SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage: Fall 2019
Discipline: Anthropology
Course Number and Title: Anth 338 Gender and Anthropology
Division: Upper
Faculty Name: Colleen Ballerino Cohen
Semester Credit Hours: 3

Prerequisites: One (1) lower-division cultural anthropology course OR one (1) cultures and global systems course OR by permission of instructor

COURSE DESCRIPTION

Gender is a prominent form of social difference worldwide; cultural notions of gender difference regulate individuals’ behavior, activities, social status, and access to material, cultural, spiritual, and political resources. This course explores how gender and sex are understood and experienced in different cultural contexts, focusing on people and cultures in countries we visit on our voyage. Students will learn how anthropologists approach the study of gender and sexuality, how gender and sexuality intersect with other categories of identity and difference, and how anthropology engages challenges to structures that support beliefs about gender, sexuality, bodies, desire, and identity and that constrain people’s lives, often in violent ways. The course provides students with frameworks and methodologies to identify and think critically about taken-for-granted notions about gender and sexuality, including those of their own culture. Course materials—which include theoretical essays, films, case studies, popular media and culture, art and literature—introduce students to a variety of notions of gender(s) and sexuality(ies) across cultures, and illuminate their impacts upon people’s lives, prospects, and opportunities for resistance. Students will complete an original ethnographic research project focused on a specific aspect of gender and sexuality, based on observations in countries we visit during the voyage.

LEARNING OBJECTIVES

1. Learn how anthropologists approach the study of gender, sex, and sexuality
2. Learn about the variety of beliefs about gender, sex, and sexuality in the countries we will be visiting, and how these beliefs affect lived experience, sense of selfhood, access to power, resources, valued statuses, and the ability to effect change.
3. Learn how gender and sexuality intersect with other points of identity, such as race, ethnicity, class, religious affiliation, nationality.
4. Develop a critical and ethical framework for analyzing taken-for-granted notions about sex and gender, including those of their own culture
5. Do original ethnographic research comparing an aspect of gender/sex/sexuality in
different cultural contexts

REQUIRED TEXTBOOK
AUTHOR: Frances E. Mascia-Lees
TITLE: Gender and Difference in a Globalizing World
PUBLISHER: Waveland
DATE/EDITION: 2010

Students should plan on reading 3-5 short articles or sections of articles per class. These readings will focus on cultures, practices, and issues in countries we will be visiting and can be found on the Electronic Course Materials list for the class. For many of our class meetings, readings will be assigned to students in groups, and students in these groups will be responsible for sharing their understandings of these readings with the rest of the class.

Come to class with all readings completed, and with questions or points for discussion. Questions that you may wish to keep in mind when preparing to discuss readings in class are:

- What is the author’s main point or argument?
- What research question or issue did the author address?
- What realm(s) of cultural behavior or activity did the author single out in addressing this question or issue?
- What theories and research methods did the author use?
- How did the author present the material? What were the strengths and weaknesses of the presentation?
- How does the reading contribute to your understanding of gender and sexuality? Of an anthropological approach to gender and sexuality?

Recommended readings: Throughout the syllabus you will see lists of recommended readings, related to the topic being covered. I include these for reference, should any student wish to delve into a given subject more deeply. They are NOT required.

Films: Throughout the voyage, films related to issues that we are addressing and/or countries we are visiting will be available for viewing on the ship film loop. I will advise the class what to look for in these films, and how to integrate them into class readings and discussions.

TOPICAL OUTLINE OF COURSE

Depart Amsterdam, The Netherlands — September 9

I. ANTHROPOLOGY OF GENDER: APPROACHES TO/APPROACHING THE FIELD
B1 — September 12: Introduction: Anthropology of Gender
   - Gender and Difference, Preface and pp. 4-12; 29-30
Ungraded writing, in class

B2 — September 14: Approaching the Field: Ethics and Positionality
- Dána-Ain Davis and Christa Craven (2016) How Does One DO Feminist Ethnography?

