Instructor: Karine Geoffrion

Office: D795
Office Hours: Thursday 1 pm – 2:30 pm; Friday 10:30 am – 11:30 am
Email: karinegeoffrion@cunet.carleton.ca
Phone Number: n.a.
TA. TBA
Email: TBA

Course meets: Thursdays, 2:35 pm-5:25 pm, St. Patrick's Building (SP) 303

Pre-requisites & Precluded Courses: Precludes additional credit for ANTH 2408 (no longer offered).
Course Description
Is gender still a relevant socio-cultural category today? Does it still make sense to talk about men and women? How has gender been conceptualized, lived, embodied, expressed, reproduced and transformed through time and place, through generations, by globalization, and here in Ottawa? How does gender and gendered categories of identification inform identities, social interactions and structures of power? This course explores the study of gender in anthropology, including its theoretical, cross-cultural and ethnographic aspects. The emphasis is put on gender as a sociocultural process that is at once discursive and embodied, and that varies in distinct cultural, socio-historical, geopolitical, and economic contexts. There is a strong focus on ethnographic methods throughout this course.

The course will be divided into two main sections. The first section sets the foundation to the observation and analysis of gender in anthropology. With the help of visual material, ethnographic case studies and anthropological theories, we will examine and disentangle the concepts of gender, sex and sexuality. Then, we will develop our anthropological gaze through a series of ethnographic studies focusing on femininities and masculinities in different societies or for specific groups.

The second part of this course will look at the globalization of intimacy using a gendered perspective. It will cover the themes of desire and marriage, migration and sex tourism. Students will also be invited to probe the ways in which gender is produced at the intersection of embodied and discursive processes, and attend to the materiality and significance of ‘doing gender’, including in their own cultural, socio-historical, geopolitical, and economic context. Overall, in this class students will learn to examine, and possibly challenge, taken-for-granted assumptions about gender, and develop a broad understanding of what anthropology can contribute to contemporary gender debates and issues.

Please note: Students are advised to take note of the sensitive, controversial, and sexually explicit nature of the materials before committing to taking this course.

Course objectives
1. Introduce the study of gender in anthropology – the anthropological gaze.
2. Become familiar with research methods in the anthropology of gender.
3. Develop a critical reading of ethnographic material in relation to gender.
4. Explore and address local and global (power) dynamics relative to gender.

Structure of the course:
This course requires that you assess and question possible taken for granted assumptions in the field of gender. Discussions and debates are thus an essential part of the learning process. That is why in-class participation is compulsory. In the first half of the period, I will give a lecture on the topic of the week. The second half of the period will be devoted to discussions and debates. You should take advantage of the discussion period to ask questions, bring gender issues to the attention of the group, share your gender analysis of the last movie you watched, share relevant personal experiences, etc.

Note: Gender identities and expressions are very sensitive issues. Therefore, contributions must always be respectful and cognizant of gender diversity and vulnerabilities. Discussions in class, although they aim at challenging and critically assessing knowledge about gender, should contribute to creating a comfortable space for all.
Course Readings:
There is no textbook for this course.

Reading material (PDF files) is available on the online platform of this course (CUlearn) and on ARES (library reserves). For each class, a list of required readings is provided (please refer to the week by week schedule below). The readings must be completed before each class. Required readings are supplemented with a list of optional and complimentary readings. I strongly encourage you to read at least one of the optional readings every class, as they will strengthen your arguments and enrich the discussion. These complimentary readings are also relevant sources you may wish to include in your final paper.

It is the responsibility of each student to get access to and to (actively) read the required articles prior to each class. Readings will be discussed in class with the support of students’ critical comments and questions that will have to be submitted every class period (see the evaluation section for further details on this assignment).

Communications with the instructor
Students are welcome to consult with me about any matter concerning this course, via email, via Skype, or in person during office hours (as well as after class, or by appointment).

A note on emails: In general, I respond to emails within 48 hours (Monday to Friday) and I usually don’t respond to work emails on weekends (starting Friday after 5:00 p.m., until Monday 8:00 a.m.). Because I receive an impressive volume of emails every day, if you email me with a question that is already answered in this syllabus, I will not answer your email. Otherwise, if you have difficulty accessing the readings, need to discuss the content of the lectures, cannot complete your work on time and need an extension, or want to talk about any other aspects relating to this course, you are more than welcome to email me or Mary Jessome, the TA for this course!

