



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

ANTH-110-001
Gender Across Cultures
Winter 2021

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	Wed 3:00 – 4:00 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

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

Required Readings

Bindel, J. (2013, August) Meet the middle-aged women who are Britain's female sex tourists. The New Statesman. <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.
<https://search.ebscohost.com/login.aspx?direct=true&db=cat07572a&AN=ccl.125334230&site=eds-live>
- Collard C. & S. Kashmeri. (2016). Embryo adoption; Emergent forms of siblingship among snowflake families. *American Ethnologist*. <https://doi.org/10.1111/j.1548-1425.2011.01308.x>
- Connel, R. (2018) Understanding Masculinities: The work of Raewyn Connel. In M. Hobbs & C. Rice (eds) *Gender and Women's Studies: Critical Terrain*. 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.
<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*. Rowman & Littlefield Publishers.
<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 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*. Rowman & Littlefield Publishers.
<https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=572775&site=eds-live>
- 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.
- Lewis, Helen (2020, March). What it’s like to be a leftover woman. *The Atlantic*.
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*. Yale University Press.
- Miller, L. (2006). Male beauty work. In *Beauty up: Exploring contemporary Japanese body aesthetics*. University of California Press. <https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=165280&site=eds-live>
- Mount, L. (2020). “I am not a hijra”: Class, respectability, and the emergence of the “new” transgender woman in India. *Gender & Society*, 34(4), 620–647. <https://doi-org.libsecure.cam.ac.uk/10.1177/0891243220932275>
- 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*.
<https://www.theatlantic.com/health/archive/2019/02/toxic-masculinity-history/583411/>
- Trainer, S. (2017). Glocalizing beauty: Weight and body image in the new Middle East. In E. P. Anderson-Fye, & A. Brewis (Eds.), *Fat planet: Obesity, culture, and symbolic body capital* (p. 171-193). University of New Mexico Press.

Recommended Readings

- Cairolis, 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.

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.
<https://search.ebscohost.com/login.aspx?direct=true&db=cat07572a&AN=ccl.125334230&site=eds-live>

Pictou, S. (2020). Decolonizing decolonization: An Indigenous feminist perspective on the recognition and rights framework. *South Atlantic Quarterly* 119 (2): 371–391. <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.
<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 Collaborate (in D2L). Student must complete the course material in time for the weekly online class, which is on Wednesday from 2:30-3:50. I have listed the webpages, articles and documentaries for each module. On the Content page in D2L students will also find optional readings and a glossary for each module

Week	Topics	Readings (each module also contains an optional reading(s) not listed here)	Collaborate (Wednesday 2:30-3:50)
Week 1: Jan 11-15	Introduction to Course	No readings or get ahead on the material for next week!	Introduction to Course
Week 2: Jan 18-22	Introduction to Anthropology	Webpage: What is Anthropology Webpage: Culture	Collaborate 1 (Jan 20)
Week 3: Jan 25-29	The Cultural Construction of Gender	Articles: <ul style="list-style-type: none"> • Lorber (Night to His Day) • Connel & Pearse (Masculinities) • Friedl (Children of Deh Koh) 	Collaborate 2 (Jan 27)
Week 4: Feb 1-5	Gender Diversity: Cross Cultural Variation	Documentary – Ladyboys Articles: <ul style="list-style-type: none"> • Nanda (Introduction: Gender Diversity) • Mount (“I am Not Hijra”) 	Collaborate 3 (Feb 3)
Week 5: Feb 8-12	Race, Racialization & Whiteness	Webpage: Anthropological Understanding of Race Documentary - Cake Soap	Collaborate 4 (Feb 10)

		Article: Hunter (Buying Racial Capital)	
Week 6: Feb 15-19	READING BREAK	READING BREAK	
Week 7: Feb 22-26	Gender, Kinship and Family	Webpage: The Family & Kinship Article: Collard and Kashmiri (Embryo Adoption: Emergent forms of siblingship)	Collaborate 5 (Feb 24)
Week 8: Mar 1-5	Midterm Exam (March 1-7)		No Class
Week 9: Mar 8-12	Gender & Marriage	Webpage: Anthropological Perspective on Marriage Documentary: Leftover Women Article: Lewis (What it's like to be a leftover woman)	Collaborate 6 (March 10)
Week 10: Mar 15-19	Gender & the Body Annotated Bibliography due (March 21)	Article: Trainer (Glocalizing Beauty) Article: Miller (Male Beauty Work)	Collaborate 7 (March 17)
Week 11: Mar 22-26	Gender and the Global Economy	Webpage: Gender and the Global Economy Articles: <ul style="list-style-type: none"> • Freeman (Myth of Docile Girls and Matriarch) • Gamburd (Breadwinners no More) 	Collaborate 8 (March 24)
Week 12: Mar 29- Apr 2	Gender, Globalization & Tourism	Documentary (Sex Tourism in Dominican Republic) Articles: <ul style="list-style-type: none"> • Brennan (Sex tourism, globalization, and transnational imaginings), • Bindel (Sugar mummies) 	Collaborate 9 (March 31)
Week 13: Apr 6-9	Gender and Religion Paper due April 11	Webpage: Anthropology of Religion Article: Peumans (Queer migrants in Belgium)	Collaborate 10 (April 7)
Week 14: Apr 12-16	Gender, Violence and the State	Webpage: Gender and the State Article: Eberts (Being an Indigenous Woman)	Collaborate 11 (April 14)

5. Basis of Student Assessment (Weighting)

5.1 Participation (16.5%)

Participation (11 Collaborate sessions x 1.5%)

Participation in weekly class discussions is an important part of this course and will greatly enhance student comprehension of course content. 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 and submit a question sheet (one per group). Students who do not contribute to the group discussion through speaking or using the chat will not receive a participation mark.

5.2 Assignments (30.5%)

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 seven students will be permitted to write their review on the same article, so sign up early if you want to have more choice! This assignment will not appear in the course calendar since there are multiple due dates, so please put it into your personal calendar.

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 (8%)

Due date: March 21

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 (17.5%)

Due date: April 11

Students will write a short, four-page paper based on the book *We Are Dancing for You: Native Feminisms and the Revitalization of Women's Coming-of-Age Ceremonies*. Please see the handout for details about the assignment.

5.3 Exams (53%)

Midterm Exam (25%)

Date: March 1-7

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 (28%)

Date: April 18-24

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 Monday December 14. 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. 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, Student Ancillary Fees, Academic Integrity, Grade Review & Appeals, Student Misconduct and Academic Accommodations for Students with Disabilities and Student Penalties and Fines.

7. Grading System

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

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
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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.