Recommended:
- Ewa Majewska (2011) La Mestiza from Ukraine? Border Crossing with Gloria Anzaldúa
- Kristen Ghodsee (2011) Research, Collaboration, and Intelligence, pp.167-172

Gdansk, Poland — September 15-20

II: GENDER: EMOBODIED, PERSONIFIED, REGULATED
B3 — September 22: Naturalizing Gender (and Racial) Difference
- Gender and Difference, 95-102; 217-220; 259-266
- Emily Martin (1991) The Egg and the Sperm
- Charlotte Halmo Krolokke (2014) West is Best: Affective Assemblages and Spanish

Recommended:
- David Gilmore (2017) My Encounter with Machismo in Spain

B4 — September 24: Disrupting “Nature”
- Gender and Difference, 241-244; 253-259

By group:
- Don Kulick (1997) The Gender of Brazilian Transgendered Prostitutes
- Sharon Roseman (2002) 'Strong Women' and ‘Pretty Girls’: Self-provisioning, Gender, and Class Identity in Rural Galicia (Spain)
- Ana Cristina Santos and Ana Lúcia Santos (2017) Yes We Fuck! Challenging the Misfit Sexual Body Through Disabled Women’s Narratives

Recommended:
- José Ignacio Pichardo (2011) We are Family (or not): Social and Legal Recognition of Same-Sex Relationships and Lesbian and Gay Families in Spain

Lisbon, Portugal — September 26-28

Cadiz, Spain — September 29 – October 1

B5 — October 2: Gender, Difference, and Globalization
- Gender and Difference, pp. 12-42
Recommended:


**B6 — October 4: Gender and Violence I: Femicide and Rape as Weapons of Terror**

- *Gender and Difference*, 204-208
- Maria Olujic (1998) Embodiment of Terror: Gendered Violence in Peacetime and Wartime in Croatia and Bosnia-Herzegovina

Recommended:


*****Position paper due

**Dubrovnik, Croatia — October 6-10**

**B7 — October 11: Gender: Domestic and Public Spheres**

- *Gender and Difference*, pp. 145-159
- Fatima Mernissi (1994) The Harem Within. From *Dreams of Trespass: Tales of a Harem Girlhood*
- Elizabeth Warnock Fernea (1988 [1975]) Rooftops and Zankas, Return to Rue Trésor, Rabia’s Wedding. From *A Street in Marrakech: A Personal View of Urban Women in Morocco*

By Group:

- Kenza Oumlil (2017) The Representation of Women in Moroccan Television Talk Shows
- Rachel Newcomb (2006) Gendering the City, Gendering the Nation: Contesting Urban Space in Fes, Morocco

Recommended:

- *Moroccan Family Code (Moudawana) of 2004*
- Rachel Newcomb (2007) From the ‘Unseen’ to the Visible: Transformations in Women’s Kinship Practices among the Urban Middle Class in Fes Morocco
- Katja Zvan Elliott (2015) Twenty-First-Century Marriage: Gender Equality or Complementarity?

**Films:** *In My Father’s House* (Fatima Jebli Quazzani, 1997. 70 minutes); *Some Women of Marrakech* (Melissa Llewelyn-Davies 2013. 53 minutes)
B8 — October 13: Public Women in Contemporary Morocco

- Jamila Bargach (2013) Shortcomings of a Reflexive Tool Kit: or, Memoir of an Undutiful Daughter

By group:
- Cortney Hughes Rinker (2013) Responsible Mothers, Anxious Women: Contraception and Neoliberalism in Morocco

Recommended:
- Cleo Jay (2016) Performance and Social Activism in Morocco: The Legacy of Fatima Chebchoub
- Zakia Salime (2016) Embedded Counterpublics: Women and Islamic Revival in Morocco

*****Research proposal due

Film: Camera/Woman (Karima Zoubir, 2012. 59 minutes)

Casablanca, Morocco — October 15-20

B9 — October 21: Gender, Race and Representation

- Gender and Difference 209–221

Recommended:
- Carole Boyce Davies (2010) Black/Female/Bodies Carnivalized in Spectacle and Space
- Kristin Orgeret (2016) The Unexpected Body: From Sara Baartman to Caster Semenya

