

**ANTH5670
Gender and Culture
Spring 2021**

Important notice: This course will be conducted online via Zoom meetings only in January 2021. I will send further information in advance about the time to start mixed-mode classes.

Draft: Course contents are subject to change



Time: Tuesday, 6:30 - 9:15 pm

Venue: Zoom + YIA 405

Lecturer: Dr. Ju-chen Chen (juchen@cuhk.edu.hk)

RA: Aileen Rondilla (aileendr.rondilla@link.cuhk.edu.hk)

Office hour: Wednesday, 3:30 - 4:30 pm

Zoom Meeting Links:

Lectures (1/11-29): <https://cuhk.zoom.us/meeting/register/U0ocuqvrjosHtMvaudvx3D1npzna0beZHmn>

Lectures (1/30 – 4/24): TBA

Office Hours: <https://cuhk.zoom.us/meeting/register/UJMucumgpjlrE9IvHa9tEviHf82SbVB1WtUL>

Course Description:

Gender speaks to differences, in most cases, binary differences. We use man and woman; femininity and masculinity to understand all sorts of contrasts: the sun and the moon, nature and culture, the state and the nation, the West and the East, the colonizers and the colonized, the public and the domestic, breadwinners and caretakers, blue and pink colors and so on. Categorization creates rules and order, but also results in stereotypes and hierarchy. Hence, studying the construction of gender gives us a way to contemplate the production of difference and inequality, granting insight into similarity and humanity.

This course explores gender from an anthropological perspective. Some questions we start with include: What is gender? Do our bodies define our sexual preferences? Are there different ways of being masculine and feminine? What room is there for ambiguity in gender? Does the development of technology have an impact on gender? Does gender (still) matter? How can one account for differences in status between women and men? Do political and economic structures affect our genders? If gender is culturally specific, how do globalization and migration influence gender? Anthropological, cross-cultural studies help us to see taken for granted beliefs. Reflecting upon how anthropologists engage gender, we bring to the fore the study of culture, identity, and systems of oppression.

This course has two parts. In the first part, Gender as a Cultural Construct, we review various theoretical orientations that shape the anthropological understanding of gender. In the second part, The Production of Difference, we reflect upon gender issues that concern us daily through various ethnographic researches.

Learning Outcomes:

Upon completing this course, students will be able to

- explain how gender becomes an analytical category for anthropology;
- understand gender and sexual diversities in different cultures;
- address how gender intersects with other forms of hierarchy and categorization;
- reflect on politics of identity;
- cultivate critical reflections about gender stereotypes and choose one's standpoint;
- also, do independent research on gender-related topics.

Readings:

This course uses various articles and book chapters. All required materials are available on Blackboard.

However, we will read several chapters from the following book. You are encouraged to acquire a copy for your reference.

Mascia-Lees, Frances E. and Nancy Johnson Black
1999 *Gender and Anthropology*

Requirement and Assessment:

This **seminar** course is discussion intensive. You are expected to finish all required readings beforehand and participate actively in class discussion.

Preparation and discussion:

Participation	20%
Seminar facilitation	30%

Writing and presentation:

Seminar reflection	20%	(various due dates)
Final (essay or poster)	30%	(30 April)

Participation marks reflect your engagement in lectures. What matters is whether you have prepared for the topic, actively engage in the discussion, and help the class to further the inquiry. Participation includes both your contribution in class and via Blackboard.

Seminar Facilitation: Students will take turns to be the seminar facilitators. Facilitators will 1) share their reading of one required material, 2) suggest discussion questions and focuses on the seminar, and 3) proactively join the instructor to lead the seminar. Facilitation is the best way to help students develop a thorough understanding of a topic and quickly learn how to best participate in a seminar. I will give the facilitators full support and wrap up the subject by the end of the class.

