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|  | <p>School of Arts &amp; Science<br/> SOCIAL SCIENCES DEPARTMENT<br/> ANTH 110-001<br/> <b>Anthropology of Women</b><br/> W2013</p> |
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## COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/anth.html>

⚡ Please note: the College electronically stores this outline for five (5) years only.  
It is **strongly recommended** you keep a copy of this outline with your academic records.  
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

### 1. Instructor Information

|     |               |  |                    |  |
|-----|---------------|--|--------------------|--|
| (a) | Instructor:   | Nicole Kilburn   |                    |  |
| (b) | Office Hours: | M 10:30-12:00; T 5:00-5:30; W 10:30-12:00; TH 9:30-10:30 or by appointment |                    |  |
| (c) | Location:     | Young 207  |                    |  |
| (d) | Phone:        | 370 3368   | Alternative Phone: |  |
| (e) | Email:        | kilburn@camosun.bc.ca  |                    |  |
| (f) | Website:      | www.faculty.camosun.ca/nicolekilburn/                                      |                    |  |

### 2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by Camosun College's Education Council.)

Upon completion of this course the student will be able to:

1. Outline the main tenets of the feminist perspective in anthropology.
2. Explain the biosocial nature of pregnancy and childbirth.
3. Outline the cross-cultural patterns of marriage, gender division of labour, and activities originating in the domestic sphere.
4. Describe the impact of international development on women.
5. Critically evaluate relevant topics such as veiling, seclusion, and female genital modification using cultural relativism.
6. Apply the feminist anthropology perspective to issues pertaining to women's lives in Canada and around the world.
7. Apply the anthropological perspective in writing an anthropological paper.

### 3. Required Materials

- (a) Texts

Barnes, Virginia Lee, and Janice Boddy  
1994 Aman; The Story of a Somali Girl. Vintage Canada, Toronto.
- (b) Other

Coursepack of readings, available at the bookstore. These include select chapters from books and articles relating to course content.

**4. Course Content and Schedule Class meets on Mondays and Wednesdays from 1:00-2:20pm**

| WEEK   | TOPIC  | READINGS  |
|--|--|---|
| <b>1 Jan 7-13</b>  | M: Introduction to the course<br>W: What is feminism and how has it influenced anthropology?   |   |
| <b>2 Jan 14-20</b>                                       | M: History of the feminist approach, continued<br>W: Biological and cultural aspects of the female reproduction  | Friedl article<br>Jordan chapter 2  |
| <b>3 Jan 21-27</b>                                       | M: Medical anthropology, and cross-cultural perceptions of birth<br>W: Ethnography as Anthropological Method   | Jordan chapter 4  |
| <b>4 Jan 28-Feb 3</b>                                    | M: Authoritative Knowledge and Ethno-obstetrics<br>W: When Reproduction and Technology Intersect   | Daviss 1997<br>Inhorn and Birenbaun-Carmeli 2008                                      |
| <b>5 Feb 4-10</b>  | M: When Reproduction gets Political: China's One-Child Policy<br><b>EXPERIENTAL KNOWLEDGE ASSIGNMENT DUE MONDAY</b><br>W: Walk a Mile In <u>These</u> Shoes; Footbinding in "Classical" China  | No readings; time to catch up and get ahead   |
| <b>6 Feb 11-17</b>                                       | M: Family Day holiday, <b>no class</b><br>W: Body Image and Identity as Cultural Constructs  | Catherine Pigott's <i>YO Chicken Hips</i> , linked off my website                     |
| <b>7 Feb 18-24</b>                                       | M: <b>MIDTERM EXAM</b><br>W: Cultural History and Context of the Middle East   | Friedl <i>Children of Deh Koh</i> chapter 13  |
| <b>8 Feb 25- March 3</b>                                 | M: Women in Islam<br>W: Veiling, Seclusion, and Oppression   | Friedl <i>Children of Deh Koh</i> chapter 30, <i>Women of Deh Koh</i> chapter 2       |
| <b>9 March 4-10</b>                                      | M: Marriage and Kinship in the Middle East<br>W: Men, Women and Honour   | Friedl <i>Women of Deh Koh</i> chapter 10<br>Friedl <i>Women of Deh Koh</i> chapter 6 |
| <b>10 March 11-17</b>                                    | M: Representations of Muslim Women<br><b>ARTICLE REVIEW DUE IN CLASS MONDAY</b><br>W: general review and discussion of Friedl's work   | Abu-Lughod article  |
| <b>11 March 18-24</b>                                    | M: Gender, Politics, and Nomadic Pastoralism in North Africa (intro. to <i>Aman</i> )<br>W: continued  | Barnes p. 1-78  |
| <b>12 March 25-31</b>                                    | M: Cultural Relativism Challenged: The Heated Debate of Male and Female Circumcision (class discussion)<br><b>BRIEF DUE MONDAY</b><br>W: Spirit of resistance; spirit possession as resistance | Barnes p. 79-189  |
| <b>13 April 1-7</b>                                      | M: Easter Monday, no class<br>W: Women and Globalization   | Barnes p. 190-288   |
| <b>14 April 8-14</b>                                     | M: Women and Globalization: caste and patriarchy in India<br>W: Women and Development  | TBA   |
| <b>FINAL EXAM WILL BE DURING THE COLLEGE EXAM PERIOD</b> |  |   |

## 5. Basis of Student Assessment (Weighting)

### a) Exams : 65%

There will be 2 exams written throughout the course of the semester. Both are worth 32.5%. The midterm exam will be written in class on **Monday, February 18**. The final exam will be written during the college exam period. The final exam is NOT cumulative, although some core concepts like cultural relativism and the feminist perspective in anthropology will be considered throughout the course, even if they are presented in the first half.

