



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

ANTH-110-001

Gender Across Cultures

Fall 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:	Tuesday & Thursday 1 – 2pm, Wednesday 4 – 5 pm, 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 and gender perspectives 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 gendered effects of international development.
5. Critically evaluate relevant topics such as veiling, seclusion, and gender violence using cultural relativism.
6. Critically evaluate how gender roles are constructed, performed, and challenged in different cultures.
7. Apply the anthropological perspective in writing an anthropological paper.

3. Required Materials

There is no text book. All material will be available on the course's D2L site.

- Beck, Max. 2001. My Life as an Intersexual. PBS: Sex Unknown. <https://www.pbs.org/wgbh/nova/gender/beck.html>
- Fedorak, Shirley A. 2007. Introduction. In *Anthropology Matters!* Pp. XXIV – XXX. Peterborough: Broadview Press.
- Friedl, Erika. 1997. Children of Deh Koh: Young Life in an Iranian Village. Syracuse: Syracuse University Press. (Chapters 2 and 13)
- _____. 1989. Women of Deh Koh: Lives in an Iranian Village. New York: Penguin Books. (Chapter 7)
- 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 Gender, Inequality and Change. PhD diss. University of Victoria, Victoria <https://dspace.library.uvic.ca:8443/handle/1828/9714> (parts of 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.
- Haubegger, Christy. 2009. I'm not fat, I'm Latina. In *Reconstructing gender: a multicultural anthology*. Boston: MacGrawHill
- Hill, Amelia. 2016. Muslim women may wear veil 'to allow them to integrate more.' The Guardian. <https://www.theguardian.com/world/2016/sep/01/muslim-women-veil-integrate-study>
- Killian, Caitlin. 2019. Why do Muslim women wear hijab? The Conversation. <https://theconversation.com/why-do-muslim-women-wear-a-hijab-109717>
- Klein, Laura F. 2004. Chapter one: Searching for the essence of a gendered humanity? In *Women and men in world cultures*. Pp. 3 - 21. Boston: McGraw Hill.
- Kwan- Lafond, Danielle. 2012. Racialized masculinities in Canada. In *Canadian perspectives on men & masculinities*. Oxford: Oxford University Press.
- 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. Chapter Two: Analyzing Theories. In *Gender and anthropology*, 2nd ed. Pp.13 – 20. Long Grove: Waveland Press.
- Nanda, Serena. 2014. Multiple genders among Native Americans. In *Gender diversity: cross-cultural variations*. Pp. 11 – 25. Long Grove: Waveland Press.
- 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.
- 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.

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
1	Sept. 3 Sept. 5	Welcome to Class Introduction to Anthropology and Gender Issues	Fedorak
2	Sept. 10 Sept. 12	Anthropology and Feminist Perspective Human Evolution, Primates and Gender Roles	Mascia-Lees and Black Klein
3	Sept. 17 Sept. 19	Subsistence and Division of Labour Research Methods and Introduction to Iran	Ward
4	Sept. 24 Sept. 26	Childhood and Enculturation Tue: Assignment 1 due Intersections: Racism & Gender	Friedl (a) Kwan-Lafond
5	Oct. 1 Oct. 3	Intersex and Multiple Gender Roles Transgender: Guest speaker	Beck, Nanda
6	Oct. 8 Oct. 10	Marriage and Family <i>Class-Activity 1: Discussion Questions due</i> Sign-up for Assignment 3 Topics and Options	Ward and Edelstein
7	Oct. 15 Oct. 17	Marriage and Family continued & Review Thu: MIDTERM EXAM	Friedl (b)
8	Oct. 22 Oct. 24	The Gendered Body: (a) An Overview (b) Female Genital Cutting	Haubegger Gruenbaum
9	Oct. 29 Oct. 31	Gender and the Supernatural The Gendered Body continued: (c) The Veil	Scarboro and Luck Killian, Hill
10	Nov. 5 Nov. 7	Gender and Development	Lockwood
11	Nov. 12 Nov. 14	Gender and Tourism	Selection of Guelke (a) and (b)
12	Nov. 19 Nov. 21	Movie <i>Class-Activity 2: Movie Question Sheet due</i>	
13	Nov. 26 Nov. 28	Tue & Thu: Assignment 3 Presentations & Paper due <i>Class-Activity 3: Presentation Feedback due</i>	
14	Dec. 3 Dec. 5	Migration Wrap up & Review	Harper
	Exams Dec. 9 – 17*	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 three assignments (40%). You will get a study guide for both exams and a handout with detailed information about each assignment.

(a) Exams (60%)

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. Detailed study guides for both exams will be posted on D2L.

(b) Assignments and Class-Activities (40%)

Assignment 1: Childhood and Enculturation (14%)

The basis for this assignment is Friedl's book chapter about gender differences in childrearing in rural Iran. In about three pages (750 words) you are asked to compare Friedl's description to specific experiences and observations from your own culture. See assignment sheet on D2L.

Assignment 2 (20%)

Option 1: Research Write-up (10%) and Class-Presentation (10%)

For this option you will form groups of three or four students based on topic interest and prepare a class presentation on a gender-related subject (10 – 15 min.). Individually you will hand in a written discussion of a specific aspect of your topic, related to your contribution to the presentation (about two pages or 500 words). Topics will be suggested, and you can also come up with your own. See details on D2L.

Option 2: Research Paper (20%)

For this option you will individually write a research paper using at least five academic sources. Like the presentation option, you will write on a gender-related topic. Your paper should be four to five pages long (1000 - 1250 words). See detailed assignment information on D2L.

Class-Activities (6%)

Your class-activity grade consists of three components:

The first one involves coming up with three discussion questions about the week's reading and taking part in a group discussion on Oct. 8. See details on D2L. The second one will be a question sheet about the movie we watch in week 12 which you answer during and after the film. The last component consists of filling out two feedback sheets for two presentations by your fellow students in week 13.

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

7. 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. 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.

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.

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

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.