



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

ANTH-110-001
Gender Across Cultures
Fall 2020

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

- | | |
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| (a) Instructor | Tara Tudor |
| (b) Office hours | Monday 2:30-3:30 on Collaborate or by appointment |
| (c) Location | |
| (d) Phone | Alternative: |
| (e) E-mail | tudor@camosun.bc.ca
E-mail is best ways to get in contact with me. I will try to respond to all course-related e-mails within 24 hours, but also remember that life can be busy and chaotic for everyone (including me!), so if I don't respond right away, don't worry! |
| (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

Satrapi, M. (2007). The Complete Persepolis. New York, Pantheon Books

- (b) Others

The articles listed below can be found on the Content page in D2L.

Required Readings

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>

Bindel, J. (2013, August) Meet the middle-aged women who are Britain's female sex tourists. *The New Statesman*. Retrieved from <https://www.newstatesman.com/world-affairs/2013/08/meet-middle-aged-women-who-are-britains-female-sex-tourists>

Brennan, D. (2013). Sex tourism, globalization, and transnational imaginings. 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>

Connel, R. (2018) *Understanding Masculinities: The work of Raewyn Connel*. In M. Hobbs & C. Rice (eds) *Gender and Women's Studies: Critical Terrain*. Toronto, Canadian Scholars Press

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-lived>

Freeman, C. (2010). Myth of docile girls and matriarchs. 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>

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

Gamburd, M. (2010) Breadwinners no more: Masculinity in flux. 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>

Gray, R, Nanibush, W., Tarrant, S., Crenshaw, K. and Ngozi Adichie, C. (2018) selected readings. In M. Hobbs & C. Rice (eds) *Gender and women's studies: Critical terrain*. Toronto, Canadian Scholars Press

Hooks, B. (2018) *Chapter 1: Excerpts from feminism is for Everybody*. In M. Hobbs & C. Rice (eds) *Gender and women's studies: Critical terrain*. Toronto, Canadian Scholars Press

Hunter, M. L. (2011). Buying racial capital: Skin-bleaching and cosmetic surgery in a globalized world. *Journal of Pan African Studies*, 4(4), 142–164.

Kwiatkowski (2016). *Feminist Anthropology: Approaching Domestic Violence in Northern Việt Nam*. In Lewin, E. & L. Sliverstien (eds) *Mapping feminist anthropology in the twenty-first century*.

Lewin, Ellen (2013). Resignation and refusal: The moral calculus of lesbian and gay parenthood in the US. 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>

Lewis, Helen (2020, March). What it's like to be a leftover woman. *The Atlantic*. Retrieved from https://www.theatlantic.com/international/archive/2020/03/leftover-women-china-israel-children-marriage/607768/?utm_source=share&utm_campaign=share

Lorber, J. (1994). "Night to his Day": The social construction of gender. In *Paradoxes of Gender*. New Haven, Connecticut: Yale University Press.

Nanda, S. (2014). Introduction. In *Gender diversity: Cross cultural variations*. Long Grove, Illinois: Waveland Press.

Nanda, S. (2014). Transgender males in Thailand and the Philippines. In *Gender diversity: Cross cultural variations*. Long Grove, Illinois: Waveland Press.

Peumans, W. (2014). Queer Muslim migrants in Belgium: A research note on same-sex sexualities and lived religion. *Sexualities*, 17 (5/6): 618-63. DOI: 10.1177/136346071452632

Salter, M. (2019, February). The Problem With a Fight Against Toxic Masculinity. *The Atlantic*. Retrieved from <https://www.theatlantic.com/health/archive/2019/02/toxic-masculinity-history/583411/>

Recommended Readings

Cairoli, L. (1999). Garment factory workers in the city of Fez. *Middle East Journal* 53(1): 28-43.

Glenn, E. N. (2008). Yearning for lightness: Transnational circuits in the marketing and consumption of skin lighteners. *Gender & Society*, 22(3), 281.

