



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

ANTH-110-001
Anthropology of Women
Winter 2018

COURSE OUTLINE

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

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Tara Tudor	
(b) Office hours	Wednesday 1:00-2:30	
(c) Location	Y212A	
(d) Phone	250-370-3375	Alternative: _____
(e) E-mail	tudor@camosun.bc.ca	
(f) Website		_____

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. (2007). *The Complete Persepolis*. New York: Pantheon Books.

(b) Other (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.
- Benoit, C (2017). Would you think about doing sex for money? Structure and agency in deciding to sell sex in Canada. *Work, employment and society*.
- Boddy, J. (1989). Spirit Possession and Gender Complementarity: Zar in Rural Northern Sudan.
- Brown, J. (1970/1996). A Note of the Division of Labor By Sex. In Lewin (Ed), *Feminist Anthropology: A Reader* (66-71). Malden, MA: Blackwood Publishing.
- Cairoli, 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.
- Lynch, C. (2007). Chapter 1. *Juki Girls: Gender and Cultural Politics in Sri Lanka's Global Garment Industry*. New York: Cornell University Press.
- Walley, C. (1996). Searching for "Voices": Feminism, Anthropology, and the Global Debates over Female Genital Operations. In Lewin (Ed), *Feminist Anthropology: A Reader* (333-357). Malden, MA: Blackwood Publishing.
- Watson-Franke, M.B. (2002). A World in which women move freely without fear of men: An anthropological perspective on rape. *Women's Studies International forum* 25 (6): 599-606.
- Yarris, E. (2014). "Quiero ir y quiero ir" (I Want to Go and I Don't Want to Go): Nicaraguan Children's Ambivalent Experiences of Transnational Family Life. *The Journal of Latin American and Caribbean Anthropology* 19 (2): 284-309.
- 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.

4. Course Content and Schedule

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.

Week	Topic	Reading
Week 1: Jan 10 & 12	WED: Course Overview; Introduction to Anthropology FRI: Cultural Construction of Gender	"Shit White Feminists Need to Stop Doing" and Brown
Week 2: Jan 17 & 19	WED: Feminist Anthropology FRI: International Feminism (TED TALKS)	Abu-Lughod
Week 3: Jan 24 & 26	WED: Research Methods and Discussion 1 - Feeding Desire (Prologue - Ch. 2) FRI: Adolescence and Coming of Age	Popenoe (Prologue, Ch. 1 & 2)
Week 4: Jan 31 & Feb 2	WED: Kinship & Marriage	Popenoe (Ch. 3- 5)

	FRI: Economics (Gender Division of Labour) Space and Gender Assignment Due	
Week 5: Feb 7 & 9	WED: The Gendered Body: Eating Disorders & Skin Whitening FRI: The Gendered Body: Discussion 2 - Feeding Desire (remaining chapters)	Popenoe Ch. (6 & 9)
Week 6: Feb 14 & 16	Reading Week - no class	
Week 7: Feb 21 & 23	WED: Women, Ritual and Religion FRI: Catch-Up & Review	Boddy
Week 8: Feb 28 & Mar 2	WED: Midterm Exam FRI: Sex Work (Canada and China)	Zheng and Benoit
Week 9: Mar 7 & 9	WED: International Women's Day Posters Due FRI: Guest Speaker	
Week 10: Mar 14 & 16	WED: Discussion 3 – Should Sex Work Be Legalized? FRI: Gender Violence	TBA
Week 11: Mar 21 & 23	WED: Female Genital Cutting FRI: Discussion 4 – Is FGC a form of gender violence?	Gruenbaum and Walley (recommended)
Week 12: Mar 28 & 30	WED: Rape & Rape Culture FRI: Good Friday – no class	Watson-Franke
Week 13: Apr 4 & 6	WED: Globalisation & Gender: Overview FRI: Globalisation and Work Discussion 5 – Is globalization beneficial for women?	Cairolis and Lynch
Week 14: Apr 11 & 13	WED: Globalisation, Migration & Transnational Families FRI: Catch-up and review (Persepolis Paper Due)	Yarris

5. Basis of Student Assessment (Weighting)

(a) Assignments

1. Persepolis Paper (15%)

Due: April 13

Students will read the graphic novels *Persepolis* and *Persepolis 2* about a young woman growing up in Iraq during the Cultural Revolution. The second book examines 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 the assignment handout for more information.

2. Gender and Space Observation Assignment (5%)

Due: February 2

Participant-observation is an important research method in cultural anthropology. For this assignment, students will observe a public space and consider the ways space is gendered. In other words, student will observe whether men and women use public spaces in different ways. Please see the handout for this assignment for more information.

3. International Women's Day Posters (20%)

Due: March 7

Working in groups of three, students will create a poster about the actions people are taking around the world to improve the lives of women and girls. Please see the assignment handout for more details.

(b) Exams

Midterm Exam (25%)

Date: February 28th

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) Other (e.g. Project, Attendance, Group Work)

In Class Discussion Participation (10%)

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 (2% 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 24, February 9, March 14, March 23, and April 6.

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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

7.1 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.

7.2 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.

7.3 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.

7.4 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.

7.5 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 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.

7.6 Lateness, and classroom conduct

Please try to be on time for class. If you are late, 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.

7.7 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.

8. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @

<http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.