          25
3. Research/Analytical Paper      150
4. Bb discussions  (16 wks X 5pts)  80
5. Blogs  (5wks X 20 pts)          100
6. Quizzes  (7 X 25 pts)           175

Quizzes: Quizzes are based on the textbook portion of the readings, covering major concepts. They will be accessed through assignments in Canvas on a regular, but not weekly, basis. There are 11 sections of the book and corresponding 7 quizzes based solely on the readings assigned and knowing the APA writing style. Quizzes will be timed, so you need to complete the readings and précis first in order to do well on these quizzes.

Weekly Précis: There will be a two-page weekly response paper OR blog (either about 500 words) due by Tuesday at 5pm for 11 of the semester weeks. These response papers should demonstrate your critical thinking as regards the weekly reading assignments. A guide to critical thinking is posted in Course Documents in Canvas. Both papers and blogs need to employ correct spelling, punctuation, and grammar since this is a senior-level exit course. All assignments need proper citation, according to APA writing style guidelines. Links to style guidelines are on an announcement in Canvas and below under “Analytical Papers.”

Presentations: You will be responsible for one media presentation (PowerPoint, Prezi, or Windows Media Player). Topics will be collaborated with the instructor early in the semester based on the list of third gender groups provided in the announcement section of Canvas. These presentations will be uploaded through Assignments in Canvas and launched during an Elluminate Live session during week 15.

Research Papers:
You will write one (1) 2,500 to 3,000--word research paper. **Papers must be fully cited and follow the current guidelines for APA style.** If you are not already familiar with a writing style, either get yourself a guideline out of the library, or become familiar with the style by reading the guidelines online at the On-line Writing Laboratory (OWL) at Purdue University ([http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/)). **No .com or .net sources should be used; no Wikipedia or similar sites either! The minimum number of scholarly sources for this assignment is 12! This assignment needs to be uploaded through the Turnitin.com link in Assignments in Canvas.**

**Grading:**
All assignments will receive a numerical grade. Final letter grades will be determined on an accumulated percentile basis, in accordance with the customary scale used in university courses:

- **A+** (637-650)
- **A** (611-636)
- **A-** (585-610)
- **B+** (572-584)
- **B** (546-571)
- **B-** (520-545)
- **C+** (507-519)
- **C** (481-506)
- **C-** (455-480)
- **D+** (442-454)
- **D** (416-443)
- **D-** (390-415)
- **F** anything under 390!

Opportunity for extra credit will not be offered.

**Last day to drop without penalty:**  *Friday, August 30th!* Last day to drop and take a “W:” Nov. 2.

**Make-up tests, Late Submissions, and Incompletes:** You are expected to complete all assignments on time. Falling behind hinders the process of learning. For this reason, I have instituted certain policies designed to encourage the timely completion of assignments, and to discourage the taking of makeups for inappropriate reasons.

The class presentations will be an integral component of class activities. Therefore, if you cannot deliver a presentation on the assigned date, the grade for your makeup presentation shall be **penalized by one letter grade**, regardless of reason.

Research papers must be submitted by the due date indicated in the syllabus. Papers that are submitted late will be **penalized one letter grade per day**, regardless of reason. Weekly responses (précis) are due via links in Assignments or blog no later than 5pm each Tuesday. I expect five (5) blog participations and six (6) response papers in your choice of order (although there is no blog option for week one). All should contain information pertinent to the “Reading Critically” guidelines posted in course documents. Late weekly précis get a **zero** grade, regardless of reason for their latency.

A grade of Incomplete (I) will be awarded only if at least one-half of your required work has been completed with a cumulative passing grade.

**USF Sarasota-Manatee Policies and Procedures**

**Religious Observances**
The University recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. [http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf](http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf)

**Disabilities Accommodation**
Students are responsible for registering with the Office of Students with Disabilities Services
(SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator: 359-4714; disabilityservices@sar.usf.edu; http://www.usfsm.edu/students/disability/

**Academic Dishonesty**
The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.
Undergraduate: http://www.sarasota.usf.edu/Academics/Catalogs/
Graduate: http://www.sarasota.usf.edu/Academics/Catalogs/
USF Student Code of Conduct: http://www.sa.usf.edu/srr/page.asp?id=88

**Academic Disruption**
The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.
Undergraduate: http://www.sarasota.usf.edu/Academics/Catalogs/
Graduate: http://www.sarasota.usf.edu/Academics/Catalogs/
USF Student Code of Conduct: http://www.sa.usf.edu/srr/page.asp?id=88

**Contingency Plans**
In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard/Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Blackboard/Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency.

