

	<p>School of Arts & Science SOCIAL SCIENCES DEPARTMENT ANTH 110-001 Anthropology of Women F2013</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:			
(c)	Location:	Young 207		
(d)	Phone:	370 3368		
(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:

Brettell, Caroline and Carolyn Sargent
2013 Gender in Cross-Cultural Perspective, fifth edition. Pearson Publishers; New Jersey.

Satrapi, Marjane
2003 Persepolis; the Story of a Childhood. Pantheon; New York.

(b) Additional readings and resources:

These readings are all available online, and are linked off of the ANTH 110 page of my website.

Adams, Rachel

2013 Didn't You Get Tested? Salon.com Accessed online via
http://www.salon.com/2013/04/28/all_the_ways_you_judge_my_son/print

Cline, Elizabeth

2012 Seven Pairs of \$7 Shoes. From *Overdressed; The Shockingly high Price of Cheap Fashion*. Penguin; New York. Accessed online via
<http://www.scribd.com/doc/96061176/Overdressed-Intro>

Dettwyler, Katherine

1994 Bad Breath, Gangrene, and God's Angels. From *Dancing Skeletons; Life and Death in West Africa*, pp. 91-99. Waveland Press; Illinois.

Noble, Charlotte

2011 This is Anthropology. Online Prezi presentation.

Pigott, Catherine

n.d. Chicken Hips. Accessed online via
<http://ottawarebelles.blogspot.ca/2010/05/chicken-hips-by-catherine-pigott.html>

4. Basis of Student Assessment (Weighting)

Exams : 60%

There will be 2 exams written throughout the course of the semester. Both are worth 30%. The midterm exam will be written in class on **Thursday, October 17**. 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.

Assignments: 40%

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

Due Tuesday, October 1

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.

Critical Review of Persepolis: 10% Due Thursday, November 7

A critical review is a book report that summarizes the premise and themes of a book or article while incorporating other material. In this case, students will write a book review of Persepolis (3-5 pages long, double spaced, 12 point font), which is being used in the course to supplement discussions about critical issues in the Middle East. The reader will not only get a sense of the book, but also how it fits into broader issues such as gender, class, and power. Students will be given some reading questions to help navigate the book, and these questions can be used as springboards in the critical review. This assignment will prepare students for a class discussion of the book and related issues on Thursday, November 7.

Cultural Relativism Paper: worth 15% Due Thursday, November 21

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. Interestingly, we seem more comfortable discussing male circumcision, which shares some interesting similarities with FGM; this clearly highlights the cultural aspects of this complex issue. While we will discuss FGM in the context of gender violence, it is much more complicated, and not black and white. 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? What are the consequences of NOT participating in what is often a rite of passage and an essential identifier of group affiliation and adulthood?

Students will write a short, concise paper (5-7 pages long, double spaced, 12 point font) applying a balanced, anthropological perspective to consider this complicated debate. Thesis statements will be provided to direct these papers, and information about how to structure an argument paper will be posted online. Full academic citation of good sources is expected; Wikipedia and “Bob’s website about circumcision” aren’t appropriate here!

Overall class participation 5%

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.

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.

5. 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-		4
65-69	C+	Satisfactory or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject material.	3
60-64	C		2
50-59	D	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.	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 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 rd 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.

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.

6. Course Content and Schedule

WEEK	TOPIC	READINGS*
1 Sept.2-8	T: Introduction to the course TH: What is Anthropology?	This is Anthropology (online)
2 Sept. 9-15	Feminism, Gender and Anthropology	The Fashioning of Women
3 Sept. 16-22	T: Biological and cultural aspects of the female reproduction TH: Medical anthropology, and cross-cultural perceptions of birth	T: Natural Birth at the Turn of the Twenty-first Century: Implications for Gender
4 Sept. 23-29	T: The Politics of Reproduction TH: Reproductive technologies	T: Political Demography: The Banning of Abortion in Ceausescu's Romania
5 Sept. 30-Oct. 6	T: Surrogacy Economics TH: Anthropology of Disability	T: Surrogate Motherhood: Rethinking Biological Models, Kinship, and Family TH: Bad Breath, Gangrene, and God's Angels (online) Didn't You Get Tested? (online)
6 Oct. 7-13	T: Parents are Not Born, They Are Made TH: What's in a Name? The Cultural Construction of Personhood	T: Lifeboat Ethics; Mother Love and Child Death in Northeast Brazil; Aka Father infant Bonding TH: The Named and the Nameless; Gender and Person in Chinese Society
7 Oct. 14-20	T: Body Image in Anthropological Perspective TH: Midterm	T: Chicken Hips (online)
8 Oct. 21-27	T: Cultural History and Context of the Middle East TH: Women in Islam	Persepolis and various materials linked off the web....
9 Oct. 28-Nov. 3	T: Veiling, Seclusion, and Oppression TH: Men, Women, and Honour	Persepolis Women's Autonomy, Islam, and the French State
10 Nov. 4-10	T: Representations of Muslim Women TH: Class discussion of Persepolis	Persepolis
11 Nov. 11-17	Gender, Kinship and Marriage	What to do with Unmarried Daughters? Modern Solutions to a traditional Dilemma in a Polyandrous Tibetan Society

12 Nov. 18-24	T: Agency and Resistance: Zar Spirits TH: Gender Violence and Patriarchy	T: Spirit Possession and Gender Complementarity: Zar in Rural Northern Sudan TH: Female Genital Cutting: Culture and Controversy
13 Nov. 25-Dec. 2	T: Women in a Globalized world TH: Fast Fashionistas	T: Sexuality and Discipline among Filipina Domestic Workers in Hong Kong TH: Seven Pairs of \$7 Shoes (online)
14 Dec. 3-8	T: Gender and Development TH: Wrap up and review	Enter Microcredit: A New Culture of Women's Empowerment in Rajasthan?

*Unless otherwise stated, readings are part of the textbook reader. The readings are relevant to particular classes, and you will get the most out of classes by coming prepared by having already completed the readings.