

	School of Arts & Science
	SOCIAL SCIENCES DEPARTMENT
	ANTH 110
	Anthropology of Women Winter 2017

## COURSE OUTLINE

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In this course we will be looking at the cultural construction of gender through an examination of the lives of women cross-culturally. We will be studying topics such as eating disorders, female genital cutting, veiling, marriage, work, surrogacy, gender violence, and globalization. The sites of our attention include Canada, United States, Niger, India, China and more. In addition to learning some of the key concepts and research methods in anthropology, you will be introduced to the gendered experiences of women from around the world.

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

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### 1. Instructor Information

(a)	Instructor:	Tara Tudor		
(b)	Office Hours:	Monday 3:30-4:30 or Thursday 3:30-4:30		
(c)	Location:	Young 212A		
(d)	Phone:	250-370-3375		
(e)	Email:	<a href="mailto:tudor@camosun.ca">tudor@camosun.ca</a>		

### 2. Intended Learning Outcomes

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

Popenoe, R. (2004). *Feeding Desire: Fatness, Beauty, and Sexuality Among a Saharan People*. New York: Routledge.

Satrapa, M. (2003). *Persepolis*. New York: Pantheon Books.

Satrapa M. (2005). *Persepolis 2: The Story of Return*. New York: Pantheon Books.

## **(b) Academic Articles (Articles can be found in PDF format on D2L)**

Abu-Lughod, L. (2002). Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others. *American Anthropologist*, 104(3): 783-790.

Boddy, J. (1989). Spirit Possession and Gender Complementarity: Zar in Rural Northern Sudan.

Cairol, L. (1999). Garment Factory Workers in the City of Fez. *Middle East Journal* 53(1): 28-43.

Gruenbaum, H. (2013). Female Genital Cutting: Culture and Controversy. In Brettell C. & Sargent C. (Eds.), *Gender in Cross-Cultural Perspective*. Toronto: Pearson Education.

Pande, A. (2011). Transnational commercial surrogacy in India: gifts for global sisters? *Reproductive Biomedicine Online*, 23,618-625. doi:10.1016/j.rbmo.2011.07.007

Zheng, T. (2011). Sex Work and the State in Contemporary China. In Kelly, P., & Dewey, S. (Eds.), *Policing Pleasure : Sex Work, Policy, and the State in Global Perspective*. New York: NYU Press.

## **(c) Newspaper Articles (Articles can be found through links on D2L)**

Coy, M. and Molisa, P. (2016). What lies beneath prostitution policy in New Zealand? OpenDemocracy.net. Retrieved from: <https://www.opendemocracy.net/5050/maddy-coy-pala-molisa/what-lies-beneath-prostitution-and-policy-in-new-zealand>

Gathumbi, A. (2016). Helping sex workers help themselves. OpenDemocracy.net. Retrieved from: <https://www.opendemocracy.net/beyondslavery/anne-gathumbi/helping-sex-workers-help-themselves>.

Graff, E.J. (2013). Purity Culture is Rape Culture. Prospect.org. Retrieved from: <http://prospect.org/article/purity-culture-rape-culture>

Mahdawi, A. (2016). This is what rape culture looks like – in the words of Donald Trump. The Guardian. Retrieved from: <https://www.theguardian.com/us-news/2016/oct/15/donald-trump-words-what-rape-culture-looks-like>

## **4. Basis of Student Assessment (Weighting)**

### **(A) Assignments (35%)**

#### **1. Persepolis Paper (20%)**

Due: April 13th

Students will read the graphic novels *Persepolis* and *Persepolis 2* about a young woman growing up, and eventually leaving Iran during the Cultural Revolution. The second book also looks at her return to Iran after spending her adolescence in Vienna. The graphic novels relate to a number of topics we will be looking at in this course including sexuality, gender, coming of age, state regulation of female appearance, migration and diaspora. Students will be given different options for papers on these books. Please see handout for more information about this assignment.