**Emergency Preparedness**
It is strongly recommended that you become familiar with the USF Sarasota-Manatee Emergency Action Plan on the Safety Preparedness site http://www.sarasota.usf.edu/facilities/SafetyPreparedness.php

**Fire Alarm Instructions**
At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated.

**Web Portal Information**
Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Blackboard/Canvas course information via that address. Therefore it is the student’s responsibility to check their USF email regularly.
**Instructor Copyright**  
Students may not sell notes or other course materials.

**August 25-31:** Various times will be available for online attendance this week. The session should take about an hour. This session will introduce you to all of the technologies will be using, demonstrate accessing books and scholarly journal articles, and introduce a range of topics to choose from for your final research paper and presentation. If you add late, you must watch one of the recorded sessions or arrange to have a one-on-one Blackboard Collaborate session during the week that you have added. First week. General discussion of what is expected of the students during the next 16 weeks. PowerPoint presentation. **All students need to sign and return the attached honor pledge at the end of this syllabus;** otherwise, you will be marked for drop in the roster, for non-attendance during week one. There is a mandatory online session during week 15, and that will be for each of you to present your media presentation for your final research project/paper! **Homework:** Brettell/Sargent Section 1, all articles. Write a two-page “icebreaker” relating any prior knowledge or understanding that you have in regards to gender and application to these authors’ works. Include a brief paragraph on the authors’ credibility and methodology, being sure to incorporate all four sources in your work. Attach your completed précis to the assignment link you will find under “Assignments” in Canvas. If you do not have the book yet, look for it online and in local libraries. The entire table of contents from this 6th edition was e-mailed to all last week, so you know what you will need to read. The other 10 précis/blogs are at your discretion this semester. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the chapter readings, and be sure to look for two (2) CRQs of peers to which you will reply. Both précis and discussions are due by 5pm on Tuesday, September 2.

**September 1-7:** I will login through Blackboard Collaborate at a time requested by any student to do a presentation for the week and to answer any questions live, for those who find it convenient to attend. I will also announce in this Blackboard Collaborate session additional dates and times for live Blackboard Collaborate sessions, based on student suggestions/requests. **Homework:** Read The Woman’s Room: Some Aspects of Gender Relations in Tenochtitlan in the Late Pre-Hispanic Period by Susan Kellogg published in The American Society for Ethnohistory at [http://www.jstor.org/stable/pdfplus/483143.pdf?acceptTC=true](http://www.jstor.org/stable/pdfplus/483143.pdf?acceptTC=true)  
And, finally, read Brettell/Sargent Section 2. Either write a two-page précis **OR** look for the blog option in Blackboard that coincides with this assignment. Either the précis or the blog should incorporate knowledge from all of these sources. Either is due by 5pm on Tuesday. You also need to go to the discussion board and construct a critical reading question (CRQ) based on any one of the articles assigned, and be sure to look for two (2) CRQs of peers to which you will reply. **You also need to have chosen a topic from those provided in the special research topic discussion in Blackboard by the end of this week OR one will be assigned to you.** The first miniquiz based on the first week’s readings should be launched this week, so look for that in Assignments, too.

**September 8-14:** Date of Blackboard Collaborate session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. Discussion of the readings and presentation; however, there is no quiz this week, the single text
chapter from last week’s assignments will be included with the Section 3 quiz next week. 

**Homework**: Brettell/Sargent, Section 3. Also read Public/Private: Gender –social and political citizenship in Eastern Europe linked through Files in Canvas listed under the week 3 date range. Either write a two-page précis OR look for the blog option in Blackboard that coincides with this assignment. Either the précis or the blog should incorporate knowledge from all of these sources. Either is due by 5pm on Tuesday. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the articles assigned, and be sure to look for two (2) CRQs of peers to which you will reply. Quiz on sections 2 and three will be posted next week.

