



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

ANTH-110-001
Anthropology of Women

Winter 2019

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:	Karoline Guelke, PhD
(b)	Office Hours:	Monday & Wednesday 1 – 2 pm, Thursday 10:30 – 11:30am, or by appointment
(c)	Location:	Young 207
(d)	Email:	Guelkek@Camosun.bc.ca

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 (accessible through D2L)

- Barnett, Rosalind, and Caryl Rivers. 2006. Men and women are from earth. *Women's Review of Books* 23(2) <https://www.wcwoonline.org/WRB-Issues/278>
- Beck, Max. 2001. My life as an intersexual. PBS: Sex Unknown. <https://www.pbs.org/wgbh/nova/gender/beck.html>
- Brander, Caila. 2017. Young feminist — dating apps: finger swipes as a silent act of feminism. *National Women's Health Network*. <https://www.nwhn.org/young-feminist-dating-apps-finger-swipes-silent-act-feminism/>
- Fedorak, Shirley A. 2007. *Anthropology Matters!* Peterborough: Broadview Press. (Chapter 1)
- Firfiray, Fahim. Object of despair. www.islamawareness.net/Poems/poem4.html
- Friedl, Erika. 2004. The ethnography of children. *Iranian Studies* 37(4):655-663.
- _____. 1997. Children of Deh Koh: young life in an Iranian village. Syracuse: Syracuse University Press. (Chapter 13)
- _____. 1989. Women of Deh Koh: lives in an Iranian village. New York: Penguin Books. (Chapter 7)
- Gay y Blasco, Paloma. 2011. Thinking with gender. In *Thinking anthropologically: a practical guide for students*, 3rd ed. Phillip C. Salzman and Patricia C. Rice, eds. Pp. 106 – 115. Boston: Prentice Hall.
- Gruenbaum, Ellen. 2009. Female genital cutting: culture and controversy. In *Gender in cross-cultural perspective*, 5th ed. Caroline B. Brettell and Carolyn F. Sargent, eds. Pp. 491 – 505. Upper Saddle River: Pearson Prentice Hall.
- Guelke, Karoline. 2018. Tourism in an Andean community: negotiating inequality, gender, and change. PhD diss. University of Victoria, Victoria <https://dspace.library.uvic.ca:8443/handle/1828/9714> (Chapters 5 and 8).
- Harper, Lynette. 1999. Beyond the beautiful umbrella: a story of culture shock and learning. In *Culture shock: experiencing 'the other.'* Kevin Roberts, Andra Thakur, and Gary Tunnell, eds. Pp. 121-130. Lantzville: Eletheria Press.
- Klein, Laura F. 2004. *Women and men in world cultures*. Boston: McGraw Hill. (Chapter 1)
- Lockwood, Victoria S. 2005. The impact of development on women: the interplay of material conditions and gender ideology. In *Gender in cross-cultural perspective*, 4th ed. Caroline B. Brettell and Carolyn F. Sargent, eds. Pp. 500 – 515. Upper Saddle River: Pearson Prentice Hall.
- Mascia-Lees, Frances E. and Nancy Johnson Black. 2016. *Gender and Anthropology*, 2nd ed. Long Grove: Waveland Press. (Chapter 2)
- Nanda, Serena. 2014. *Gender diversity: cross-cultural variations*. Long Grove: Waveland Press. (Chapter 2)
- Satrapi, Marjane. 2004. *Persepolis 2*. New York: Pantheon Books. (Chapter 16)
- Scarboro, Allen, and Philip Andrew Luck. 2004. The goddess and power: witchcraft and religion in America. In *Sacred realms: essays in religion, belief, and society*. Richard Warms, James Garber, and Jon McGee, eds. Pp. 373-379. New York: Oxford University Press.
- Siddiqui, Sophia. 2018. Fascist white feminism is exploiting fears about sexual violence to push racist agendas. In *gal-dem*. <http://gal-dem.com/fascist-feminism-exploiting-fears-sexual-violence-racist-agenda/>
- Simmons, Ann. M. 1989. Where fat is a mark of beauty. *Los Angeles Times*. <http://articles.latimes.com/1998/sep/30/news/mn-27869/2>
- Ward, Martha. 2006. A world full of women. In *Annual Editions: Anthropology*, 28th ed. Elvio Angeloni, ed. Pp. 118 – 126. Dubuque: McGraw Hill/Dushkin.
- Ward, Martha, and Monica Edelstein. 2014. Patterns of partnering: From romance to resistance. In *A world full of women*, 6th ed. Pp.87 – 107. Boston: Pearson.
- Zimman, Lal. 2014. Facebook, the gender-binary, and third-person pronouns. Oxford University Press Blog. <https://blog.oup.com/2014/09/facebook-gender-binary-third-person-pronouns/>

