



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Social Sciences**

**ANTH-110-001**  
**Gender Across Cultures**  
**Winter 2020**

**COURSE OUTLINE**

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

*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.*

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**1. Instructor Information**

(a) Instructor	Tara Tudor
(b) Office hours	Monday 10:30-11:20, Wednesday 10:30-11:20
(c) Location	Young 212A
(d) Phone	250-370-3375 <b>Alternative:</b> _____
(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 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**

- (a) Texts

There are no textbooks for this course. See Other for list of articles.

(b) Other

All articles are available on the Content page in D2L.

Bergstedt, C. (2016). Chapter 4: 'Big work' and 'small work'- gender and labour division. In *Cultivating Gender: Meanings of Place and Work in Rural Vietnam*. Copenhagen, Denmark: NIAS Press. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1851391&site=eds-live>

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.

Eberts, M. (2017). Being an Indigenous woman is a "high-risk lifestyle". In J. A. Green (Ed.), *Making space for Indigenous feminism*. Fernwood Publishing. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=cat07572a&AN=ccl.125356281&site=eds-live>

Friedl, E. (1997). Chapter 13: Boys and Girls. In *Children of Deh Koh: Young Life in an Iranian Village*. Syracuse: Syracuse University Press.

Hondagneu-Sotelo, P. (2010). New world domestic order. In J. Goodman-Draper (ed.), *Global perspectives on gender and work: Readings and interpretations*. Lanham: Rowman & Littlefield Publishers. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=572775&site=eds-live>

Kwan- Lafond, D. (2012). Racialized masculinities in Canada. In J. A. Laker (Ed.), *Canadian perspectives on men & masculinities* (pp. 222-240). Oxford: Oxford University Press.

Miller, L. (2006). Chapter 5: Male beauty work. In *Beauty up: Exploring contemporary Japanese body aesthetics*. Berkeley: University of California Press. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=165280&site=eds-live>

Montes, V. (2013). The role of emotions in the construction of masculinity: Guatemalan migrant men, transnational migration, and family relations. *Gender and Society*, 27(4), 469. <https://doi.org/10.1177/0891243212470491>

Popenoe, R. (2004). Chapter 6: The interior spaces of social life: bodies of men, bodies of women. In *Feeding Desire: Fatness, Beauty, and Sexuality Among a Saharan People*. New York: Routledge.

Santos, J. L. (2013). How to change a man: spiritual transformation and shifts in gender ideology in evangelical El Salvador. In C. Brettell (Ed.), *Gender in cross-cultural perspective*. Pearson. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=cat07572a&AN=ccl.125334230&site=eds-live>

Stone, L. (2014). Chapter 4: Through the mother. In *Kinship and gender: An introduction* (Vol. 5th ed). New York: Routledge. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=619874&site=eds-live>

Thompson, E. C., Kitiarsa, P., Smutkupt, S., Inhorn, M. C. (2016). From sex tourist to son-in-law. *Current Anthropology*, 57(1), 53–71. <https://doi.org/10.1086/684841>

Wiley, K. A. (2016). Making people bigger: Wedding exchange and the creation of social value in rural Mauritania. *Africa Today*, 62(3), 49–69. <https://doi.org/10.2979/africatoday.62.3.49>

#### 4. Course Content and Schedule

Week	Topics	Readings
Jan 6 & 8	Introduction to Course and Anthropology  Introduction Anthropological Theory & Methods	Read Friedl (Children of Deh Koh) for Jan 8
Jan 13 & 15	The Cultural Construction of Gender (Documentary: Mardistan 28 mins)  Gender and Racialization	Read Kwan-Lafond (Racialized Masculinities in Canada) for Jan 15
Jan 20 & 22	Gender and the Body	Read Popenoe (Chapter 6: Feeding Desire and Miller (Chapter 5: beauty up) for Jan 22
Jan 27 & 29	Subsistence & the Gender Division of Labour  <b>Observation paper due</b>	Read Bergstedt (Cultivating Gender) for Jan 27
Feb 3 & 5	Group project planning  Gender, Household and Kinship	Read Stone (Through the Mother) for Feb 5
Feb 10 & 12	Guest speaker: Moose Hide Campaign  Gender & Marriage <b>In class discussion (1)</b>	Read Wiley (Making People Bigger) for February 12
Feb 17 & 19	<b>Reading Break (no class)</b>  <b>Annotated Bibliography due</b>	Optional reading: Archambault (Ethnographic empathy and the social context of rights)
Feb 24 & 26	Guest Speaker: Leftover women in China  <b>Midterm Exam</b>	
Mar 2 & 4	Gender and Religion  <b>International Women's Day Poster Presentations</b>	Read Boddy (Spirit Possession) and Santos (How to Change a Man) for March 2
Mar 9 & 11	Gender and the Global Economy  <b>In class discussion (2)</b>	Read Cairoli (Garment Factory Workers) and Hondagneu-Sotelo (New World Domestic Order) for March 11
Mar 16 & 18	Gender, Globalization & Tourism  <b>In class discussion (3)</b>	Read Thompson et al (From Sex Tourist to Son-in-law) for Mar 18
Mar 23 & 25	Gender, Globalization & Migration	Read Montes (Guatemalan Migrant Men) for Mar 25
Mar 30 & Apr 1	Gender & the State  <b>In class discussion (4)</b>	Read Eberts (Being an Indigenous Woman) for Mar 30
Apr 6 & 8	TBA	

## 5. Basis of Student Assessment (Weighting)

### (a) Assignments

#### 1. Discussion Leader (6%) & Discussion Participation (4%)

There are two parts to this assignment, discussion leader and discussion participation. Students are required to be a discussion leader for one of our in-class group discussions. A small writing assignment will be submitted by the discussion leader. Please see the handout about this assignment for more details. Once you have signed up to be a discussion leader, you may not change the date and will not be permitted to hand in the paper if you miss class on this day. Students participating in the group discussion will not be required to hand in a paper, but are expected to come to class with two questions or comments about the assigned readings. The 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: February 12, March 11, March 18 and April 1

#### 2. Gender and Space Observation Assignment (5%)

Due: January 29

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 Annotated Bibliography (5%) & Poster (20%)

Due: Annotated bibliography - Feb 19; Poster - March 4

Working in groups of three, students will create a poster about community initiative addressing gender inequality. Please see the assignment handout for more details.

### (b) Exams

#### Midterm Exam (25%)

Date: February 26

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 (30%)

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!

## 6. Grading System

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

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

I do not have specific materials to recommend for this course. Students who would like a textbook to support the course can access *Perspectives: An Open Invitation to Cultural Anthropology*, an open access textbook produced by the Society for Anthropology in Community Colleges. Students are most likely to succeed in the course by attending every class and completed all of the course readings. Taking detailed notes during lecture and on the readings is also essential.

## 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.