

# COURSE SYLLABUS



COURSE TITLE: ANTH 110: Gender Across Cultures

CLASS SECTION: 001

TERM: Winter

COURSE CREDITS: 3

DELIVERY METHOD(S): in-person (lecture)

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

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For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>.

*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

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NAME: Tara Tudor

EMAIL: [tudor@camosun.bc.ca](mailto:tudor@camosun.bc.ca)

OFFICE: Young 213

HOURS: Monday and Wednesday 3:30-4:30

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## CALENDAR DESCRIPTION

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Students will examine gender norms and roles in social, economic, and political spheres across a range of indigenous and non-indigenous cultures throughout the world. Emphasis will be given to the cultural construction of gender. Students will apply core concepts in anthropology to contemporary issues and debates about gender.

### PREREQUISITE(S):

One of: C+ in English 12; C in Camosun Alternative

### CO-REQUISITE(S):

Not Applicable

### EXCLUSION(S):

Not Applicable

## COURSE LEARNING OUTCOMES / OBJECTIVES

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Upon completion of this course a student will be able to:

- a) Outline the main tenets of the feminist and gender perspectives in anthropology.
- b) Explain the biosocial nature of pregnancy and childbirth.
- c) Outline the cross-cultural patterns of marriage, gender division of labour, and activities originating in the domestic sphere.
- d) Describe the gendered effects of international development.
- e) Critically evaluate relevant topics such as veiling, seclusion, and gender violence using cultural relativism.
- f) Critically evaluate how gender roles are constructed, performed, and challenged in different cultures.
- g) Apply the anthropological perspective in writing an anthropological paper.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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### Books

Carrier-Moisan, M. E., Flynn, W and Santos, S. (2020). *Gringo love: Stories of sex tourism in Brazil*. University of Toronto Press.

### Articles (Required)

(Articles are available on the Content page in D2L)

Baldy, C. (2018). Xoq'it-ch'iwa:l/ On her – They beat time, a flower dance is held for her revitalization of the Hupa women's coming of age ceremony. *We are dancing for you: Native feminisms and the revitalization of women's coming-of-age ceremonies* (pp. 125-147). University of Washington Press.

Castellsague, A. and Carrasco, S. (2021). The "city" and "the easy life": work and gender among Sherpa in Nepal. In K. Nelson & N. T Frenandez (eds.), *Gendered Lives: Global Issues*. State University.

<https://milnepublishing.geneseo.edu/genderedlives/chapter/chapter-9-intersectionality-and-normative-masculinity-in-northeast-brazil/>

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>

Goel, I. (2021). Understanding caste and kinship within hijras, a 'third' gender community in India. In K. Nelson & N. T Frenandez (eds.), *Gendered Lives: Global Issues*. State University.

<https://milnepublishing.geneseo.edu/genderedlives/chapter/chapter-9-intersectionality-and-normative-masculinity-in-northeast-brazil/>

Hegarty, Benjamin (2017). 'When I was transgender': Visibility, subjectivity and queer aging in Indonesia. *Medicine Anthropology Theory*, 4 (2),70-80.

Hewlett, B. (2017). The cultural nexus of Aka father-infant bonding. In *Gender in cross cultural perspectives* (7<sup>th</sup> ed.). Brettell, C, and C.F. Sargent. Routledge.

Hunt, S. (2016). Representing colonial violence: Trafficking, sex work, and the violence of the law. *Atlantis*, 37.2 (1).

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.

Medeiros, M. (2021). Intersectionality and normative masculinity in northeastern Brazil. In K. Nelson & N. T Frenandez (eds.), *Gendered Lives: Global Issues*. State University.