4. Course Content and Schedule

Please note that this schedule is tentative; possible changes will be announced in class and posted on D2L well in advance.

Date	Topics, Assignments, Exams	Readings
Jan. 8 Jan. 10	Welcome to Class Introduction to Anthropology and Gender Issues	Fedorak, Gay y Blasco
Jan. 15 Jan. 17	Anthropology and Feminist Perspective Human Evolution, Primates and Gender Roles	Mascia-Lees and Black Klein
Jan. 22 Jan. 24	Subsistence and Division of Labour Research Methods and Introduction to Iran <i>Sign-up for Assignment 1 on D2L</i>	Ward Friedl (a)
Jan. 29 Jan. 31	Childhood and Enculturation Tue: Assignment 1 due Language and Gender	Friedl (b) Barnett and Rivers, Zimman
Feb. 5 Feb. 7	Intersex and Multiple Gender Roles Transgender: Guest speaker	Beck, Nanda
Feb. 12 Feb. 14	Marriage and Family Tue: Assignment 2 Paper & Discussion	Ward and Edelstein Friedl (c)
Feb. 19 & 21	<i>Reading Break - no classes</i>	
Feb. 26 Feb. 28	Marriage and Family cont. & Review Thu: MIDTERM EXAM	Brander
March 5 March 7	The Gendered Body (a) An Overview (b) Female Genital Cutting	Simmons Gruenbaum
March 12 March 14	Gender and Development	Lockwood
March 19 March 21	Gender and Tourism	Guelke (a) Guelke (b)
March 26 March 28	Gender and the Supernatural The Gendered Body cont. (c) The Veil Thu: Assignment 3 Paper due	Scarboro and Luck Firfiray, Sartrapi
April 2 April 4	Movie Thu: Assignment 4 Question Sheet due	
April 9 April 11	Migration Wrap up & Review	Siddiqui, Harper
Exam Period April 15 - 26*	FINAL EXAM	

* **IMPORTANT:** Do not make travel plans until the final exam schedule is posted. Exceptions cannot be made for work or travel arrangements.

5. Basis of Student Assessment (Weighting)

Grades are based on two exams (60%) and four assignments (40%). Study guides for both exams and detailed information about each assignment will be posted on D2L.

Midterm Exam (30%):

The midterm will be based on all materials covered to that date, including lectures, films, and readings. It will consist of a mix of multiple-choice, short-answer, and short essay questions.

Final Exam (30%):

The final exam will be based on all material covered after the midterm, including lectures, films, and readings. The final exam will also include a few general concepts discussed throughout the term. The format will be similar to that of the midterm.

Assignment 1: Childhood and Enculturation (10%)

The basis for this assignment is Friedl's book chapter about gender differences in childrearing in rural Iran. In two pages (500 words) you are asked to compare two examples from Friedl's description to your own specific experiences and observations. See details on D2L.

Assignment 2: Marriage and Partnering Write-up (5%) and Discussion (2%)

This short assignment consists of a summary of one of four cultural marriage or partnering systems described in Ward and Edelstein's chapter (Iroquois, Caribbean, traditional China, or African polygyny). You are asked to describe the particular system from the perspective of a woman or man in that culture and provide two discussion questions for class (one page or 250 words). In the week of Jan. 22 and 24, sign-up for your choice of topic on D2L. See details on D2L.