#### **2. FGC Presentations & Paper (15%)**

Due: March 16th

Female genital cutting is a difficult topic to talk about. This assignment will require students to practice cultural relativism while engaging with a challenging topic. This assignment includes group work and a short in-class presentation. Please see handout for more information.

## **(B) Exams (50%)**

### **Midterm Exam (25%)**

Date: February 23rd

The exams consist of multiple choice, definitions, and short/long answer questions. Exams must be written during the scheduled times, unless a physician's medical certificate is presented to the instructor. Please see instructional policies for more detail about missed exams.

### **Final Exam (25%)**

Date: Scheduled during the final exam period

The exams consist of multiple choice, definitions, and short/long answer questions. Exams must be written during the scheduled times, unless a physician's medical certificate is presented to the instructor. The final exam will be written during the scheduled exam period after the last week of classes. Do not make travel plans until the exam timetable is posted!

## **(C) In Class Discussion Participation (15%)**

Students will have the chance to discuss the materials used in class at various points in the semester through in-class activities and discussions. Preparation for this part of the course involves coming to class with at least two points or comments that you would like to make about the assigned readings for that day along with a copy of the readings. Students will be asked to submit a copy of their questions or comments at the beginning of class, which will count as their participation mark (3% x 5). The questions or comments do not need to be type written. Comments should reflect careful consideration of the material; questions should generate group discussion. Students will not be permitted to make up participation marks through additional work if they miss the discussion classes. The dates for the in-class discussion are listed on the schedule at a glance, and are as follows: January 23rd, February 6<sup>th</sup>, March 2<sup>nd</sup>, March 20<sup>th</sup>, and March 3<sup>rd</sup>.

## **Emotional Content Warning**

Throughout the class we will examine emotionally intense readings and discussions that may personally affect you. In addition to offering to be a non-judgmental listener for those of you who are interested in speaking with me via email or office hours, I encourage you to consult trained counselors at:

- Camosun Counselling Centre 250-370-3571
- Victoria Sexual Assault Centre 250-383-3232
- Vancouver Island Crisis Line 1-888-494-3888

## 5. Course Content and Schedule

Week	Topic	Reading
Week 1: Jan 9 & 12	MON: Course Overview WED: Cultural Construction of Gender	Popenoe Prologue and Ch. 1
Week 2: Jan 16 & 19	MON: Documentary – Miss Representation WED: Feminism, and Feminist Anthropology	“Shit White Feminists Need to Stop Doing” (D2L)
Week 3: Jan 23 & 26	MON: Research Methods & Discussion 1 - Feeding Desire (Prologue & Ch. 1) WED: Kinship & Marriage	Popenoe Ch. 2 - 4
Week 4: Jan 30 & Feb 2	MON: The Gendered Body: Eating Disorders WED: The Gendered Body: Skin Whitening	Popenoe Ch. 5, 6 & 9
Week 5: Feb 6 & 9	MON: The Gendered Body: Discussion 2 - Feeding Desire (remaining chapters) WED: Women, Ritual and Religion	Boddy (D2L)
Week 6: Feb 13 & 16	<b>Reading Week No Class</b>	
Week 7: Feb 20 & 23	MON: Catch-Up & Review WED: <b>Midterm Exam</b>	No readings
Week 8: Feb 27 & Mar 2	MON: Sex Work & Documentary: <i>The New Era of Canadian Sex Work</i> WED: Discussion 3 – Should Sex Work Be Legalized?	Zheng (D2L) Coy & Molisa (D2L) and Gathumbi (D2L)
Week 9: Mar 6 & 9	MON: Gender Based Violence WED: Gender Based Violence - Female Genital Cutting	Gruenbaum (D2L)
Week 10: Mar 13 & 16	MON: <b>Presentations (March 13<sup>th</sup>)</b> WED: Gender Based Violence - Rape Culture	Purity Culture is Rape Culture (D2L) and This is What Rape Culture Looks Like (D2L)
Week 11: Mar 20 & 23	MON: Discussion 4 – Is Rape Culture Purity Culture? WED: Women, Veiling & the Representation of Muslim Women	Abu-Lila Lughod (D2L)
Week 12: Mar 27 & 30	MON: Global Economy & Gender: Overview WED: Global Economy & Gender: Migration	Cairoli (D2L)
Week 13: Apr 3 & 6	MON: Global Economy: Medical Tourism and Discussion 5 – Is surrogacy an exercise in reproductive choice or a form of exploitation? WED: Global Economy and Gender: The Care Crisis	Pande (D2L)
Week 14: Apr 10 & 13	MON: Film TBA WED: Catch-up and review ( <b>Paper Due</b> )	