Kuokkanen, R. (2015). Gendered Violence and Politics in Indigenous Communities: The Cases of Aboriginal Women in Canada and Sámi Women in Scandinavia. *International Feminist Journal of Politics* 17 (2): 271-288.

Pictou, S. (2020). Decolonizing decolonization: An Indigenous feminist perspective on the recognition and rights framework. *South Atlantic Quarterly* 119 (2): 371–391. doi: <https://doi.org/10.1215/00382876-8177809>

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>

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>

4. Course Content and Schedule

This is a blended course. Students will be responsible for watching, listening and reading to 2-3 hours of course content per week and meet once a week for 1.5 hours to participate in activities through Blackboard Collaborate. Student must complete the course material in time for the weekly online class, which is on Wednesday from 2:30-3:50. I have only listed the articles and documentaries in the list of readings. The course content also includes a webpage and glossary for every module.

Week	Topics	Readings
Week 1: Sept 7-11	Introduction to Course	No readings or get ahead on the material for next week!
Week 2: Sept 14-18	Introduction to Anthropology & Introduction to Feminism	Hooks (Feminism is for everybody) Multiple authors (Feminisms - multiple short readings) Optional – Kuokkanen (Decolonizing feminism)
Week 3: Sept 21-25	Concept of Culture & the Social Construction of Gender	Lorber (Night to His Day) Connel & Pearse (Gender in personal life),

		<p>Connel (Understanding masculinities),</p> <p>Friedl (Children of Deh Koh)</p> <p>Optional – documentary on Netflix <i>The Mask You Live In</i> (90 minute)</p>
Week 4: Sept 28 – Oct 2	Gender Diversity: Cross Cultural Variation	<p>Nanda (Transgender males in Thailand and the Philippines)</p> <p>Documentary by Vivienne Chen on Ladyboys – The Third Gender</p> <p>Nanda (Introduction: Gender Diversity)</p>
Week 5: Oct 5 - 9	Intersecting Gender, Race & the Body	<p>Hunter (Buying Racial Capital)</p> <p>Documentary - Cake Soap</p> <p>Optional Glenn (Yearning for Lightness)</p>
Week 6: Oct 12-16	Subsistence & the Gender Division of Labour	Bergstedt (Cultivating gender)
Week 7: Oct 19 - 23	Gender, Household and Kinship	Lewin (Resignation and refusal)
Week 8: Oct 26 - 30	Midterm Exam	
Week 9: Nov 2 - 6	Gender & Marriage	<p>Lewis (What it's like to be a leftover woman)</p> <p>Documentary: Leftover Women</p>
Week 10: Nov 9 - 13	<p>Gender-Based Violence</p> <p>Annotated Bibliography due (November 15)</p>	<p>Kwiatkowski (Approaching Domestic Violence in Northern Việt Nam)</p> <p>Salter (The problem with the fight against toxic masculinity)</p> <p>Optional – newspaper articles</p> <p>Optional Kuakkanen (Gender violence and politics in Indigenous communities)</p>
Week 11: Nov 16 - 20	Gender and the Global Economy	<p>Freeman (Myth of Docile Girls and Matriarch) and Gamburd (Breadwinners no More)</p> <p>Optional Cairoli (Garment workers in the city of Fez)</p>
Week 12: Nov 23 - 27	Gender, Globalization & Tourism	<p>Brennan (Sex tourism, globalization, and transnational imaginings),</p> <p>Bindel (Sugar mummies)</p>

		Documentary (Sex Tourism in Dominican Republic) Optional Thompson (From sex tourist to son-in-law)
Week 13: Nov 30 – Dec 4	Gender and Religion Paper due December 6	Peumans (Queer migrants in Belgium) Optional – Santos (How to change a man)
Week 14: Dec 7 - 11	Gender & the State	Read Eberts (Being an Indigenous Woman) Optional Pictou (Decolonizing indigenous feminism)

5. Basis of Student Assessment (Weighting)

5.1 Participation (24%)

Participation (12 seminars x 2%)