Course Requirements & Methods of Evaluation:

<table>
<thead>
<tr>
<th>Item for Evaluation</th>
<th>Value</th>
<th>Submission date</th>
<th>Mode of submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CRITICAL COMMENTS</td>
<td>20%</td>
<td>EVERY WEEK</td>
<td>Typed or hand written and brought to class</td>
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<td></td>
<td></td>
<td>BONUS COMMENT</td>
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<td></td>
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<td>CLASS 10.</td>
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<td>LECTURE</td>
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<td>1 x 2%</td>
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<tr>
<td>2. MINI ETHNOGRAPHIC PROJECT</td>
<td>40%</td>
<td>CLASS 4 (JANUARY 31)</td>
<td>Printed, in class</td>
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<tr>
<td></td>
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<td>WEEK 12 (MARCH 31 TO APRIL 6)</td>
<td>Forum on CUlearn</td>
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<td></td>
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<td>PRINTED, IN CLASS</td>
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<td>FORUM ON CUlearn</td>
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1. Critical comments (20%)
Every week, students will have to submit a short critical comment (hand written or typed) in class, based on one of the readings for that specific class-period (required or optional). A total of 7 comments will be collected throughout the semester. The first 6 will be worth 3 marks and the last one will be worth 2 marks for a total of 20% of your final grade.

Comments will be peer-assessed in the second half of the class period and collected at the end of the period. Grades given by peers must be justified in writing on the comment sheet. I may reassess grades as needed.

Students who have missed a comment will have the possibility of writing a bonus comment relative to readings for Class 10. For students who had completed all their comments, this bonus comment may replace an earlier comment if the grade is higher.

To write a good critical comment is an art. A good critical comment shows that you have read the material and that you are able to push the discussion further. For example, you could draw links between a specific reading and a concept seen previously in class or, you could use a personal experience to further exemplify (or question) the concepts or theories explained in the reading. The objective is not to criticize the reading in an unconstructive way, but to identify main themes and ideas, challenge the author’s ideas in light of other course materials and build on the case study of theoretical approach developed in order to contribute to a broader intellectual debate.

- Maximum 1 page (double spaced, font 12)
- Comments that pertain to readings we have already discussed in class will not be accepted. Any comment submitted late will be discarded.
- Make sure you properly cite the article(s) your comment refers to.

2. Mini ethnographic project
This assignment involves the conceptualization of a mini ethnographic project of your choice, empirical data collection and a written component (description and interpretation), using a gendered perspective. For instance, you could observe the gender dynamics in a classroom at Carleton University; look at interactions in a bar, a restaurant a hair salon, a bus; spend a day with a family with children or observe dynamics during meal times; experience a religious service in a church, a mosque, a Buddhist temple; spend a day with a friend and observe their behaviour in different settings; observe a drag performance, etc.

The fieldwork method should be grounded in participant-observation and should consist of 2 observation periods of at least 2 hours. Details are important and make up most of the ethnographic stuff. You should take a lot of notes during your observation.
sessions, as they will constitute the core of your ethnographic description and critical analysis. Informal conversations are fine, but in order to comply with ethics procedures, do NOT conduct interviews.

The objective of this assignment is to get familiarized with research methods in anthropology and to develop your ability to draw links between concepts and theories of globalization and your own ethnographic observations.

The evaluation will be divided as follow:

a) **Project outline (10%)**

The project outline consists of a written document of about 3 pages including:

- A brief introduction to your topic (a contextualization, problematic)
- A research question (and several sub-questions)
- A proposed conceptual framework (a list of 2 or 3 concepts that might be useful in the analysis)
- A proposed methodology (where? who? how?) including a note on the feasibility of the project and your own position within the project
- A preliminary annotated bibliography of 5 scholarly references.

➢ To be submitted in class on **JANUARY 31**. Please bring a printed copy for discussion.

b) **Online presentation and participation (10%)**

I believe it is important to share your work with your colleagues because: 1. You get to develop public speaking skills, 2. You get valuable feedback on your project, which helps strengthen your analysis, and 3. It is an exercise in synthesis and coherence. However, because of class size, it will not be possible to present your ethnographic project in class. You will present your work in a different format, online, via the CULearn platform. The group will be divided in 6 smaller groups. The last week of the term (March 31 to April 5), I will open 6 discussion forums. Students will have to post a short abstract (300 words) summarizing their project and preliminary findings. They will then comment on their colleagues’ works.