Film: The Return of Sara Baartman (Zola Maseko and Gail Smith, 2003. 55 minutes)

B10 — October 23: Women and Traditional Roles in Ghana

- Gender and Difference, pp. 139-140
- Marijke Steegstra (2009) Krobo Queen Mothers: Gender, Power, and Contemporary Female Traditional Authority in Ghana

Recommended:

Films: *Mama Benz and the Taste of Money* (Karen Junger, 2002. 52 Minutes)  
*Families of Ghana* (Eleanor Betting Marquisee, et al., 2009. 30 minutes)

**B11 — October 26: Gender and Violence II: “Tradition” in Ghanaian Women’s Lives**
- Gender and Difference, pp. 66-69

By group:
- Saida Hodzic (2016) The Ends of Cutting in Ghana: Blood Loss, Scarcity, and Slow Harm after NGOs

Recommended:
- Takyiwaa Manuh (2007) Doing Gender Work in Ghana
- Saida Hodzic (2017) Mistaken by Design: Biopolitics in Practice
- Laurian Bowles (2017) Doing the Snap: Storytelling and Participatory Photography with Women Porters in Ghana

**Tema, Ghana — October 28-30**  
**Takoradi, Ghana — October 31 - November 2**

**B12 — November 2: Trans-Atlantic Passages and Their Embodiments**
- Jennifer Morgan (2016) Accounting for ‘The Most Excruciating Torment’: Gender, Slavery, and Trans-Atlantic Passages
- Conceicao Evaristo Vozes-Mulheres (Women’s Voices) From Selected Poems

**B13 — November 5: Embodying the Nation I: Race, Gender, Sexuality and Belonging**
- Gender and Difference, pp. 221-230
- Don Kulick (2009) Soccer, Sex, and Scandal in Brazil
- Kia Lily Caldwell (2007) Women in and Out of Place: Engendering Brazil’s Racial Democracy, pp. 50-61

By group:
- Doreen Gordon (2013) *A beleza abre portas*: Beauty and the Racialised Body Among Black Middle-class Women in Salvador, Brazil
• Gregory Mitchell (2016) Evangelical Ecstasy Meets Feminist Fury: Sex Trafficking, Moral Panics, and Homonationalism during Global Sporting Events

IV. AGENCY, ACTIVISMS, AND POPULAR CULTURE

B14 — November 7: Gender and Intersectionality: Mobilizations
• Keisha-Khan Y. Perry (2016) Geographies of Power: Black Women Mobilizing Intersectionality in Brazil

By group:
• Lucía Súarez (2013) Inclusion in Motion: Cultural Agency Through Dance in Bahia, Brazil
• Marie-Eve Carrier-Moisan (2013) Saving Women? Awkward Alliances in the Public Spaces of Sex Tourism

Recommended:
• Claudia Ferreira and Adriana Medeiros (2015) March against Racism and Violence and in Favor of Living Well (bem viver), Brasilia 2015

B15 — November 9: Women and Afro-Brazilian Culture: Salvador
• Jaimee A. Swift (2017) Candomblé, Afro-Brazilian Women, and African Religiosity in Brazil

By group:
• Cheryl Sterling (2010) Women-Space, Power, and the Sacred in Afro-Brazilian Culture
• Andrea Stevenson Allen (2012) ‘Brides’ without Husbands’: Lesbians in the Afro-Brazilian Religion Candomblé

Recommended:

Salvador, Brazil — November 10-15

Sunday November 10: Day 1, Salvador Brazil
Field class – Candomblé in the City of Women
• Heather Shirey (2009) Transforming the Orixás : Candomblé in Sacred and Secular Spaces in Salvador De Bahia, Brazil

B16 — November 17: Gender, Health, Structural Violence, and Economies of Risk
• Paul Farmer (2001) Invisible Women: Class, Gender, and HIV From Infections and Inequalities: The Modern Plagues
By group

- Joan Rawlins and Tazhmoey Crawford (2006) “Women’s Health in the English-Speaking Caribbean: The Case of Trinidad and Tobago”