Assignment 3: Research Assignment (20%)

This assignment designed to prepare you for doing research with academic literature. Based on one of the course readings, you are asked to develop a specific research topic or question, find three additional academic sources, and discuss the information with regards to your topic (three pages min. or 750 - 900 words). See details on D2L.

Assignment 4: Movie Question Sheet (3%)

Week 13 is movie week. On April 2 you will get a question sheet, and after the first part of the film you will have time to discuss your observations and thoughts with classmates. Your individual question sheets are due in class on April 4 after we finish the film.

Class Participation

Group and class discussions are an integral part of this course. Up to 2% of *bonus marks* will be given to students who contribute to these discussions regularly and with good comments. You are also welcome to email me with a comment on class material and discussions, especially if you do not feel like speaking up in class.

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

Class Attendance and Reading

Students are expected to attend lectures regularly. Lectures do not just repeat material from the readings but expand and supplement it; therefore it is important that students do the readings ahead of time. Focus questions on D2L will help guide your readings. The exams will cover material from both lectures and readings. Also, announcements about class material and scheduling may be made during class.

I post my PPT slides on D2L after the lectures, but please note that these only provide a broad outline and do not show certain material covered in class. Coming to class regularly, taking notes and engaging with the material and your fellow class mates are essential for doing well in this class.

Classroom Conduct

Please come to class on time. If you have to be late, enter the classroom quietly and try not to disrupt the other students. Please refrain from speaking with your classmates during the lecture; it distracts your fellow students and the instructor. If something is unclear to you during the lecture, I invite you to ask; I'm happy to rephrase or clarify any points I have made.

The use of cell phones and laptops in class can be distracting to you and your fellow students. Studies have shown that students who use their devices for entertainment, texting or checking email, perform worse on assignments and exams. Therefore, please turn off your cell phone in class (unless it is essential that you can be reached) and use your laptop for note-taking only.

Exams and Assignment Deadlines

Both exams must be written to successfully complete this course. If an emergency or illness prevents you from writing an exam at the scheduled time, you have to inform the instructor *before* the start of the exam and present documentation such as a doctor's or counsellor's note.

Assignments are due *in class* on the days listed in the course schedule. For unexcused late assignments 5% of the grade will be deducted per school day, and assignments will *not* be accepted more than seven school days after the deadline. If you anticipate problems meeting a deadline, please come speak to me early and we can work out a reasonable accommodation. Cheating and plagiarism will not be tolerated; please consult the Academic Honesty information posted on D2L and available through the policy section of the college website (see below).

Communication with the Instructor

I encourage you to come see me during my regular office hours (listed on p. 1) to discuss any questions you may have about class material, assignments or exams. Please note that I am not on campus full-time this term, so if my office hours do not work for you, email me and we can set up an appointment at another time. Most days I will also be available to talk after class. When emailing please include your name and course number; you can expect to hear back from me within two days (except weekends).

It is important that you communicate with your instructor, especially when you are experiencing difficulties with the class, so we can talk about possible accommodations to help you succeed.

7. 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/>

Camosun Counselling Centre

Trained counselors can help you with both personal and professional challenges. <http://camosun.ca/services/counselling-centre/>

Centre for Accessible Learning (CAL)

<http://camosun.ca/services/accessible-learning/>

If you have documented needs that require accommodation in the classroom, we can help you transition into Camosun and support you during your time at the college. To achieve the goal of equitable access, we have a wide range of individualized services and supports.

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.

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 on the College web site in the Policy Section.

Important Deadlines (fees, drop and tuition refund):

<http://camosun.ca/learn/fees/#deadlines>

8. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

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 at <http://www.camosun.bc.ca/policies/E-1.5.pdf> 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: 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.</i>