<https://milnepublishing.geneseo.edu/genderedlives/chapter/chapter-9-intersectionality-and-normative-masculinity-in-northeast-brazil/>

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.camosun.bc.ca:2443/10.1177/0891243220932275>

Pike, I., Mojola, S. Kabiru, C. (2018). Making sense of marriage: Gender and the transition to adulthood in Nairobi, Kenya. *Journal and Family and Marriage*. 80, 1298–1313 DOI:10.1111/jomf.12525

### Articles (Optional)

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=cab&cat=07572a&AN=ccl.125356281&site=eds-live>

Kuokkanen, R. (2015). Decolonizing feminism in the north: A conversation with Rauna Kuokkanen. *NORA – Nordic Journal of Feminist and Gender Research*, 23.4 (2015): 275-81.

## COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

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The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC	Readings (articles are available through the course content page in D2L)
Jan 9-13	Jan 11 Introduction to Course Jan 13: Introduction to Anthropology	Gendered Lives – Chapter 1 key concepts Carrier-Moisan (Gringo Love: Stories of Sex Tourism in Brazil.
Jan 16-20	Jan 16: Ethnographic Research Methods Jan 18: <b>In-class discussion 1 (Gringo Love)</b>	Carrier-Moisan (Gringo Love: Stories of Sex Tourism in Brazil.

WEEK or DATE RANGE	ACTIVITY or TOPIC	Readings (articles are available through the course content page in D2L)
Jan 23-27	Jan 23: The Cultural Construction of Gender  Jan 25: The Cultural Construction of Gender cont...; documentary: <i>Mardistan</i> (time permitting)	Hewlett (the cultural nexus of Aka father-infant binding) for Tuesday  Medeiros (Intersecting and normative masculinity in northeastern Brazil)  Optional reading: Connel (Understanding Masculinities)
Jan 30 – Feb 1	Jan 30: Fieldtrip  Feb 1: Gender Diversity – Cross Cultural Perspective	Mount (“I am Not a Hijra”)
Feb 6-10	Feb 6: Gender Diversity cont...; documentary: <i>Muxe</i> <b>In-class discussion 2 (Mount article)</b>  Feb 8: Gender and the Body <b>Gender in Everyday Life Scavenger Hunt</b> <b>Assignment due</b>	Hegarty (‘When I was transgender’)
Feb 13-17	Feb 13: Intersections of Gender, Race and the Body <b>In-class discussion 3 (Hunter and Hashemi articles)</b>  Feb 15: <b>Midterm Exam (week 1-5 content)</b>	Hunter (Buying Racial Capital)
Feb 20-24	<b>READING WEEK – NO CLASS</b>	
Feb 27–Mar 3	Feb 27: Gender, Household, Kinship <b>In-class discussion 4 (Goel article)</b>  Mar 1: Gender and Marriage  <b>Gender in Everyday Life Essay Due</b>	Goel (Understanding caste and kinship within hijras, a ‘third’ gender community in India)  Pike, I.. Mojola, S. Kabiru, (Making sense of marriage)
Mar 6 -10	Mar 6: Gendered Violence  <b>Annotated Bibliography due</b>  Mar 8: <b>In-class discussion 5 (Pike and Hunt articles)</b>	Hunt (Representing colonial violence: Trafficking, sex work and the violence of law)  Optional reading: Wurtz (Mobility Imaginaries of Humanitarian Interventions)

WEEK or DATE RANGE	ACTIVITY or TOPIC	Readings (articles are available through the course content page in D2L)
Mar 13-17	Mar 13: Guest Speaker Jasmine Dionne  Mar 15: Subsistence and the Gender Division of Labour	
Mar 20-24	Mar 20: Gender and the Global Economy  Mar 22: Gender and the Global Economy	Castellsague and Carrasco (The “city” and “the easy life”: work and gender among Sherpa in Nepal)  Gamburd (Breadwinners no more)
Mar 27- 31	Mar 27: <b>Student Presentations</b>  Mar 29: <b>Student Presentations</b>	
Apr 3-7	Apr 3: Anthropology of Religion  Apr 5: Gender and Coming of Age	Baldy (Xoq’it-ch’iwa:l/ On Her – They Beat Time, a Flower Dance is Held for Her Revitalization of the Hupa Women’s Coming of Age Ceremony)
Apr 10-14	Apr 10: <b>Easter Monday – No Class</b>  Apr 12: Catch-up and review	No reading