**Film:** *A Red Ribbon around My House* (Portia Rankoane, 2001. 27 min)

**B17 — November 19: Climate Change and Gender: Discourses, Risks, and Absences**

- Seema Arora-Jonsson (2011) Virtue and Vulnerability: Discourses on Women, Gender, and Climate Change
- Cecilia Tacci, et al. (2014) “Building Resilience to Environmental Change by Transforming Gender Relations”

**Recommended:**

**Film:** *Earth, Water, Woman* (Diana Fox, 2013. 23 minutes)

*****Field Class Paper due*****

**B18 — November 22: Erotic Subjectivities: Gender and Caribbean Expressive Culture**

**Read:**
- *Gender and Difference*, 191-199; 238-250

**Read by group:**
- Bibi Bakare-Yusuf (2005) ‘I love myself when I am dancing and carrying on’: Refiguring the Agency of Black Women’s creative Expression in Jamaican Dancehall Culture
- Samantha Pinto (2009) ‘Why Must All Girls Want to be Flag Women?’: Postcolonial Sexualities, National Reception, and Caribbean Soca Performance

**V. DEVELOPMENT, LOCAL AND GLOBAL NEOLIBERAL SUBJECTS**

**Port of Spain, Trinidad and Tobago — November 24**

**B19 — November 25: Gender, Ethnicity, and Development**

- *Gender and Difference* pp. 162-169

**By group:**

B20 — November 27: Embodying the Nation II: Bodies, Subjects, and Citizens
By group:
• Jean Muteba Rahier (2011) Hypersexual Black Women in the Ecuadorian ‘Common Sense’: An Examination of Visual and Other Representations, pp. 61-76

B21 — November 30: Transnational Bodies: Tourism and Gender in Costa Rica
By group:
• Susan Frohlick (2015) ‘Souvenir Babies’ and Abandoned Homes: Tracking the Reproductive Forces of Tourism
• Megan Rivers-Moore (2013) Affective Sex: Beauty, Race, and Nation in the Sex Industry

Guayaquil, Ecuador — December 2-7

B22 — December 8: Wrap-up

B23 — December 10: Presentations

Puntarenas, Costa Rica — December 11-15

B24 — December 17: Presentations

*****Final paper due in class

B25 — December 19: Presentations

Arrive San Diego, California — December 23

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.
Field Class & Assignment

The field class for this course is on Sunday November 10 in Salvador, Brazil.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

Candomblé in the City of Women

Anthropologist Ruth Landes titled her 1947 ethnographic study of Candomblé in Bahia The City of Women, because of the central role played by women in this Afro-Brazilian religion, both as practitioners and symbolically. Yemanjá, the orixá associated with the sea, the mother spirit, and pregnancy, is one of the seven major orixás in Candomblé, and women priests (mai de santos) traditionally play central roles in Candomblé, through possession by the orixás. This field class explores the symbolic and actual roles of women in Candomblé, through a visit to a Candomblé temple (terreiro) and participation in terreiro activities. During our visit, we will have the opportunity to learn about the symbolic importance of the female spirit, and to discuss with a mai de santos the roles she assumes within Candomblé, and the importance of Candomblé in Afro-Brazilian women’s lives. Our participation in the activities of the terreiro will provide a corporeal sense of the action of the spirits upon practitioners. Meanwhile, representations of the orixás in the streets and plazas of Salvador point to the complicated position of Candomblé in the contemporary Salvadoran life and culture, another aspect of this Afro-Brazilian religion that students will be asked to consider.

Objectives:
1. Learn about the history of Candomblé, and particularly of the role of women in the religion
2. Understand the connection between Yemanjá and contemporary women’s sense of self and empowerment
3. Gain an appreciation of the contemporary role played by women in Candomblé as well as the role played by Candomblé in their day to day lives and the lives of residents of Salvador da Bahia in general
4. Experience the sensory modalities of Candomblé through participation in terreiro activities