## 6. Instructional Policies

### 6.1 Attendance

Students are expected to attend lectures as material covered in lecture will be included in the exams, and will augment and supplement the material in the readings. As well, announcements regarding course content and exams will be made in class. I will not provide my personal notes to students who miss class.

### 6.2 Late Assignments

Unexcused late assignments will result in mark deductions of 5% per day and no feedback will be given. Failure to turn in an assignment will result in a mark of zero. Assignments more than 2 weeks late will not be accepted. If you are unable to hand-in an assignment on the appropriate day you must make alternate arrangements with me well in advance of the deadline. No assignments will be accepted after the last day of classes without clear documentation of extenuating circumstances and prior consent.

### 6.3 Mark/Grade Challenges and Appeals

A student wishing to question a mark assigned by the instructor on any course evaluation component must clearly articulate in writing the specific element of the assignment being questioned as well as a reason supporting a change in the mark. The Student Appeals Procedure can be found in the college calendar.

### 6.4 Student Responsibility

It is each student's responsibility to familiarize her/himself with course and college policies. Students experiencing difficulties during the term are encouraged to talk to the instructor at the earliest opportunity.

### 6.5 Cell phones, laptops, and other electronic devices

Please turn off your phone when you come to class; if it is essential to keep it on, please turn off your ringer. Do not use your phone for texting, messaging, checking email, etc... Students are welcome to use a laptop in class, but please do not use it for entertainment purposes. The reason for this is two-fold. One, it is distracting to the students sitting behind you. Two, studies have shown that when students multi-task in class (text, watch movies, check email) they do worse on exams and assignments. If a student is found to be engaging in these activities during class and disrupting other students will be prohibited from using their laptop in class; phones may be confiscated and returned to students at the end of class.

### 6.6 Lateness, and classroom conduct

Please try to be on time for class. If you are late, please enter the classroom quietly and do your best not to disrupt the other students. Please refrain from speaking with your classmates during the lecture. It is disruptive to the people sitting around you, as well as the instructor. Please do ask questions during the lecture; I am quite happy to be interrupted to rephrase or clarify any points I have made.

### 6.7 Missed Exams

Failure to attend a midterm will result in a mark of zero, unless I have been informed within 2 working days and an excused absence has been granted. In the case of illness, a medical note is required in order to write a make-up exam. If you fail to come for a make-up at the scheduled time, the exam will not be further rescheduled unless an additional medical certificate is presented to me. Unavailability of texts and pressure of other work does not constitute a reason for missing exams. Rescheduling a quiz or assignment following an excused absence will be done at the mutual convenience of the student and instructor.

## 7. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+	Exceptional; exceeds highest expectations for the course or assignment	9
85-89	A	Outstanding; meets highest standards for the assignment of course	8
80-84	A-	Excellent; meets very high standards for the assignment or the course	7
77-79	B+	Very good; meets high standards for the assignment or course	6
73-76	B	Good; shows reasonable command of the material	5
70-72	B-	Solid; meets basic standards for the assignment or course	4
65-69	C+	Solid; meets most basic standards for the assignment or course	3
60-64	C	Acceptable; meets some of the basic standards for the course or assignment	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.	1
0-49	F	Minimum level has not been achieved.	0

### 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
<b>I</b>	<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.
<b>IP</b>	<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. <i>(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.)</i>
<b>CW</b>	<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.

## 8. 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.