Exams must be written at the scheduled times. The only exception is grave illness, BUT the instructor must be notified by email or phone message **prior to the start of the exam**, and a medical note must be presented. There are no exceptions without a medical certificate. If a make-up exam is scheduled because of illness, students must write the make-up exam at the mutually agreed upon time as soon as possible.

### b) Assignments:

#### **Experience-based Knowledge assignment concerning your own birth: 10%**

##### **Due Monday, February 4**

The bio-social framework will be discussed in class as a way to consider birthing practices cross-culturally, and how the information contributes to an understanding of particular ethno-obstetric systems. Using the criteria of this framework as a guide, consider your own birth. Where were you delivered, and by whom? Who else was present? What forms of technology were used (for example, C-section, drugs, forceps). A discussion with either (or preferably both) parent(s) will be in order to flesh out the details and to collect pertinent data. How does this inform us about the cultural perspectives of birth for the culture you were born into? Organize the data collected into a paper no more than 5 pages long (typed, double-spaced), that should include an introduction and conclusion that tie your data together and relate the data to the cultural construction of birth.

#### **Article Review: 5% Due Monday March 11**

An important skill to learn in post-secondary education is the ability to summarize an article in your own words while distilling its key points. This assignment will help you practice this skill. Please follow the tips for writing a summary that are posted on my website. The review will include a summary of key points and critical commentary of the article with respect to the course in general but also the readings from Erika Friedl's books *Women of Deh Koh* and *Children of Deh Koh*. The assignment should be approximately 3 pages in length (typed, 12 font, double-spaced). The goal of an article review is for students to get an in-depth understanding of the article in question and to be able to then discuss the article's central issues in class.

#### **Class discussion of circumcision, particularly female genital modification and argument "briefs": 15% Due Monday March 25**

Cultural relativism, a core component of anthropology, is put to the test when considering female genital modification (FGM), a cultural practice common in many traditional African contexts (including Somalia, where one of the course's readings is set). Should the practice be abolished? Do we, as anthropologists and outsiders, have the right to pass judgment on such cultural practices and lobby for government intervention? In his or her own cultural context, is an individual harmed by this practice? What are the consequences of NOT participating in what is often a rite of passage and an essential identifier of group affiliation and adulthood?

At the end of the second week of class, students will be organized to investigate one small part of this complex debate. Students will work individually and write up their

research in an argument brief, which is a concise paper that very clearly presents information to support a particular argument or thesis (a document about how to structure a brief is posted on my website!). This paper will be approximately 5 pages long, and is due in class on **Monday, March 25**. A detailed description of what an argument brief looks like is provided on my website, please make sure you follow the outline for this type of fairly concise, direct document. Researching and writing the brief will make students familiar with cultural relativism and the various arguments in this debate. To better understand the complexities, we will spend the class discussing the various thesis statements that students have supported in their briefs. This will allow for a huge amount of material to be shared so that students can get a sense of the complexities of this issue.

**Overall class participation 5%**

Attendance is not recorded, but regular attendance is expected as passive participation in the course. Participation will be graded based on being prepared for class and asking pertinent questions, and engaging in group discussions. Of particular importance will be attendance and participation on March 25.

**BE FOREWARNED:** Try to avoid handing in papers late, as you will lose marks!!! An assignment will be considered late if it cannot be handed in at the beginning of class. Assignments handed in late will have 5% deducted per day (yes, this includes handing it in after class, and printer problems don't make good excuses). If a student emails an assignment to show that it has been completed by a deadline **it is the student's responsibility** to bring in a hard copy as soon as possible so that it can be marked. I will not print out emailed assignments and mark hard copies only so that I can provide comments!

**Please note:** extra assignments **are not** available to students to up-grade poor marks from exams.

**6. Standard Grading System (GPA) The University of Victoria describes their grading as follows:**

| Percentage | Grade | Description   | Grade Point Equivalency |
|------------|-------|---|-------------------------|
| 90-100     | A+    | Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.           | 9                       |
| 85-89      | A     |   | 8                       |
| 80-84      | A-    | Very good, good, and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other areas. | 7                       |
| 77-79      | B+    |   | 6                       |
| 73-76      | B     |   | 5                       |
| 70-72      | B-    | Satisfactory or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject material.   | 4                       |
| 65-69      | C+    |   | 3                       |
| 60-64      | C     | Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite. A student receiving this grade demonstrated a superficial grasp of the material.                                    | 2                       |
| 50-59      | D     |   | 1                       |
| 0-49       | F     | Minimum level has not been achieved.  | 0                       |

University of Victoria (2011) Undergraduate Grading. Retrieved June 23, 2011, from <http://web.uvic.ca/calendar2011/FACS/UnIn/UARe/Grad.html>

## Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

| Temporary Grade | Description  |
|-----------------|--|
| I               | <i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.  |
| IP              | <i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 <sup>rd</sup> course attempt or at the point of course completion.) |
| CW              | <i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.  |

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

#### 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, at Student Services, or the College web site at [camosun.ca](http://camosun.ca).

#### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.