

ANTH3360/ANTH5360 Anthropology of the Body, Love and Emotions
Autumn 2024

MONDAY 12:30-2:15PM
Tsang Shiu Tim Building 104

Professor Sealing Cheng
(sealing@cuhk.edu.hk, NAH 409)
TA: Wenzhao Chen
(chenwzh36@link.cuhk.edu.hk)

This course seeks to denaturalise notions of love, body, and emotions by exploring their historical and cross-cultural diversity. Students will examine systems of meanings and practices that evolved around notions of love, body, and emotions across time and place, and their political significance. In particular, the cross-cultural perspective will demonstrate the intimate associations of these 'private emotions and desires' with social structures such as gender, class, ethnicity, and religion. It examines both the reproductive role of ideologies about love and intimacy in different societies, as well as their transformative potential.

The questions that will be raised in class include: Do bodily and emotional experiences of intimacy differ across cultures? What shape the economic and social formations of intimate relationships such as love and friendship? What does it mean to say that romantic love is an ideology? What have our desires got to do with social order? Why are some emotions and desires taboo? Is our body a product of nature or culture?

Learning Outcomes:

1. to understand and critically engage with concepts of love, body, and emotions;
2. to comprehend historical and cross-cultural differences of love as an emotion and a social and cultural practice;
3. to interrogate the social and cultural construction of the most "private" of their lives, and come to see its "public" and historical significance;
4. to analyze the ways current discourses of love, body, and emotions are specific to our current historical moment.

Assessment:

1. Tutorial Participation (18%)

Prompt attendance at each tutorial meeting, informed participation, and completion of all assigned readings. Every student is expected to be an active member in class and in contributing to a meaningful learning experience. Listening carefully to others, raising relevant questions, posing alternative interpretations, bringing in outside material to enrich class discussion via conference or other means are just some of the way to do so. How ready and conscientious you are in class will directly affect how much the whole class could gain from the course.

You are expected to attend lectures and a minimum number of 7 tutorials to pass the course. Adequate documentation (doctor's certificate or counselling certificate) will be needed if you miss a tutorial. If you miss 3 tutorials or more without adequate documentation, you will gain 0 mark for tutorial participation.

2. Tutorial Facilitation (10%)

10 tutorials will be open to class facilitation by a group of students. Sign up for the topic you are interested in at the 2nd tutorial (Week of Sep 26).

DO NOT summarise the readings for the class – everyone should have done the reading already. Your job is to raise critical questions and lead the class to discuss particular issues that your group finds important. Feel free to bring in outside material – news story, case studies, film clips – and use a variety of formats – role play, debate, games etc - to help your fellow students learn. As facilitators, it is important for you to think through these exercises carefully before coming to class, planning it step by step with clear instructions. You have 20 minutes for class facilitation.

3. "Romantic Love": A Lover's Ethnography (30%)

Write an ethnography of some romantic ritual you can observe around you on or off campus – of people around you, e.g. friends/families or yourself.

If you really cannot find ANY romantic experiences that you/your friends/families are going through, then you could write about something you observe in the media.

Use the readings in the course to help you analyze their ideas and expressions of romantic love.

1,500 (+/- 300) words for undergraduates; 2000 (+/- 200) words for MA. Date of Submission: **Nov 1**. No late submission will be accepted without prior approval and adequate documentation. Penalties will be imposed.

4. Final Paper or Learning Diaries (42%)

The grade will be based not only on the final paper/presentation, but your submission at different stages (proposal/Part I of Individual paper).

Option 1: Final paper (10-page for undergraduates; 12-page for MA). NOTE SUBMISSION IN 2 PARTS

Part I: Choose ONE piece of writing/film/music/art work etc. or an experience that best captures your ideals about love/intimacy. Write as detailed as you can about why it is so appealing and your beliefs about love/intimacy. This is an opportunity for you to reflect on your own ideas and what you value about love/intimacy.

Date of Submission: **Oct 4**.

Part II: Using the analytical tools you acquire and the critical distance you have gained throughout the course from your own ideals of romance and/or intimacy, write an analysis of your own ideas about love. Submit by **Dec 13**. No late submission will be accepted without prior approval and adequate documentation. Penalties will be imposed.