Contributions will be assessed in the following manner:

➢ Abstract (5 points)
➢ Comments or questions to 3 colleagues (3 points)
➢ Your global response to your colleagues’ remarks (2 points)

c) **Take-home exam: The ethnographic paper (20%)**

The final paper is a descriptive and analytical paper based on your ethnographic fieldwork.

- The paper will be between 7 and 10 pages long, including the bibliography.
- The bibliography shall have a minimum of 5 pertinent academic references.
- A minimum of 2 concepts or theories seen in class should be thoroughly discussed in the light of your own ethnographic data.

➢ Specific guidelines will be posted on CULearn.
➢ An electronic copy is to be submitted by **April 27**, in the drop box created on
CUlearn for that purpose.

4. Comprehensive exam (30%)
The comprehensive exam will assess comprehension of all course material up to and including Class 8 (March 7). The exam consists of 3 broad essays questions covering several themes discussed in class; only 2 of these questions will have to be answered (15% each). The objective is to show understanding of the material seen in class by explaining and illustrating concepts and by drawing links between the different authors’ perspectives and approaches to ethnographic data.

- This assignment will be done at the location of your choice, via the CUlearn platform. You will have a maximum of 5 hours to write your exam on March 14 (more details will be provided soon).

5. Participation (10%)

- Self-evaluation of participation: 10% will be attributed to the overall quality of your contribution. This is a self-evaluation. You will assess your own contribution to this course based on criteria such as assiduity, preparedness, engagement with class materials and with the work of your colleagues, active listening and participation to discussions in class and online.
- Marks will be removed for every non-motivated absence.

A note on written assignments
All written assignments, with the exception of in-class writings, must be typed. Unless specified, please use standard font (12 point), standard margins, double-spacing and include page numbers. It is essential that you keep a hard and electronic copy of all your written assignments.

- Your electronic documents’ titles should always start with your last name and then, the name of your assignment (e.g. Geoffrion_comprehensive exam)
- Please submit your document in Word format only. No PDF files allowed!

Your paper must make explicit and direct references to the required readings, cited appropriately (if you have questions about appropriate citation practices, please consult the Instructor or TA. There are also lots of useful resources available, including through Carleton’s library, see http://www.library.carleton.ca/research/subject-guides/sociology#writing-and-citing

Course calendar (in brief)

- Some topics may be removed or postponed in order to make room for special guest speakers or to adjust to class dynamics and interests; please verify posts on CUlearn regularly!

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td><strong>Part I. The basics</strong></td>
<td></td>
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<tr>
<td>Class 1</td>
<td>Introduction</td>
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<tr>
<td>January 10</td>
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<tr>
<td>Class 2</td>
<td>Sex, gender and sexuality</td>
<td>Comment 1 (3%)</td>
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<tr>
<td>January 17</td>
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</tbody>
</table>
### Class 3
January 24
Gendered fieldworks, gendered ethnographies
Comment 2 (3%)

### Class 4
January 31
Many women, many stories…
Comment 3 (3%)
Project outline (10%)

### Class 5
February 7
Masculinities
Comment 4 (3%)

### Class 6
February 14
Gendered spaces and identities
Comment 5 (3%)
Guest speaker: Warren Clarke

February 22 - Reading week—NO CLASS

### Part II- Gender goes global

<table>
<thead>
<tr>
<th>Class 7</th>
<th>February 28</th>
<th>The globalization of intimacy: Gendered maps of desire</th>
<th>Comment 6 (3%)</th>
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</thead>
</table>
| Class 8  | March 7     | Migration and the political economy of care             | Comment 7 (2%)  
|          |             |                                                        | Guest speaker: Mary Jessome |
| Class 9  | March 14    | COMPREHENSIVE EXAM                                      |                |
| Class 10 | March 21    | Sex tourism, romance tourism and romantic fieldwork    | Bonus comment (3%) |
| Class 11 | March 28    | Back to square one? Gender research in Canada           | Guest speaker: Zack Marshall |
| Class 12 | April 4     | Closing remarks                                         | Self-evaluation of participation (10%) |

### Reading Schedule

**Class 1 – January 10**
Introduction to the course and expectations

**Class 2—January 17**
Sex, gender and sexuality

**Required readings:**

**Optional reading:**

Class 3 – January 24
Gendered fieldworks, gendered ethnographies

Required readings:

Optional reading:

