

COURSE DESCRIPTION

Grading Systems



CAMOSUN COLLEGE
School Of Arts & Science
Social Science Department

ANTH 110
Women in Cross-Cultural Perspective
Winter 2003

COURSE OUTLINE

1. Instructor Information

- (a) Instructor: Tara Tudor, M.A. (Anthropology)
- (b) Office hours: Monday 11:00–12:00 and Wednesday 4:00–5:00, or by appointment
- (c) Location: Young 207
- (d) Phone: 370-3368
- (e) E-mail: tudor@camosun.bc.ca

2. Intended Learning Outcomes

Knowledge Outcomes

- Explain the biosocial nature of pregnancy and childbirth
- Outline the cultural construction of gender and the nature of gender relations
- Describe the impact of international politics on women

Skills Outcomes

- Using and variety of anthropological sources, research and write papers in an anthropological style
- Employ the critical perspective of feminist anthropology to issues pertaining to women's lives in Canada and around the world

3. Required Materials

(a) Texts

Enloe, Cynthia (2000) *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*. Berkeley: University of California Press.

Friedl, Erika (1989) *Women of Deh Koh: Lives in an Iranian Village*. Toronto: Penguin.

Jordan, Brigitte (1993) *Birth in Four Cultures: A Cross-cultural Investigation in Yucatan, Holland, Sweden and the United States* (fourth edition). Prospect Heights, Illinois: Waveland Press

(b) Material on Library Reserve (in order of reading)

Martin, Emily (1991) The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles. *Signs: Journal of Women in Society*, 16(3): 151-165

Abu-Lughod, Lila (2002) Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others. *American Anthropologist*, 104(3): 783-790.

4. Course Content and Schedule

Week 1. January 6-8

1. Introduction: course outline, assignments and evaluation
 2. defining feminism, defining anthropology
- Readings: Emily Martin (reserve reading # 10254)

Week 2. January 13-15

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1. biological and cultural aspects of the female reproductive organs: the cultural construction of menstruation
 2. video: Period Piece; menstruation myth and ritual; discussion
- Readings: Jordan pp. ix - 90

Week 3. January 17-19

1. ethnographic approach
 2. constructing the good mother: lesbian mothers and the law
- Readings: Jordan, pp. 91-146

Week 4. January 27-29

1. authoritative knowledge
 2. anthropological perspectives on reproductive technology
- Readings: Jordan pp. 147-197

Week 5. February 3-5

1. birth control and fertility; video: On the Eighth Day; discussion
 2. discussion and review of Jordan
- Reading: Jordan pp. 199-215

Week 6. February 10-12

1. informal presentation of myths; **assignment 1 due**
 2. **Reading Break**
- Reading:** Friedl pp. ix-109

Week 7. February 17-19

1. Introduction to Iran ; The cultural construction of gender relations: anthropological perspectives on marriage
 2. **Mid-term**
- Readings: Friedl pp. 110-199

Week 8. February 24-26

1. Women and Islam
 2. video: Under One Sky; discussion
- Reading: Friedl pp. 200-237; Lila Abu-Lughod (reserve reading)

Week 9. March 3-5

1. gender and international politics; **provisional bibliography and introduction due**
 2. gender stratification and work; video: Fast Food Women
- Reading: Enloe, pp. xi-18

Week 10. March 10-12

1. gender stratification and structural adjustment
 2. sex tourism
- Reading: Enloe, pp. 19-41

Week 11. March 17-19

1. nationalism, military and women
 2. **research paper due**
- Reading: Enloe, pp. 42-92

Week 12. March 24-26

1. Foreign markets - bananas and blue jeans
 2. video: Hell to Pay; discussion
- Reading: Enloe, pp. 124-176

Week 13. March 29- 31

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1. women and family – domestic workers
 2. video: Brown Women, Blonde Babies
- Readings: Enloe, pp. 177 - 201

Week 14. April 7-9

1. Gender Stratification and violence against women; video: No Longer Silent; discussion
 2. review and discuss Enloe
- Reading: no readings

5. Basis of Student Assessment (Weighting)

(a) Assignments (40%)

Group project (10%) – see handout

Due Date: Monday, Feb 10th

Research Assignment (30%) – see handout

Due Date: March 3rd - provisional bibliography and introduction; March 19th - research paper

* There will be no extensions for late assignments without a medical certificate. Two marks per day will be deducted from late papers. After five school days, a zero will be given for the paper. Students will not be permitted to re-write the research paper in order to improve their grades.

(b) Exams (60%)

Both exams must be written during the scheduled times unless a physician's medical certificate is presented to the instructor. **There will be no exceptions without a medical certificate.** Students will not be permitted to write an additional make-up test or exam in order to improve a grade.

Dates for the exams are as follows:

Test #1 (25%): February 19, 2003

Test # 2 (35%): Exam period

6. Grading System

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	I = See Calendar for Details
B+ = 80 - 85%	C = 60 - 64%	AUD = Audit

W = Official withdrawal has taken place.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

It is recommended that for written assignments students use the writing centre and consult the *Social Science Research Manual* (available for purchase in the Camosun College bookstore and on reserve in the library).

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

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ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-8