Option 2: Learning Diaries (You can submit a maximum of 8 entries, the 6 best grades will be counted)

Choose 6 out of 12 lectures + Additional Events such as the Sep 13 screening.

3 must be on Lectures 2 – 6.

Each entry should be within 500 words.

1. What is a learning diary?

A Learning Diary entry should be a reflection on the lecture and/or tutorial. It is a concise piece of academic writing that includes your reflection on one key message of the material covered in the class, how you understand its importance, and how it challenges/changes your ideas.

It should be a structured piece of writing that includes an Introduction, a Body, and a Conclusion.

Each week's diary should be **submitted by Thursday 11:59 am** after our Monday class to the respective folder on Blackboard. No late submission will be accepted without prior approval and adequate documentation. Penalties will be imposed.

Learning Journals:

An introduction: that includes **your key reflection**. e.g. *The term "heteronormativity" helps me rethink the world around me, and my own experiences...*

A body: i. Demonstrate your understanding of the key concept, with a quotation from the text, and also your own words. ii. Cite evidence to show how you think this concept is applicable to your observations – how it complicates the way you understand them, and how it may not completely explain your experience. e.g. *What does "heteronormativity" mean according to Michael Warner; How would you explain the term in your own words? How do you see it happening around you? How has it shaped your understanding of normal/ abnormal, good/ bad, safe/ dangerous etc.?*

A conclusion, that gives the significance or implications of your key **reflection**: e.g. *Now that you have learnt about this concept, what questions have you learnt to ask of your prior knowledge/ attitudes/ values? What relations could you make between this and other concepts in the course.*

Plagiarism

Students are required by university policy to submit all papers to VeriGuide (the Chinese University Plagiarism Identification Engine System). Please check the website <http://www.cuhk.edu.hk/policy/academichonesty/> for more information on how to submit papers through VeriGuide. Please attach a signed VeriGuide declaration when you upload your assignment to Blackboard.

**** Readings with double asterisk are optional for undergraduates and required for MA students.**

Sep 9	Lecture 1	Introduction: “Heteronormativity”
--------------	------------------	--

Kramer, Lawrence. 1997. “Ruling Bodies” in *After the Lovedeath: Sexual Violence and the Making of Culture*, pp. 177-179. Berkeley: University of California Press.

Katz, Jonathan Ned. 2014. “‘Homosexual’ and ‘Heterosexual’: Questioning the Terms.” In Michael Kimmel & Rebecca F. Plante (eds). *Sexualities*, pp. 44-46. Oxford: Oxford University Press.

Rochlin, M. 2014. “The Heterosexual Questionnaire.” In Michael Kimmel & Rebecca F. Plante (eds). *Sexualities*, pp. 136. Oxford: Oxford University Press.

《破浪男女 (The Chronicles of Libidoists)》 will be screened (in mandarin, with Chinese and English subtitles), followed by a talk (in mandarin and Cantonese) on **September 13 (Fri) at YIA LT1**

All students are welcome to sign up for the event. However, the talk may only be limited to Chinese-speaking students. Registration website: <https://cloud.itsc.cuhk.edu.hk/webform/view.php?id=13694284>

FOR DISCUSSION on Lecture 3, SEP 23, 2024.

Recommended Viewing of Quills, Play by Doug Wright, Performed by Pants Production, Hong Kong. Sheung Wan Civic Center, **13-22 September, 2024.**

Tickets: (art-mate) <https://art-mate.net/doc/74655>; (Urbtix) <https://www.urbtix.hk/event-detail/11940/>

If you cannot, watch the movie Quills (2001), directed by Philip Kaufman.



Sep 16	Lecture 2	Intimacy and Modernity
---------------	------------------	-------------------------------

In class Screening: Tisese: A Documentary on Three Mosuo Women (2001) Directed by Chou Wah-san. (clips)

Hawkes, Gail. 2004. Pleasure and Desire in the Age of Modernity. In *Sex & Pleasure in Western Culture*. London: Polity Press, 107-143.