Field Class Paper Due B17, November 19

INDEPENDENT FIELD WORK

This voyage provides students the opportunity to observe the ways that gender, sex, and sexuality are understood and manifested in a variety of cultures, as well as to assess the impact of culturally-specific understandings of gender, sex, and sexuality upon individuals’ life circumstances, including their access to valued cultural, social and economic resources and their ability to effect change. In each country we visit, students will be attentive to the cultural practices, sensibilities, values, and ways of being in the world of the various people
living there, and will record their observations, reflections, experiences, and questions in
their individual field notebook (in the manner we will learn at the start of the semester). You
will find that there are multiple ways that gender is understood and manifested. For
example, not every culture recognizes only two genders; likewise, cultures have different
expectations for what it means to perform a specific gender identity. Going forward, it will be
important to put on hold your own understandings of gender categories, behaviors, and
expectations, while you attempt to understand other cultural ways of being gendered. This
said, as you make your observations, you will necessarily be making some basic
assumptions, primary among them that there are gender-marked identities that are
conventionally referred to as “women” and “men” (at least until you are more familiar with
the complexity of the sex/gender system). Among questions to have in mind as you make
your observations are:

- How do you read gender in this society? What things seem to be markers of gender?
  Clothing? Behaviors (eg., deference, assertiveness, loudness, silence)? Bodies?
  Occupation of physical space?
- Are women and men equally visible in public spaces? In what spaces ARE women
  and men likely to be found? Who is more likely to be in public alone? Does this vary
  by time of day or by activity?
- Is women’s and men’s work equally visible in public spaces? What work DO you see
  different people doing and where is it performed?
- What gender norms are you able to observe with regard to role in the family, in
  religion, in political spheres?
- What media images (billboards, brochures, magazines) and popular cultural
  expressions (song, sayings, folktales, national ideologies –think Mom and apple pie,
  for example) do you discern that both represent and inform gender norms?
- Other observations about sex and gender?

As you become more adept at making your observations, you should add to this list of
questions, and share these questions with the rest of the class.

These recordings will be the basis for points of discussion in class, for your reflections upon
your own points of identity, for a paper exploring your position as a researcher/observer, and
for your final research project, which consists of a paper and a class presentation.

Below is a template that can be of use as you make your observations:

Field Observation Template:

Title (your title should reflect the substance of your interpretation)

1. Location(s) and date(s)

2. Context.
   a. Material: Try to provide as much detail regarding the physical surroundings as
   possible. Remember that material objects and physical spaces often convey
   expectations for behaviors, so being mindful of how they compel our bodies
to behave can tell us something about the culture and gender
   roles/expectations. Be mindful clothing, where people are sitting, etc.
b. Event: If you are observing an event or activity, describe it and anything else that you learned about it, through written material, tour guide comments, informal explanations by a member of the society, etc. Ask questions related to who can/does participate and in what capacities.

3. Interactions and space-making. Remember, meaning is public because culture is public; meanings are being “made” through interactions and negotiations as well as by the space that is constructed by these. Who were the people? What were they doing? How were they dressed? How might the space they occupy affect their behaviors and interactions? What did the space “feel” like?

4. Reflection. This is an opportunity to think about your own position – what background, values, biases do you bring to the encounter?

5. Interpretation. This is where you think about the motivations of the actors: what cultural knowledge do they bring to the event? How do their actions reflect this knowledge? What do you think things/behaviors/events MEAN? If you aren’t sure, ask yourself the question then take a stab at answering.

6. Comparison. Here you should reflect upon analogous situations in your own culture. Has what you observed brought into focus some of the taken-for-granted aspects of your own culture? How, and what insights does it give you about your own expectations, values, ways of being in the world?

**Position paper.** An important component of all ethnographic research is identifying our own position within our own culture, and in relation to the culture(s) and people with whom we are interacting and engaging. In this paper, you will draw upon observations and experiences that you have recorded in your field notebook to reflect upon your position as a researcher who is focusing on gender. Among questions to address are:

- How does my [gender/race/class/religious background/family background/nationality] affect what I see and how I see? How I engage and with whom I engage? The questions I ask?
  - Note: these different aspects of yourself needn’t necessarily be perceived as negatives; they may give you special insights into what you are observing. In either case, you will need to identify how you think any particular aspect of your positionality affects what you observe, how you interact, and the questions you ask.