**September 15-21**: Date of Blackboard Collaborate session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. Discussion of the readings and presentation. **Homework**: The quiz this week will include text readings from both Sections 2 and 3 and will be found in Assignments in Canvas. Readings this week from Brettell/Sargent, Section 4. Either write a two-page précis OR look for the blog option in Canvas that coincides with this assignment. Either the précis or the blog should incorporate knowledge from all of these sources. Either is due by 5pm on Tuesday. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the articles assigned, and be sure to look for two (2) CRQs of peers to which you will reply. I will also post a miniquiz on the four readings from week four in Assignments in Blackboard.

**September 22-28**: Date of Blackboard Collaborate session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. Discussion of the readings and presentation. **Homework**: Brettell/Sargent, Section 5. Either write a two-page précis OR look for the blog option in Canvas that coincides with this assignment. Either the précis or the blog should incorporate knowledge from all of these sources. Either is due by 5pm on Tuesday. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the articles assigned, and be sure to look for two (2) CRQs of peers to which you will reply.

**September 29 - October 5**: Date of Blackboard Collaborate session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. Discussion of the readings and presentation. **Homework**: Brettell/Sargent Section 6. Also, in Course Documents in Blackboard, read Hijraism: Jostling for a Third Space in Pakistani Politics listed under the week six (6) date range. Either write a two-page précis OR look for the blog option in Canvas that coincides with this assignment. Either the précis or the blog should incorporate knowledge from all of these sources. Either is due by 5pm on Tuesday. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the articles assigned, and be sure to look for two (2) CRQs of peers to which you will reply. I will not post a quiz this week, but will post one next week on the readings from weeks five and six.

**October 6-12**: Date of Blackboard Collaborate session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. Discussion of the readings and presentation. **Homework**: Brettell/Sargent Section 7. Also, in Files in Canvas, read Establishing a Third-gender Category in Nepal listed under the week 7 date range. Either
write a two-page précis or look for the blog option in Canvas that coincides with this assignment. Either the précis or the blog should incorporate knowledge from all three of these sources. Either is due by 5pm on Tuesday. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the articles assigned, and be sure to look for two (2) CRQs of peers to which you will reply. This week will include a miniquiz on readings from weeks five and six.

October 13-19: Date of Blackboard Collaborate session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. Discussion of the readings and presentation. Homework: Brettell/Sargent Section 8. Either write a two-page précis or look for the blog option in Canvas that coincides with this assignment. Either the précis or the blog should incorporate knowledge from all three of these sources. Make sure that you are submitting an assignment that counts, too (6 précis and 5 blogs!) Either is due by 5pm on Tuesday. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the articles assigned, and be sure to look for two (2) CRQs of peers to which you will reply. This week will include a miniquiz on readings from weeks seven and eight.

October 20-26: Date of Blackboard Collaborate session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. Discussion of the readings and presentation. If you want help with research on your specific third-gender or gender-variant focus group, be sure and contact me by today! Homework: Brettell/Sargent Section 9, and reading by Boddy, McIntosh, and Kendall. Either write a two-page précis or look for the blog option in Canvas that coincides with this assignment. Either the précis or the blog should incorporate knowledge from all three of these sources. Either is due by 5pm on Tuesday. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the four (4) articles assigned, and be sure to look for two (2) CRQs of peers to which you will reply.

October 27- November 2: Date of Blackboard Collaborate session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. Discussion of the readings and presentation. Homework: Brettell/Sargent Section 10. Either write a two-page précis or look for the blog option in Canvas that coincides with this assignment. Either the précis or the blog should incorporate knowledge from all three of these sources. Either is due by 5pm on Tuesday. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the articles assigned, and be sure to look for two (2) CRQs of peers to which you will reply. Miniquiz will be on the assigned readings from Section 9.

This is the 10th writing assignment; 1 to go. You need to keep track of whether you need a blog or précis. There will be additional blog topics for the next two weeks so you will have a better choice of blogs for these weeks.

November 3-9: Date of Blackboard Collaborate session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions.
Discussion of the readings and presentation. **Homework:** Brettell/Sargent Section 11. Also, in Course Documents in Canvas, read Gender Matters listed under the week 11 date range. Either write a two-page précis OR look for the blog option in Canvas that coincides with this assignment. Either the précis or the blog should incorporate knowledge from all three of these sources. Either is due by 5pm on Tuesday. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the articles assigned, and be sure to look for two (2) CRQs of peers to which you will reply. The final miniquiz on sections 10 and 11 will be posted this week in Assignments in Blackboard.

