



GENDER AND CULTURE

Spring 2020 ANTH 2310 / UGEC 2653

Lecture and interactive tutorial:
Thu 12.30 – 15.15pm (MMW 702)

Instructor: Dr. Venera Khalikova

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office hours: Mon 3pm – 5.30pm NAH 322

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COURSE DESCRIPTION

Gender does not equate to women. Much more broadly, gender describes how we identify ourselves and categorize others as “men,” “women” or belonging to other gender, and how these categories have implications for social interactions, power relations, the organization of labor, and other aspects of our life. In this course we will question what it means to be masculine, feminine, or gender nonconforming as related to ways of living, speaking, maintaining health, eating, and decorating our bodies. We will learn how biological and sexual differences are interpreted and acted upon in different societies. By doing so, we will also develop a better understanding of our own gender assumptions and expectations.

The course approaches gender through an anthropological lens, which means that we will explore gender relations cross-culturally: in the Americas, Asia, Africa, Europe, and the Pacific. Based on a series of captivating articles, documentaries, YouTube videos, games, and other class activities, this course will invite you to reflect on gendered aspects of beauty, sexuality, health, money, inheritance, political power, knowledge, kinship, and technology. True to the holistic nature of anthropology, we will also debate about how gender intersects with other collective categories such as race, social class, religion, and citizenship.

READINGS

We will read select articles and chapters from the following books:

- *Gender in Cross-Cultural Perspective*, 2017 (Seventh Edition) by C. Brettell and C. Sargent
- *What's Love Got to Do with It? Transnational Desires and Sex Tourism in the Dominican Republic*, 2004 by Denise Brennan

It is also recommended that you look through *Gender and Anthropology* 2016 (Second Edition) by F. Mascia-Lees and N. Black

Class readings as well as additional articles, book chapters, newspaper pages, and assignments will be posted on Blackboard. Keep in mind that some readings may be changed or adjusted in the course of the semester. Please, make sure to consult Blackboard before each class.

COURSE FORMAT

This class will operate in an interactive format, which will include short lectures, documentaries, group discussions, and other activities. The tutorial is integrated.

COURSE REQUIREMENTS

Forum posts (30%): For ten weeks of your choice, you will need to submit **two forum posts** on assigned readings (these should be either **responses** to your classmates' comments or your own post if you would like to discuss something different). Your posts do not have to be long—they could be as brief as two-three sentences, but they must meet the following criteria:

- be pertinent to the main arguments of the readings (demonstrate that you have read the texts)
- be meaningful and original (demonstrate that you have thought about the texts)
- be polite and respectful

The posts should be posted to the forum “Discussion Forum” on Blackboard **before the class**.

Mid-term exam (30%): This is an in-class or online exam which will include 50 questions: multiple-choice, true-or-false, fill-in-the-blank and short answer questions. **NO MAKE-UP EXAM**

Final exam (40%): The take-home final examination will include five (5) short-answer questions based on the entire material of the course. The questions will be handed out on the last day of class. You will have two weeks to answer them. Due May 14, 2020, 23:59.

Bonus: Those who actively participate in the class discussions will receive a top-up for their final grade (an A- will become an A; a B+ will become an A- and so on).

GRADE DESCRIPTORS

Grade	Course Achievements
A	<i>Outstanding performance on all learning outcomes:</i> your written work and class participation demonstrate a nuanced understanding of the introduced concepts, factually accurate information, and convincing argumentation. All work is original, of required length and format, and submitted on time.
A -	<i>Generally outstanding performance on all (or almost all) learning outcomes:</i> most of your written work and class participation demonstrate a nuanced understanding of the introduced concepts, factually accurate information, and convincing argumentation, even if occasionally contains minor errors. All work is original, of required length and format and submitted on time.
B+	<i>Substantial performance on all learning outcomes, OR high performance on some outcomes which compensates for less satisfactory performance on others:</i> your work and class participation show an overall good understanding of class material but may vary in clarity, contain a lot of minor factual errors, or slightly deviate from the required length and format. All work is original and submitted on time.
B	
B -	
C +	

C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses: your work and class participation show an overall acceptable level of understanding of class material but it lacks clarity, contains major factual errors, and/or often deviates from the required length and format. Your written assignments are original but occasionally submitted late.
C -	
D +	Barely satisfactory performance on a number of learning outcomes: your work and class participation show a low level of engagement and persistent distraction by the use of mobile phones or other technology. Your written assignments are original, but they show minimal understanding of class material, lack of clarity, major factual errors, considerably deviate from required length and format, and/or are submitted late.
D	
F	Unsatisfactory performance on most learning outcomes, OR failure to meet specified assessment requirements. Most of your assignments are submitted late or not submitted at all, they are extremely short, factually incorrect, and/or contain instances of plagiarism.