Yuan, Lu and Sam Mitchell. 2000. "Land Of The Walking Marriage - Mosuo people of China." *Natural History*, Nov. 2000.

Optional:

Goldstein, Melvyn C. (2014) "Polyandry: When Brothers Take a Wife." In *Conformity and Conflict* edited by James Spradley and David McCurdy, pp. 185-192. [<https://ebookcentral.proquest.com/lib/cuhk-ebooks/reader.action?docID=5185831&ppg=36>]

Sep 23	Lecture 3	Sex Hierarchy
---------------	------------------	----------------------

Guest Speaker: Mr. Wu Hoi Fai, Director, Quills; Executive Director, Pants Production.

Rubin, Gayle S. 1992 (1984). *Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality*. In *Pleasure and Danger: Exploring Female Sexuality*. Edited by C. S. Vance. London: Pandora, pp.267-319.

Sep 30	Lecture 4	Sexes and Genders
---------------	------------------	--------------------------

Guest speaker: Holok Chan, The Coming Society.

Kulick, Don. 1997. "Brazilian Transgendered Prostitutes." *American Anthropologist* 99(3):574-585.

Butler, Judith. 1988. "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory." *Theater Journal* 40(4):519-531.

** Kam, Yip Lo Lucetta. 2008. "Recognition Through Mis-recognition: Masculine Women in Hong Kong." In Fran Martin, Peter Jackson, Mark McLelland and Audrey Yue, eds., *AsiaPacifiQueer: Rethinking Genders and Sexualities*. University of Illinois Press: Urbana and Chicago.

Optional:

Karkazis, Katrina and Georgiann Davis. 2015. "Intersex: socio-cultural perspectives." In Patricia Wheelhan & Anne Bolin (eds) *The International Encyclopaedia of Human Sexuality*. John Wiley & Sons.

Oct 7	Lecture 5	Friendship and Pets
--------------	------------------	----------------------------

Carrier, James. 1999. *People Who Can Be Friends: Selves and Social Relationships*. In *The Anthropology of Friendship*. Edited by S. Bell and S. Coleman. Oxford: Berg.

Shir-Vertesh, Dafna. 2012. "'Flexible Personhood': Loving Animals as Family Members in Israel." *American Anthropologist* 114(3):420-32.

**Smith-Rosenberg, Carroll. 1985. *The Female World of Love and Ritual: Relations Between Women in Nineteenth-Century America*. In *Disorderly Conduct: Visions of Gender in Victorian America*, pp. 53-76. Oxford: Oxford University Press.

Oct 14	Lecture 6	Making 'Love'
---------------	------------------	----------------------

Illouz, Eva. 1997. *Constructing the romantic utopia. In Consuming the romantic utopia: Love and the cultural contradictions of capitalism*. Berkeley: University of California Press, pp. 25-47.

Ahearn, Laura M. 2002. *True Traces: Love Letters and Social Transformation in Nepal*. In *Letter Writing as a Social Practice*. Edited by D. Barton and N. Hall, pp. 199-207. Amsterdam: John Benjamins.

**Abu-Lughod, Lila, and Catherine Lutz. 1990. Shifting Politics in Bedouin Love Poetry. In *Language and the Politics of Emotion*. Cambridge: Maison des Sciences de l'Homme and University of Cambridge Press, pp. 24-45.

Optional:

Yan, Yunxiang. 2002. "Courtship, Love and Premarital Sex in a North China Village." *The China Journal* 48:29-53.

**Kendall, Laurel. 1996. Transformations: The Construction of Courtship in Twentieth-century Korea. In *Getting Married in Korea*. Honolulu: University of Hawaii Press, pp.85-119.

Oct 21	Lecture 7	Sex Education
---------------	------------------	----------------------

Schalet, A. 2000. "Raging Hormones, Regulated Love: Adolescent Sexuality and the Constitution of the Modern Individual in the United States and the Netherlands." *Body and Society* 6, 75-105.

White, Patrick. 2003. "Sex Education: Or How the Blind Became Heterosexual." *GLQ* 9(1-2):133-147.

**Schaffner, Laurie. 2004. "Capacity, Consent, and the Construction of Adulthood." In Elizabeth Bernstein & Laurie Schaffner (eds), *Regulating Sex: The Politics of Intimacy and Identity*, pp. 189-207. London: Routledge.