Seminar reflection: You will write a reflective summary and outline of one weekly seminar **after** that class. The reflection is an assignment that synthesizes your learning in the class. A timely reflection is a good practice to deepen your thoughts on a particular topic. The writing should be no more than 500 words in English and 1000 words in Chinese and include two parts: 1) a summary of the seminar and 2) an outline (keywords and discussion questions) that illustrate your suggestions on what the seminar should emphasize and cover. You can also choose to submit an audio recording (like a podcast) of no more than 5 minutes rather than the written format. Please consult Ju-chen if you would like to do the audio recording. **Submit the reflection via Blackboard within one week after the seminar** of your choice (not including week 1, 6, 11).

**Please note that the seminar you choose to reflect on should differ from the week(s) you facilitate.*

Final Essay: Choose a gender-related and contemporary issue for your analysis. You can choose to **either write an essay or design a poster presentation** to explain your interests and concerns, deliver your arguments, and showcase what you have learned in this class.

- **Essay:** analytical and argumentative writing that elaborates on the topic of your choice. Other than course materials, you are encouraged to engage with other academic works and news, books, films, podcasts, etc. The paper should be no longer than 2500 words in English or 5000 words in Chinese.
- **Poster:** Create a no more than two-page poster to address the topic of your choice. The poster should have write-up explanations. Bullet points are welcome, but outlines alone are not enough. In addition to the contents, the graphic design of the poster (concerning clarity, reader-friendliness, and visual features such as the division of the sections and highlights of the information) will indeed affect your poster's receiving. Feel free to use hyperlinks and QR Codes for further details. The poster is more than a flyer of information. In other words, your argument should be embedded in the writing and design. Please assume that the poster is in the size of A4 paper(s). There is no limit for word counts, sizes, and margins (but know these are part of your visual design).

The final assignment gives students a chance to synthesize what they have learned across the various topics we have and use them to develop a more profound and critical understanding of the issues they are interested in. You will submit a rough plan of your final (no more than 250 words in English and 500 words in Chinese) by **16 March (week 10)**. The completed final paper is due on **30 April**. Please submit both via Blackboard.

- **Extra reminder about essay (including poster) writing:** A good essay is concise with a clear thesis or argument. It shows me your curiosity, creativity, and organizational skills. As long as it is succinct, the length of it is not a top concern.

Criteria, formats, and other requirements:

1. The final essay/poster should 1) be analytical and argumentative, 2) illustrate your original thoughts, 3) engage materials and discussion we have in this course, and 4) be succinctly written. It should not be a summary of materials used; but a work of your emerging thoughts, critiques, or responses to the topic.

2. All writings (except the poster) should be double-spaced, use font size 12 or larger, and adopt standard margins.
3. You can write in either English or Chinese for all assignments.
4. All written assignments (including the texts of the audio recording and poster) must be submitted to VeriGuide. An assignment without a signed declaration from VeriGuide will not be graded. https://academic.veriguide.org/academic/login_CUHK.jspx

Grade descriptors are as follows for the assessment of this course:

Grade	Overall course
A	Outstanding performance on all learning outcomes.
A-	Generally outstanding performance on all (or almost all) learning outcomes.
B	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
D	Barely satisfactory performance on a number of learning outcomes
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Course Schedule

I: Gender as a Cultural Construct

Week 01 (Jan. 12): Introduction

Syllabus and course overview

No reading due

Week 02 (Jan. 19) Gender in Cross-cultural Perspective

Rosaldo, Michelle (1974) "Woman, Culture and Society: A theoretical overview," in *Woman, Culture and Society*, Pp. 17-42.

Lewin, Ellen (2006) "Introduction," in *Feminist Anthropology: A Reader*, Pp. 1-26.

Recommended:

Bonvillain, Nancy (2007) "Ch1: Prologue," in *Women and Men: Cultural Constructs of Gender*, Pp. 4-24.

Vance, Carole (1991) Anthropology Rediscovered Sexuality: A Theoretical Comment, *Soc. Sci. Med.* 33(8): 875-884.

Mascia-Lees, Frances E. and Nancy Johnson Black (1999) "Preface," "Ch1: The History of the Study of Gender in Anthropology," "Ch2: Analysing Theories" & "Ch9: The Relevance of Anthropology to the Contemporary World," in *Gender and Anthropology*, Pp. xi-xiii & 1-19.

