

	<p>School of Arts & Science SOCIAL SCIENCES DEPARTMENT ANTH 110-001 Anthropology of Women F2014</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.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 course pack has been assembled with a collection of readings. It can be purchased from the bookstore. Please note that articles in the course pack are organized in alphabetical order, not in the order that they will be read. To save students money in printing and copyright fees, I have put most of our readings online, linked off my website (see below).

(a) 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

Arat-Koc, Sedef

1989 In the Privacy of our own home: Foreign Domestic Workers as Solution to the Crisis in the Domestic Sphere in Canada. *Studies in Political Economy* Vol. 28 Accessed via the web at http://s3.amazonaws.com/migrants_heroku_production/datas/1577/13179-28917-1-PB_original.pdf?1398108638.

Childs, Geoff, Melvyn Goldstein and Puchung Wangdui

What to do with Unmarried Daughters? Modern Solutions to a traditional Dilemma in a Polyandrous Tibetan Society. *Journal of Cross Cultural Gerontology*

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>

Gruenbaum, Ellen

2005 Socio-cultural dynamics of female genital cutting: Research findings, gaps, and directions. *Culture, Health, and Sexuality* 7(5): 429-441.

Hewlett, Barry

1991 Aka Father Infant Bonding. IN: *Intimate Fathers: The Nature and Context of Aka Pygmy Paternal-Infant Care*, by Barry Hewlett. University of Michigan Press, Ann Arbor.

Macdonald, Margaret

2006 Gender Expectations: Natural Bodies and Natural Births in the New Midwifery in Canada *Medical Anthropology Quarterly*, Vol. 20, Number 2, pp. 235–25.

Moodie, Megan

2008 Enter Microcredit: A New Culture of Women's Empowerment in Rajasthan? *American Ethnologist* Vol. 35 issue 3: p. 454-465

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>

Ragone, Helena

2009 Surrogate Motherhood: Rethinking Biological Models, Kinship, and Family. IN: *Gender in Cross Cultural Perspective*, 5th edition, edited by Caroline Brettell and Carolyn Sargent, pp. 482-491.

Scheper-Hughes, Nancy

1989 Lifeboat Ethics; Mother Love and Child Death in Northeast Brazil. *Natural History* 98(10): 8-16.

Schwartz, Lucas

2010 Grave Vows: A Cross Cultural Examination of the Varying Forms of Ghost Marriage Among Five Societies. *Nebraska Anthropologist*, Paper 60.

Stone, Linda and Caroline James

1995 Dowry, Bride Burning, and Female Power in India. IN: *Women's Studies International Forum* 18(2): 125-135, Elsevier Science Ltd.

Watson, Rubie

1986 The Named and the Nameless: Gender and Person in Chinese Society. *American Ethnologist* 13(4): p. 619-631

4. Basis of Student Assessment (Weighting)**Exams : 55%**

There will be 2 exams written throughout the course of the semester. The best exam will be worth 30% and the other exam worth 25%. The midterm exam will be written in class on **Wednesday, October 15**. 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 MONDAY SEPTEMBER 29**

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.

Class discussion on gender violence: 5% CLASS DISCUSSION NOVEMBER 10, WRITTEN ASSIGNMENT DUE NOVEMBER 19

Students will be assigned one of the three readings evaluating different forms of gender violence and will come to class ready to present the key aspects of their article. Ten minutes at the start of class will be available for students to meet in groups to review their article, then groups of 6 will share details of their particular articles and consider some overarching questions provided as a guide to the discussion. The entire class will be brought together to ponder some of these bigger issues highlighted by the articles. Students will write a brief (max. 2 page) summary of these key issues, bringing in the points from the 3 articles presented in class.

“Letter to the editor” piece: 10% DUE MONDAY, NOVEMBER 3

This concise piece of writing will apply an anthropological perspective to a current event relevant to gender and culture that has caught your eye in the news (we can brainstorm ideas a class if there is interest). Ideas include the Quebec charter of values and veiling, new policies in citizenship ceremonies, new rules around disclosing the sex of a fetus prior to 30 weeks, etc... This assignment will briefly (5 pages maximum, double spaced, 12 point font) present the issue before introducing the critical discussion that comes with the anthropological perspective. Imagine helping the audience think about the issue in a more complex and culturally relative fashion without being labelled an apologist!

Gender and international development paper: 15% (5-7 pages, double spaced, 12 point font) DUE MONDAY, DECEMBER 1.