**November 10-16:** Date of Blackboard Collaborate session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. Discussion of the readings and launching of student presentations for any who wish to present early begin with this class. While the syllabus calls for a mandatory attendance during week 15, some of you may want to get that mandatory attendance and presentation out of the way, and this week begins your opportunities to complete that aspect early! **Homework:** This is an opportunity to make up one missed assignment and write either a précis or do a blog specific to your area of research. Like other weekly assignments, include at least five (5) articles that you can use for your final research paper in either format of contribution for the weekly grade. Either is due by midnight on Monday. *This is the only possibility for a make-up in case you missed either a précis or blog!* You also need to go to the discussion board and construct a critical reading question (CRQ) based on something from your research, and be sure to look for two (2) CRQs of peers to which you will reply.

**November 17-23:** Date of Blackboard Collaborate session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. The discussion will be specific to research, thesis statement, and APA style issues. If there are any questions about your presentations, those will also be addressed. Again, I am open to any students who want to present his or her presentation early doing so during this session. **Homework:** Look for additional articles that you can use for your final research paper. Keep in mind what methodologies YOU are using as you construct your narrative. Historical method of research, no doubt, but …have you considered cross-cultural analysis? What about survey research (is there qualitative or quantitative data in the articles you have chosen to use)? Know your methodologies! You also need to go to the discussion board and construct a critical reading question (CRQ) based on something from your research, and be sure to look for two (2) CRQs of peers to which you will reply.

**November 24-30:** Date of Blackboard Collaborate session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. Discussion of the research process and what you have learned over the course of the semester. We will talk about the variety of delivery systems throughout the semester so this should be no surprise by now. This is the final opportunity to present early, should you be inclined to get the second mandatory session and presentation “out of the way,” so to speak. **Homework:** Finish your research and work on the final paper. It is due next week! You also need to go to the discussion board and construct a critical reading question (CRQ) based on something from your research, and be sure to look for two (2) CRQs of peers to which you will reply.
December 1-7: Times of mandatory Blackboard Collaborate sessions to be determined by student requests and will be e-mailed to all; again, this week is mandatory “live” virtual sessions and all students will present their research presentations in live sessions which will be recorded. All presentations should be submitted via link in assignments prior to the live class in which you present. *Submit your final APA-style research paper through the link provided in Assignments in Canvas by Tuesday, December 2nd, 5pm.*

**Homework:** If you missed any discussions earlier in the semester, go to the discussion board and construct a critical reading question (CRQ) based on something from your peers’ research from the presentations you saw, and be sure to look for two (2) CRQs of peers to which you will reply. Study for the finals in your other classes!

**December 8:** Final’s week. *No final for the class.* I will get the graded research papers back to you as quickly as possible.

*Detach, sign, and return the honor pledge below. It is due by noon on Saturday, August 30.*
Honor Pledge, Fall Semester, 2014

Theresa Gilbertson
USF Sarasota-Manatee C 264
Phone: 941-359-4485

In support of the University of South Florida's standards of excellence, honesty, integrity, and academic accountability, I pledge, on my honor, to conduct myself at all times in accordance with university rules that prohibit cheating, plagiarism, or any other form of academic dishonesty.

As members of an academic community, in the spirit of self-motivated and self-disciplined learning, we must take greater personal responsibility for our actions and will not tolerate individual or collective inappropriate academic behaviors.

I understand that students and faculty have an ethical responsibility to ensure that the content of student work is original or cites appropriate sources for all programs at the university.

I further understand that it is my responsibility to inquire of my instructors if I have any question as to how to authenticate any information that I include in work I submit as a course assignment.

I am aware that sanctions may be imposed at the discretion of my instructors and/or through the university's Judicial Affairs system for a violation of principles outlined in this statement, including:
- Refusal to accept the work.
- Failure of a specific assignment.
- Failure in the course.
- Expulsion from the university.

My signature on this document is an acknowledgement that I have read the syllabus and understand what I will need to do to excel this semester and that I have read and understand this honor pledge and agree to abide by the terms of this agreement throughout my academic career at the University of South Florida.

Signature: _________________________________________

Username: ____________________@ mail.usf.edu

Printed name: ________________________________