- What values, beliefs, images, experiences am I “clicking and dragging” to my interactions/observations?
  - Note: it is best to be specific. Rather than a general statement about values, give an example of a situation in which you were conscious about “clicking and dragging” to frame your response to it/interpretation of it.

- How might how I am being perceived by others affect how they interact with me or behave toward me?

- How might I address the challenges of these differences in my interactions and in my research?
In the case of all of the above instances, it will be important to provide examples from your experiences so far. One final note: In the case of discussions or informal interviews, be sure to be as transparent as possible about your intentions: let your interlocutor know of your specific interest, and that it is related to a class you are taking. Tell them that you will honor their anonymity and privacy by not divulging their name or any particular identifying characteristics.

Research paper and presentation. Early in the class you will identify an area of interest/concern on which you wish to do ethnographic research. It may be a general concern, such as gender role(s) within the family, the differential impact of globalization by gender, the ways that women and men are incorporated into religious/national communities, gender and work, gender and tourism, gender and clothing, gender and space (public/private), for example. Or it may be a more specific area of interest/concern: depictions of gender in popular culture, reproductive and sexual health, gender expressions that don’t conform to normative understandings of gender, etc. You will articulate this focus in a formal proposal, and once approved by me, this will be the focus of your observations in every country we visit. Your final paper will draw upon observations and experiences from at least three countries, and will engage relevant readings to provide an ethnographic analysis of the concern/topic/issue you have focused upon. The final three class meetings will be allotted to student presentations of research. Each student will present as part of a panel, organized topically. Both your final paper and your presentation may make use of photographs/video. Video and photographs of individuals should be taken only with their permission; in taking photographs of public events please be discrete and mindful of peoples’ privacy. In taking photos and videos you must comply with the Semester at Sea policy on taking photographs.

Research Proposal due B7 October 11
Final paper due B24 December 17
Presentations, B23, B24, B25, December 10, 17, 19, as scheduled

DUE DATES
Position Paper B6, October 4
Research Proposal B8 October 13
Field Class Paper B17, November 19
Final Paper B24 December 17
Presentations B23, B24, B25, December 10, 17, 19, as scheduled

METHODS OF EVALUATION
Attendance, participation, and class behavior. 15%
• Attendance is required for SAS courses. Although you must obviously be present to participate, your participation grade is not based solely on attendance. It includes enthusiastic, engaged participation in class activities and discussion, which itself requires that you come to class having read assigned readings. It also entails respectful and engaged listening to what your classmates have to say.
• Early in the course, I will provide guidelines for giving an effective and interesting synopsis of a scholarly article. Each student will be responsible for leading class
discussion on at least one assigned article; your participation grade will reflect your performance on this.

- Your participation grade will drop in cases of poor behavior. This includes fiddling with electronic devices, sleeping, arriving late or leaving early without giving prior notice or explanation, lackadaisical or unengaged completion of activities, or failure to fulfill obligations to your peers on group assignments.

Field class 20%

Field class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. During the field class, students will record observations, reflections and questions in their field notebook. Questions should be raised during our visit, and may be posed to the professor, local experts or tour guides. After the field class, students will write a 4-6 page ethnographic analysis that incorporates your observations and experiences and that engages relevant course readings.

Position paper (see above) 15%

Final research paper (see above) 40%

Final research presentation 10%

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory/Poor</th>
<th>Failing</th>
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<tbody>
<tr>
<td>97-100%: A+</td>
<td>87-89%: B+</td>
<td>77-79%: C+</td>
<td>Less than 60%: F</td>
</tr>
<tr>
<td>93-96%: A</td>
<td>83-86%: B</td>
<td>70-76%: C</td>
<td></td>
</tr>
<tr>
<td>90-92%: A-</td>
<td>80-82%: B-</td>
<td>60-69%: D</td>
<td></td>
</tr>
</tbody>
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ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor’s supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS
Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students’ home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage. More details can be found within the Course Registration Packet, as posted to the Courses and Field Classes page no later than one month prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one’s own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: “I have not given, received, or used any unauthorized assistance on this exam/assignment.”