News: *Why Aren't Women Advancing at Work? Ask a Transgender Person*. New Republic 2014. Jessica Nordell. Accessed on 15 January, 2015.

<http://www.newrepublic.com/article/119239/transgender-people-can-explain-why-women-dont-advance-work>

Video: *Always #LikeAGirl*. Accessed on 15 January, 2015.

<https://www.youtube.com/watch?v=XjQBJWYDTs>

Video: *Oppressed Majority (Majorité Opprimée)*

(<http://www.youtube.com/watch?v=V4UWxlVvT1A>) (by Eleonore Pourriat, 2014, 11 mins)

Week 03 (Jan. 26): Division of Labor, Patriarchy, Capitalism

Mascia-Lees, Frances E. and Nancy Johnson Black (1999) "Ch5: The Materialist Orientation," in *Gender and Anthropology*, Pp. 47-67.

Brown, Judith K. (2006) "A Note on the Division of Labor by Sex," in *Feminist Anthropology: A Reader*, Pp. 66-71.

Crehan, Kate (1997) "Ch5: Economic Locations: Men, Women, and Production," in *The Fractured Community: landscapes of power and gender in rural Zambia*, Pp. 143-185.

Recommended:

Lamphere, Louise (2009) "The Domestic Sphere of Women and the Public World of Men: The Strengths and Limitations of an Anthropological Dichotomy," in *Gender in Cross-Cultural Perspective*, Pp. 90-98.

Video: *Asante Market Women* (1991, 53min.)

Week 04 (Feb. 02): Universal Binary, Hierarchy and Intersexual

Mascia-Lees, Frances E. and Nancy Johnson Black (1999) "Ch6: Structuralist Approaches," in *Gender and Anthropology*, Pp. 68-79.

Ortner, Sherry (1974) "Is Female to Male as Nature Is to Culture?" in *Woman, Culture, and Society*, M. Z. Rosaldo and L. Lamphere, eds. Pp. 67-87.

Fausto-Sterling, Ann (2000) "Ch3: Of Gender and Genitals: the Use and Abuse of the Modern Intersexual," in *Sexing the Body: Gender Politics and the Construction of Sexuality*, Pp.45-77.

Recommended:

Video: *Me, My Sex and I*. BBC One. (2011, 50 mins)

(<https://www.youtube.com/watch?v=87XvVdLaWT8>)

Week 05 (Feb. 09): Body, Sexuality and the End of Normal

Mascia-Lees, Frances E. and Nancy Johnson Black (1999) "Ch7: Discourse Analysis and Sociolinguistic Orientations" and "Ch8: The Reflexive Approach," in *Gender and Anthropology*. Pp. 80-102.

Martin, Emily (1995) "The End of the Body?" in *The Gender Sexuality Reader: Culture, History, Political Economy*. Pp. 543-558.

Rubin, Gayle (1990 (1975)) "The Traffic in Women: Notes on the 'Political Economy' of Sex," in *Women, Class, and the Feminist Imagination*, Pp. 74-113.

Recommended:

Butler, Judith (1995) "Excerpt from "Introduction" to Bodies That Matter," in *The Gender Sexuality Reader*, Pp. 531-542.

Martin, Emily (1991) The Egg and the Sperm: How Science has Constructed a Romance Based on Stereotypical Male-Female Roles, in *Signs, Vol 16(3)*: 485-501.

Vance, Carole

1984 "Pleasure and Danger: Towards a Politics of Sexuality." In *Pleasure and Danger: Exploring Female Sexuality*. Carol Vance, ed., Pp. 1-28. Boston: Routledge & Kegan Paul.

Week 06 (Feb. 16): Lunar Year Holidays. No Class.

II: The Production of Difference

Week 07 (Feb. 23): Family, Household, and Work

Wolf, Margery (1972) "Ch3: Uterine Families and the women's Community," in *Women and the Family in Rural Taiwan*, Pp. 32-42.