Participation in weekly class discussions is an important part of this course and will greatly enhance student comprehension of course content. I will take attendance during our weekly Collaborate sessions. The format of the Collaborate sessions will not be the same every week but most of the time students will work in small groups to answer questions about the readings. I may also use this time to delivery short lectures, followed by a class discussion

5.2 Assignments (25%)

Article Review (5%)

Due Date: Varied

Students will write an article review on one of the assigned readings. There is a sign-up sheet for the articles in the Content page under syllabus and assignments. Only five students will be permitted to write their review on the same article, so sign up early if you want to have more choice!

An article review is a short, critical analysis of an article from a scholarly journal or periodical. The review is seldom more than two pages (500 words) long. This kind of assignment allows you to interpret and evaluate a professionally written research paper while developing your own critical thinking skills. Please read the handout for this assignment for more details.

Annotated Bibliography (5%)

Due date: November 15

An annotated bibliography is a list of research sources on a given topic. In addition to bibliographic data, an annotated bibliography provides a concise summary of each source and some assessment of its value or relevance. The purpose of this assignment is to give students practice conducting library research and identifying academic journal articles, writing summaries and critical analyses, and practicing correct APA formatting. Please read the handout for this assignment for more details.

Paper (15%)

Due date: December 6

Students will write a short, four-page paper based on the graphic novel series *Persepolis*. Please make sure to purchase the graphic novel before the end of the semester. Please see the handout for details about the assignment.

5.3 Exams (31%)

Midterm Exam (25%)

Date: October 26 – Nov 1

The midterm exam is a take home exam. Students will answer three out of four questions given in advance. The questions will be posted on Monday, October 26 and is due no later than Sunday, November 1. The exam is open book, which means that you may refer to the course material, including lecture notes, Power Point slides and the course readings as you prepare your answers. Students are prohibited from using materials or resources other than the class material. This means you may not consult additional articles, website, or materials from another class. I will be evaluating your tests based on your understanding and integration of the course materials so you must demonstrate this in your answers.

Final Exam (26%)

Date: Examination Period

The final exam will be a take home exam. Students will answer three out of four questions given in advance. The questions will be posted on Monday, December 7 and is due no later than Sunday December 18 . The exam is open book, which means that you may refer to the course material, including lecture notes, Power Point slides and the course readings as you prepare your answers. Students are prohibited from using materials or resources other than the class material. This means you may not consult additional articles, website, or materials from another class. I will be evaluating your tests based on your understanding and integration of the course materials so you must demonstrate this in your answers.

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course (during Covid-19)

Be nice. Be honest. Don't cheat. Also, follow [Camosun College's Student Conduct Policy](#)

Brandon Bayne (2020) from UNC - Chapel Hill kindly shared the following principles for teaching and learning during the current pandemic. Please take a moment to read through them.

Principles

1. Nobody signed up for this.

- Not for the sickness, not for the social distancing, not for the sudden end of our collective lives together on campus
- Not for an online class, not for teaching remotely, not for learning from home, not for mastering new technologies, not for varied access to learning materials

2. The humane option is the best option.

- We are going to prioritize supporting each other as humans
- We are going to prioritize simple solutions that make sense for the most

- We are going to prioritize sharing resources and communicating clearly
3. We cannot just do the same thing online.
 - Some assignments are no longer possible
 - Some expectations are no longer reasonable
 - Some objectives are no longer valuable
 4. We will foster intellectual nourishment, social connection, and personal accommodation.
 - Accessible asynchronous content for diverse access, time zones, and contexts
 - Synchronous discussion to learn together and combat isolation
 5. We will remain flexible and adjust to the situation.
 - Nobody knows where this is going and what we'll need to adapt
 - Everybody needs support and understanding in this unprecedented moment

8. College Supports, Services and Policies

At this challenging time, it is particularly important that students are aware of the various supports available to them. These include counselling services, learning support, and sexual violence support. Please read on.



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.