RESERVE BOOKS FOR THE LIBRARY

AUTHOR: Frances E. Mascia-Lees
TITLE: Gender and Difference in a Globalizing World
PUBLISHER: Waveland Press, Inc.

AUTHOR: Mary Evans and Carolyn H. Williams
TITLE: Gender: The Key Concepts
PUBLISHER: Routledge
ISBN #: 978-0-415-66962-7
DATE/EDITION: 2013

AUTHOR: Elizabeth Warnock Fernea
BOOK TITLE: A Street in Marrakech: A Personal View of Urban Women in Morocco
DATE: 1988, Waveland Press

AUTHOR: Fatima Mernissi
BOOK TITLE: Dreams of Trespass: Tales of a Harem Girlhood
DATE: 1994, Addison Wesley

AUTHOR: Caroline Brettell and Carolyn Sargent
TITLE: Gender in Cross Cultural Perspective, 7th Edition
PUBLISHER: Routledge
ISBN #: 
DATE/EDITION: 2017, 7th Edition

AUTHOR: Dána-Ain Davis and Christa Craven
TITLE: Feminist Ethnography: Thinking Through Methodologies, Challenges, and Possibilities
PUBLISHER: Rowman Littlefield
ISBN #: 978-0759122451
DATE/EDITION: 2016, Reprint edition

AUTHOR: Ellen Lewin, et al
TITLE: Mapping Feminist Anthropology in the Twenty-First Century
PUBLISHER: Rutgers University Press
ISBN #: 978-0813574288
DATE/EDITION: 2016

AUTHOR: Susan Stryker and Stephen Whittle
TITLE: The Transgender Studies Reader 2
PUBLISHER: Routledge
ISBN #: 978-0415517737
DATE/EDITION: 2013

AUTHOR: Rachel Newcomb
TITLE: Women of Fes: Ambiguities of Urban Life in Morocco
PUBLISHER: University of Pennsylvania Press
ISBN #: 
DATE/EDITION: 2009

AUTHOR: Flora Edouwaye S. Kaplan
TITLE: Queens, Mothers, Priestesses, and Power: Case Studies in African Gender
PUBLISHER: New York Academy of Sciences
ISBN #: 
DATE/EDITION: 1997

AUTHOR: Catherine M. Cole, et al
TITLE: Africa After Gender?
PUBLISHER: Indiana University Press
ISBN #: 
DATE/EDITION: 2007

AUTHOR: Katja Zvan Elliot
TITLE: Modernizing Patriarchy: The Politics of Women’s Rights in Morocco
FILM REQUEST
These are films in the SAS/CSU collection that I will be using in this class:

Title of Film: Families of Ghana
Distributor: Arden Films

Title of Film: Some Women of Marrakech
Distributor: Films for the Humanities and Sciences

Title of Film: The Return of Sarah Bartman
Distributor: First Run/Icarus

These are DVDs that I will be bringing with me to put on the loop and use in class:

Title of Film: Volver
Distributor: Sony Pictures Classics

Title of Film: In My Father’s House
Distributor: Women Make Movies

Title of Film: Camera / Woman
Distributor: Women Make Movies

Title of Film: Mama Benz and the Taste of Money
Distributor: Filmmakers Library

Title of Film: A Red Ribbon around My House
Distributor: California Newsreel

Title of Film: Earth, Water, Woman
Distributor: Good Docs

Title of Film: Posse
Distributor: Bullfrog Films
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PAGES: 71-93

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PAGES: 435-457

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ARTICLE TITLE: Krobo Queen Mothers: Gender, Power, and Contemporary Female Traditional Authority in Ghana
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JOURNAL TITLE: GeoJournal
VOLUME: 17(2/3)
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AUTHOR: Emily Martin  
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AUTHOR: José Machado Pais
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AUTHOR: Chantelle Alena Falconer
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CHAPTER TITLE: My Encounter with Machismo in Spain
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CHAPTER TITLE: Doing Gender Work in Ghana
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AUTHOR: Uma Narayan
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ADDITIONAL RESOURCES
None