Gender has been specifically highlighted in the UN’s Millennium Goals. Choose one of these goals from a document posted on my website and briefly consider how various elements of culture create a gendered element to this issue. For example, why are women disproportionately illiterate? How can anthropology help address this issue to maximize success? This assignment will help with critical thinking, applying the anthropological perspective, research and written communication. 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-		7
77-79	B+	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.	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 (Unless otherwise indicated, these readings are linked off my website. This saves you money in printing and copyright fees.)

WEEK	TOPIC	READINGS*
1 Sept. 1-7	M: Labour Day W: Introduction to the course; What is Anthropology?	This is Anthropology
2 Sept. 8-14	Feminism, Gender and Anthropology	Sex Roles and Society (coursepack)
3 Sept. 15-21	M: Biological and cultural aspects of the female reproduction W: Medical anthropology, and cross-cultural perceptions of birth	M: Gender Expectations: Natural Bodies and Natural Births in the New Midwifery in Canada W: Buscando La Forma; An Ethnography of Contemporary Maya childbirth in Yucatan (coursepack)
4 Sept. 22-28	M: The Politics of Reproduction W: Reproductive technologies; Miracle or Pandora's Box?	M: Political Demography: The Banning of Abortion in Ceausescu's Romania W: Assisted Reproductive Technologies and Culture Change
5 Sept. 29-Oct. 5	M: Surrogacy Economics BIRTH ASSIGNMENT DUE W: Parents are Not Born, They Are Made. Cultural Parenting	M: Surrogate Motherhood: Rethinking Biological Models, Kinship, and Family W: Lifeboat Ethics; Mother Love and Child Death in Northeast Brazil; Aka Father infant Bonding
6 Oct. 6-12	M: What's in a Name? The Cultural Construction of Personhood W: Body Image in Anthropological Perspective	M: The Named and the Nameless; Gender and Person in Chinese Society W: Chicken Hips
7 Oct. 13-19	M: Thanksgiving W: MIDTERM EXAM	No readings
8 Oct. 20-26	T: Cultural History and Context of the Middle East TH: Women in Islam	What is the Meaning of the Veil? One more reading may be added here (TBA)
9 Oct. 27-Nov. 2	M: Veiling, Seclusion, and Oppression W: Men, Women, and Honour	About Space and How Maryam Got Back A Verandah; A Betrothal, a Rape, and a Guess about Turan's Fate (coursepack)
10 Nov. 3-9	M: Representations of Muslim Women LETTER TO THE EDITOR ASSIGNMENT DUE W: Gender, Modernity and Gulf State Tourism in Egypt; more than just Pyramids and Sand dunes	Do Muslim Women Need Saving? (Coursepack) Reading TBA

<p>11 Nov. 10-16</p>	<p>M: Gender Violence and Patriarchy; class discussion</p> <p>W: Gender, Kinship and Marriage</p>	<p>M: ONE of the following (assigned)</p> <p>Socio-cultural dynamics of female genital cutting: Research findings, gaps, and directions</p> <p>Dowry, Bride Burning, and Female Power in India</p> <p>"Wild Pigs and Dog Men": Rape and Domestic Violence as "Women's Issues" in Papua New Guinea</p> <p>W: What to do with Unmarried Daughters? Modern Solutions to a traditional Dilemma in a Polyandrous Tibetan Society</p>
<p>12 Nov. 17-23</p>	<p>M: Class Discussion; What do different types of marriage tell us about gender roles and responsibilities cross culturally?</p> <p>W: Agency and Resistance: Zar Spirits</p> <p>GENDER VIOLENCE WRITE UP DUE</p>	<p>M: Grave Vows; A Cross-Cultural Examination of the Varying forms of Ghost Marriage among Five Societies</p> <p>W: Spirit Possession and Gender Complementarity: Zar in Rural Northern Sudan</p>
<p>13 Nov. 24-30</p>	<p>M: Women in a Globalized World</p> <p>W: Fast Fashionistas</p>	<p>M: In the Privacy of our Home: Foreign Domestic Workers as Solution in the Crisis in the Domestic Sphere in Canada</p> <p>W: Seven Pairs of \$7 Shoes</p>
<p>14 Dec. 1-7</p>	<p>M: Gender and Development</p> <p>INTERNATIONAL DEVELOPMENT PAPER DUE</p> <p>W: Wrap up and review</p>	<p>Enter Microcredit: A New Culture of Women's Empowerment in Rajasthan?</p>