Yan, Yunxiang (2006) Girl Power: Young Women and the Waning of Patriarchy in Rural North China, *Ethnology* 45(2): 105-123.

Nakano, Lynne Y (2011) "Working and Waiting for an 'Appropriate Person:' How Single Women Support and Resist Family in Japan," in *Home and Family in Japan: Continuity and Transformation*, Pp. 131-151.

Recommended:

Moore, H. L.

1988 "Kinship, Labour and Household: Understanding Women's Work." In *Feminism and Anthropology*. Pp. 42-73. Cambridge: Polity Press.

Week 08 (Mar. 02): Modern State and Gender

Rapp, Rayna (2009) "Thinking about Women and the Origin of the State," in *Gender in Cross-Cultural Perspective*. 5th ed., Pp. 302-307.

Yang, M. M.-H. (1999) "From Gender Erasure to Gender Difference: State Feminism, Consumer Sexuality, and Women's Public Sphere in China," in *Spaces of Their Own: Women's Public Sphere in Transnational China*, Pp. 35-67.

Allison, Anne (2009) "Japanese Mothers and Obentos: The Lunch-Box as Ideological State Apparatus," in *Gender in Cross-Cultural Perspective*. 5th ed., Pp. 329-346.

Recommended:

Heng, Geraldine & Janadas Devan (1995) "State Fatherhood: The Politics of Nationalism, Sexuality and Race in Singapore," in *The Gender Sexuality Reader*, 107-121.

Hershatter, Gail (2002) The Gender of Memory: Rural Chinese Women and the 1950s. *Signs: Journal of Women in Culture and Society* 28(1):43-70.

Video: *Through Chinese Women's Eyes* (1997, 52 mins)

Week 09 (Mar. 09): Manhood and Neoliberalism

Sommer, Mathew H. (2002) "Dangerous Males, Vulnerable Males, and Polluted Males: The Regulation of Masculinity in Qing Dynasty Law," in *Chinese Femininities/Chinese Masculinities: A Reader*, Pp. 67-88.

Bourgois, Philippe (1995) CH4: "Goin' Legit': Disrespect and Resistance at Work," in *In Search of Respect: Selling Crack in El Barrio*. Pp. 114-173.

Recommended:

Gutmann, Mathew (2007 (1996)) "Real Mexican Machos Are Born to Die," in *The Meaning of Macho: Being a Man in Mexico City*, Pp. 11-32.

Townsend, Nicholas W. (2009) "Fatherhood and the Mediating Role of Women," in *Gender in Cross-Cultural Perspective*. 5th ed., Pp. 109-122.

D'Emilio, John (1993) "Capitalism and Gay Identity," In *The Lesbian and Gay Studies Reader*. Henry Abelove, Michele Aina Barale and David M. Halperin, eds. Pp. 169-178.

***News:** *Men Adrift*. The Economist. 30 May 2015.

***The rough plan of your final is due no later than 16 March via Blackboard.**

Week 10 (Mar. 16): "Alternative" Sexualities

Valentine, David (2007) "Ch3: "I Know What I Am": Gender, Sexuality, and Identity," In *Imagining Transgender: An Ethnography of a Category*. Pp. 105-139.

Whitehead, Harriet (1981) "The Bow and the Burden Strap: A New Look at Institutionalized Homosexuality in Native North America," in *Sexual Meanings: The Cultural Construction of Gender and Sexuality*, Pp. 80-115.

Recommended:

Pelez, Michael (2006) "Transgenderism and Gender Pluralism in Southeast Asia since Early Modern Times," in *Current Anthropology*, 47(2): 309-340.

Gayatri, Reddy & Serena Nanda (2009) "Hijras: An "Alternative" Sex/Gender in India," in *Gender in Cross-Cultural Perspective*. 5th ed., Pp. 275-281.

Somerville, Siobhan (1995) "Scientific Racism and the Invention of the Homosexual Body," in *The Gender Sexuality Reader*, Pp. 37-52.

Week 11 (Mar. 23): Class discussion of final projects. Attendance is optional.