Class 4 – January 31
Many women, many stories…

Required readings:

Optional readings:
**Class 5 – February 7**  
**Masculinities**

**Required readings:**

**Optional readings:**

**Class 6 – February 14**  
**Gendered spaces and identities**  
- Guest speaker: Warren Clark (Carleton University)

**Required readings:**

**Optional readings:**

-----------------------------------------------Reading week February 18-22-----------------------------------------------

**Class 7 – February 28**
**The globalization of intimacy: Gendered maps of desire**

**Required readings:**

**Optional readings :**

**Class 8 – March 7**
**Migration and the political economy of care**

- Guess speaker: Mary Jessome (Carleton University)

**Required readings:**

**Optional reading:**


**Class 9- March 14**  
**COMPREHENSIVE EXAM**  
➢ No readings

**Class 10 – March 21**  
**Sex tourism, romance tourism and romantic fieldwork**

**Required readings:**


**Optional readings :**


**Class 11 – March 28**  
**Back to square one? Gender research in Canada**  
➢ Guest speaker: Zack Marshall (McGill University)

**Class 12 – April 4 (Last class)**  
**Epilogue—Where do we stand now?**  
➢ No readings  
➢ Submit final paper by April 27th

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:
A+ = 90-100  B+ = 77-79  C+ = 67-69  D+ = 57-59
A = 85-89  B = 73-76  C = 63-66  D = 53-56
A - = 80-84  B - = 70-72  C - = 60-62  D - = 50-52
F = Below 50  WDN = Withdrawn from the course
DEF = Deferred (See above)

Academic Regulations, Accommodations, Plagiarism, Etc.
University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here:
www.calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Academic Accommodations for Students with Disabilities
The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable).

*The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the Winter 2019 (April) exam period is March 15, 2019.

For Religious Obligations:
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website:

For Pregnancy:
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website:

For Survivors of Sexual Violence
As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and
to obtain information about sexual violence and/or support, visit: www.carleton.ca/sexual-violence-support

Accommodation for Student Activities
Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf

Plagiarism
Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See https://carleton.ca/registrar/academic-integrity/). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?
A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?
All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Assistance for Students:
Academic and Career Development Services: http://carleton.ca/sacds/
Writing Services: http://www.carleton.ca/csas/writing-services/
Peer Assisted Study Sessions (PASS): https://carleton.ca/csas/group-support/pass/

Important Information:
- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual
Students must always retain a hard copy of all work that is submitted.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton’s Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario’s Freedom of Information and Protection of Privacy Act (FIPPA) within the university.

In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your MyCarletonOne account through Carleton Central. Once you have activated your MyCarletonOne account, log into the MyCarleton Portal.

Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting https://students.carleton.ca/

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**Important Dates**

**Winter 2019**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 7</td>
<td>Winter term classes begin.</td>
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<tr>
<td>January 15</td>
<td>Deferred final assignments and/or take-home examinations for Fall Term 0.5 credit courses are due.</td>
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<tr>
<td>January 18</td>
<td>Last day for registration and course changes in Winter term classes.</td>
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<tr>
<td>January 18-20, 25-27</td>
<td>Fall term deferred examinations will be written.</td>
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<tr>
<td>January 31</td>
<td>Last day to withdraw from Winter term and Winter portion of Fall/Winter courses with full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN to appear on the official transcript.</td>
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<tr>
<td>February 15</td>
<td>April exam schedule available online.</td>
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<tr>
<td>February 18-22</td>
<td>Winter Break, classes suspended.</td>
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<tr>
<td>March 26</td>
<td>Last day for summative tests or final examinations, or formative tests or examinations totaling more than 15% of the final grade in Winter term courses before the official examination period.</td>
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<tr>
<td>April 9</td>
<td>Winter term ends. Last day of Fall/Winter and Winter term classes. Last day for academic withdrawal from Fall/Winter and Winter term courses. Last day for take-home examinations to be assigned (except those that conform to the Academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar). Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for Fall/Winter and Winter term courses.</td>
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<tr>
<td>April 12-27</td>
<td>Final Examinations for Winter and Fall/Winter courses. Exams are normally held all seven days of the week.</td>
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<td>Date</td>
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<tr>
<td>April 19-21</td>
<td>Statutory Holiday, University closed</td>
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<tr>
<td>April 27</td>
<td>All take-home examinations are due except those that conform to the academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar.</td>
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