Oct 28	Lecture 8	"Race" and Intimacy
---------------	------------------	----------------------------

Constable, Nicole. 2003. "Fairy Tales, Family Values, and the Global Politics of Romance," in *Romance on a Global Stage: Pen Pals, Virtual Ethnography, and 'Mail Order' Marriages*, pp. 91-115. Berkeley: University of California Press.

Arza Hromadzic. 2015. "On Not Dating Just Anybody: The Politics and Poetics of Flirting in a Post-war City." *Anthropological Quarterly* 88(4):881-906.

Marsh, Jenni. 2014. "Til Death do us Part?": Afro-Chinese Marriages Boom in Guangzhou. SCMP Post Magazine, June 1, 2014. Available at <http://www.scmp.com/magazines/post-magazine/article/1521076/afro-chinese-marriages-boom-guangzhou-will-it-be-til-death?page=all>

Moses, Yolanda. 2021. "Kamala Harris and the One-drop Rule." <https://www.sapiens.org/culture/kamala-harris-one-drop-rule/>

Optional:

Heng, Geraldine, and Janadas Devan. 1992. "State Fatherhood: The Politics of Nationalism, Sexuality and Race in Singapore." In *Nationalisms and Sexualities*. Edited by A. E. A. Parker, pp. 343-364. New York: Routledge.

Nov 4	Lecture 9	Sex, Gender, and Violence
--------------	------------------	----------------------------------

Helliwell, Christine. 2000. "'It's Only a Penis': Rape, Feminism, and Difference." *Signs*, 25(3), 789-816.

Cheng, Sealing. 2020. "The Male Malady of Globalization: Phallogentric Nationalism in South Korea." *Current Anthropology* 62(S23):580-591.

**Kaye, Kerwin. 2002. *Infernal Dreams*. In *Male Lust*, pp. 205-212. New York: Harrington Park Press.

Optional:

Day, Sophie. "What Counts as Rape? Physical Assault and Broken Contracts: Contrasting Views of Rape among London Sex Workers." In Penelope Harvey & Peter Gow (eds) *Sex and Violence: Issues in Representation and Experience*, pp. 172-189. London: Routledge.

Nov 11	Lecture 10	Commodified Sex
---------------	-------------------	------------------------

Cheng, Sealing. 2007. "Romancing the Clubs: Filipina entertainers in US military camp towns in South Korea", in Mark Padilla, Richard Parker & Robert Sembert (eds) *Love and Globalization*. Durham: Duke University Press.

Takeyama, Akiko. 2020. "Marriage, aging, and women's pursuit of commercial sex in Japan." *Sexualities* 24(4):592-613.

** Kong, Travis. 2012. "Reinventing the Self Under Socialism: Migrant Male Sex Workers ("Money Boys") in China." *Critical Asian Studies* 44(2):283-308.

Nov 18	Lecture 11	Bodies, Sex, and Orgasm
---------------	-------------------	--------------------------------

McPhillips, Kathryn, Virginia Braun, and Nicola Gavey. 2001. "Defining (Hetero)sex: How Imperative is the 'Coital Imperative?'" *Women's Studies International Forum* 24:229-240.

Roberts, Celia et al. 2014. 'Faking it: The Story of "Ohh!'" In Michael Kimmel & Rebecca F. Plante (eds). *Sexualities*, pp. 266-274. Oxford: Oxford University Press.

**Potts, Annie. 2000. "The Essence of the Hard On." *Men and Masculinities* 3(1):85-103

Nov 25	Lecture 12	Disability and Asexuality
---------------	-------------------	----------------------------------

Kulick, Don & Jens Rydström. 2015. "How to Impede and How to Facilitate the Erotic Lives of People with Disabilities." In Kulick, Don & Jens Rydström, *Loneliness and its Opposite*, pp. 78-118.

Kim, Eunjung. 2011. "Asexuality in Disability Narratives." *Sexualities* 14(4): 479-493.

Dec 2	Lecture 13	Project Presentations and Review
--------------	-------------------	---

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.