Week 12 (Mar. 30): Intersectionality: Gender, Class, and Race

Stoler, Ann Laura (1995) "Carnal Knowledge and Imperial Power," in *The Gender Sexuality Reader*. Pp. 13-36.

Freeman, Carla (2000) "Pink-Collar Bajans: Working Class through Gender and Culture on the Global Assembly Line," in *High Tech and High Heels in the Global Economy: Women, Work and Pink-Collar Identities in the Caribbean*, Pp. 21-65.

Recommended:

Schein, Louisa (1997) "Gender and Internal Orientalism in China," in *Modern China* 23(1): 69-98.

de La Cadena, Marisol (1995) "'Women are More Indian.'" Ethnicity and Gender in a Community Near Cuzco," in *Ethnicity, Markets, and Migration in the Andes: At the Crossroads of History and Anthropology*, Pp. 329-348.

Week 13 (Apr. 06): Public Holiday (Easter). No class.

Week 14 (Apr. 13): Consumption, Performance, and Gender

Hanser, Amy (2008) "Ch4: Distinction Work and the Gendered Production of Class," in *Service Encounters: Class, Gender, and the Market for Social Distinction in Urban China*, Pp. 86-119.

Besnier, Niko (2011) "Shaping the Modern Body," in *On the Edge of the Global: Modern Anxieties in a Pacific Island Nation*, Pp. 183-204.

Recommended:

Gillette, Maris Boyd (2000) "What's in a Dress? Brides in the Hui Quarter of Xi'an," in *The Consumer Revolution in Urban China*, Pp. 80-106.

News: *Study Finds TV Alters Fiji Girls View of Body*. The New York Times, 20 May, 1999. Accessed on: 14 January, 2016. <http://www.nytimes.com/1999/05/20/world/study-finds-tv-alters-fiji-girls-view-of-body.html>

News: *New Burlesque: Is it empowering or demeaning to women?* BBC News, 12 February, 2012. Accessed on 14 January, 2016. <http://www.bbc.com/news/uk-england-25782781>

Video: *Killing Us Softly 4*. (2010, 45 mins)

Video: Dove — the Evolution of a Model <https://www.youtube.com/watch?v=hibyAJOSW8U>

Video: *Barbie — You Can Be Anything* <https://www.youtube.com/watch?v=11vnsqbnAkk>

Week 15 (Apr. 20): Wrap up: Migration and Gender Diversity

Ehrenreich, Barbara and Arlie Russell Hochschild (2002) "Introduction," in *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*, Pp. 1-14.

Lan, Pei-Chia (2006) "Ch4: Crossing Borders and Gender Divides," in *Global Cinderellas: Migrant domestics and newly rich employers in Taiwan*, Pp. 125-159.

Mascia-Lees, Frances E. and Nancy Johnson Black (1999) "Ch9: The Relevance of Anthropology to the Contemporary World," in *Gender and Anthropology*, Pp. 103-106.

Recommended:

Constable, Nicole (2005) "Introduction: Cross-Border Marriages, Gendered Mobility, and Global Hypergamy," in *Cross-border Marriages: Gender and Mobility in Transnational Asia*, Pp. 1-16.

Cheng, Sealing (2010) "At Home in Exile," in *On the Move for Love: Migrant Entertainers and the U.S. Military in South Korea*, Pp. 166-191.

****If you choose to write your seminar reflection for week 15, the due date is 27 April.***

****Final essay is due on 30 April via Blackboard.***

Policies

Late Submission and absence: Late submission will be marked down. One point (1%) will be subtracted for each late day.

Academic Honesty: You are required to cite properly (guidelines: <http://www.cuhk.edu.hk/ant/tstyle.doc>) and please refer to the university website (<http://www.cuhk.edu.hk/policy/academichonesty/index.htm> and http://www.ilc.cuhk.edu.hk/english/resource/referencing_avoidingplagiarism1.pdf) to avoid plagiarism.

Recording: No (video and audio) recording is permitted in this class without permission from Ju-chen. Please pay proper respect to your classmates and the instructor. We would all like to ensure a space of free and open discussion of ideas.