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

## EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
<p><b>Class Participation (5 x 1.5%)</b> Participation will be based on student attendance and engagement in the five in-class discussions. Students will be required to submit their notes on the article(s) for that week’s discussion at the start of class. The notes will be returned the following week.</p>	7.5%

DESCRIPTION	WEIGHTING
<p><b>Gender &amp; Everyday Life Assignment</b></p> <p><b>Due Date:</b> In order to facilitate student awareness of the significance of gender in the everyday world, students will try to locate a number of items from a scavenger list, and answer questions for a minimum of seven items (4.5%). Once completed, students will write a short essay about gender in everyday life (5.5%). Please see the handout for more details about this assignment.</p>	9.5%
<p><b>Pop Quizzes (3 x 3.3%)</b></p> <p>There will be 3 pop quizzes in this class, comprised of 10 multiple choice questions each. I will not be giving advanced notice, so it is important students attend every class.</p>	10%
<p>Small Group Presentations (14%) and Annotated Bibliography (6%)</p> <p><b>Due:</b> Working in groups of two or three, students will present a short paper (8-10 minutes) based on an assigned topic. Please see the assignment handout for more details.</p>	20%
<p><b>Midterm Exam</b></p> <p><b>Feb 15</b> The midterm exam will consist of multiple choice, definitions, and short/long answer questions. The exam must be written during the scheduled times, unless discussed with instructor in advance.</p>	25%
<p><b>Final Exam</b></p> <p><b>Scheduled during the final exam period</b> The final exam will consist of multiple choice, definitions, and short/long answer questions. Exams must be written during the scheduled times, unless discussed with instructor in advance. The final exam will be written during the scheduled exam period after the last week of classes. <u>Do not make travel plans until the exam schedule is posted!</u></p>	28%
	<b>TOTAL</b>
	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.  
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

### Course Expectations

Commitment to your learning is a collaboration between yourself, your instructor, and your peers. Your full participation is expected.

You can expect from your instructor to:

- begin classes on time
- be prepared for class each day

- treat every member of the class with respect and dignity
- return evaluated materials in a timely manner
- give assignments and engage in activities that will benefit students' learning
- foster an open and supportive environment in which to learn

Your instructor expects of the learner that you will:

- be on time for every class
- be prepared for class each day
- treat every member of the class with respect and dignity
- submit assignments or other materials when they are due
- take an active part in your own learning
- be supportive and accepting of the views of others

## Course Guidelines

### *Late Penalty*

Individual, written assignments must be completed and submitted on the date assigned. All late written work will be penalized **5 percent** per day late, unless an extension is legitimately warranted and approved by the instructor well in advance of the assignment due date. Assignments will not be accepted beyond one week of their due date. Please note that time sensitive material such presentation and in-class discussion will not be accepted late.

### Written Assignments

All assignments must be typewritten, double-spaced, pages numbered and properly cited and referenced using APA referencing format. Undocumented paper (papers without in-text citations) will not be accepted.

### Mark/Grade Challenges and Appeals

A student wishing to question a mark assigned by the instructor on any course evaluation component must clearly articulate in writing the specific element of the assignment being questioned as well as a reason supporting a change in the mark. The Student Appeals Procedure can be found in the college calendar.

### Laptops and Cell Phones

Please turn your cell phone to vibrate and put it away during class. It is distracting and disrespectful to your classmates and instructors to text, play games, or receive calls during class. Laptops are permitted for note taking purposes only, no checking email, working on other assignments, watching movies, etc. Student doing such things will lose the privilege of bringing their laptops to class.

## SCHOOL OR DEPARTMENTAL INFORMATION

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For information about the Department of Social Science, including course descriptions, awards and scholarships, and instructors and chair contact information please visit:

<https://legacy.camosun.ca/learn/subjects/social-sciences/index.html>

## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies;

demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

## COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

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### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the

appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

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

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the

"Attendance" section under "Registration Policies and Procedures"

(<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The

Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-3703841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

**Changes to this syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.