WEEKLY CLASS SCHEDULE

	Date	Topic	Required readings
1	Jan 9	Introduction to the course: Approaches and Concepts	F. Mascia-Lees and N. Black (2016) The History of the Study of Gender in Anthropology. In <i>Gender and Anthropology</i>
2	Jan 16	Biology and Gender	<ul style="list-style-type: none"> Anne Fausto-Sterling: <i>How to Build a Man</i> Cordelia Fine: <i>Delusions of Gender</i>
3	Jan 23	Women and Men in Prehistory	<ul style="list-style-type: none"> Rosemary Joyce: <i>The Past is a Foreign Country</i> – Chapter 5 J.M. Adovasio, O. Soffer and J. Page. <i>The Fashioning of Women</i> – Chapter 6 (optional) Alan Covey: <i>Inca Gender Relations, from Household to Empire</i> – Chapter 7
	Jan 30	Lunar New Year Holiday	No class today, but begin reading Denise Brennan's book: Introduction, pp. 1–12 and Chapter 1, pp. 13–50
4	Feb 20	Gender Relations within and Beyond Family	<ul style="list-style-type: none"> Barry Hewlett: <i>The Cultural Nexus of Aka Father-Infant Bonding</i> – Chapter 3 Louise Lamphere: <i>The Domestic Sphere of Women and the Public World of Men</i> – Chapter 8 (optional) Laetitia Cairol: <i>Factory as Home and Family: Female Workers in the Moroccan Garment Industry</i>
5	Feb 27	Gender, Livelihood, and Economy	<ul style="list-style-type: none"> Xianghong Feng: <i>Women's Work, Men's Work: Gender and Tourism among the Miao in Rural China</i> (2013) <i>Anthropology of Work Review</i>, 34 (1): 1–14

			<ul style="list-style-type: none"> Denise Brennan: Chapter 2, pp. 51–87
6	Mar 5	Normativity and Diversity in Gender and Sexuality	<ul style="list-style-type: none"> Anne Fausto-Sterling: <i>The Five Sexes, Revisited</i> – on Blackboard Gayatri Reddy and Serena Nanda: <i>Hijras. An “Alternative” Sex/Gender in India</i> – Chapter 23 (optional) Serena Nanda: <i>Multiple Genders Among Native Americans</i>
7	Mar 12	Gendered Body and Health	<ul style="list-style-type: none"> Lauren Gulbas: <i>Surgical Transformations in the Pursuit of Gender</i> – Chapter 18 Ellen Gruenbaum: <i>Female Genital Cutting</i> – Chapter 28 (optional) Emily Martin: "The Egg and the Sperm"
8	Mar 19		Mid-term exam today
9	Mar 26	Food and Diet	<ul style="list-style-type: none"> Susan Bordo: <i>Not Just "a White Girl's Thing": The Changing Face of Food and Body Image Problems</i> Fabio Parasecoli: <i>Feeding Hard Bodies: Food and Masculinities in Men's Fitness Magazines</i> (optional) Christopher Carrington: <i>Feeding Lesbian Gay Families</i>
	Apr 2	Reading week No class	Denise Brennan: Chapter 3, pp. 91–115
10	Apr 9	The Politics of Gender, Race, and Reproduction	<ul style="list-style-type: none"> Gail Kligman: <i>Political Demography: The Banning of Abortion in Ceausescu's Romania</i> – Chapter 38 Lihong Shi: <i>The New Rich and Their Unplanned Births: Stratified Reproduction under China's Birth-planning Policy</i>
11	Apr 16	Transformations in Kinship and Family	<ul style="list-style-type: none"> Helena Ragonne: <i>Surrogate Motherhood</i> – Chapter 39 Deborah Dempsey: <i>More like a donor or more like a father: Gay men's concepts of relatedness to children</i> (optional) Sarah Sobonya: <i>Making Room for Daddy: Fathers and Breastfeeding in the United States</i> – Chapter 40
12	Apr 23	Gender, State, and the World	Denise Brennan: Chapter 4 and Chapter 5, pp. 119–182
13	Apr 30	Gender, Migration, and Global Economy	Denise Brennan: Chapter 6 and Conclusion, pp. 185–219
Final exam due May 14, 23:59 on Blackboard			

Policies and Support

Contacting me

Use your CUHK email (not your personal email), when communicating about class matters. For most situations, you should write to one of the Teaching Assistant first—the class TA is very knowledgeable and ready to help you. But feel free to email me as well, if there is something that the TAs do not know, or if you want to contact me directly. In line with the convention of academic communication, you can address me as “Dr. Khalikova.” I will do my best to answer your email within 24 hours, with an understandable exception of Saturdays and Sundays.

Educational technology

This class relies on the use of Blackboard. All class communications, announcements, assignment guidelines, and homework submissions will be done through it. Note that it uses the email address assigned to you by the University, so it is your responsibility to have an electronic mail forwarded to your main email address.

Special accommodation

If you need special accommodations or classroom modifications, you need to notify both me and the University’s Wellness and Counselling Center no later than the third week of class (<https://www2.osa.cuhk.edu.hk/disability/en-GB>).

Technology and Cell Phones

Although I recognize the value of technology in aiding the learning process, I also understand that it can be a major hindrance to learning, when used inappropriately. Therefore, the use of laptops and mobile phones is not permitted in class (unless it is necessary for class activities). Mobile phones must be kept in your bags, turned off, or on silent mode (NOT on vibrate) as to avoid distracting your peers. E-readers and tablets are allowed only during tutorials when we discuss assigned articles and you need the texts in front of you.

Remember, browsing Facebook or any other website during the class distracts not only you but also persons sitting next to you, and such conduct is disrespectful to me and your classmates. Therefore, disruptions caused by phone calls, texting, emailing, or the use of any other communication technologies during a class will result **in the reduction of your final grade**. If you are expecting an important call, you should talk to me before the class.

Academic Integrity

The University has recently updated its policy on Academic Integrity and the penalties for plagiarism and cheating. Read it carefully: every student is expected to comply with the policy; otherwise, if you are suspected of violating these obligations you will be subject to the outlined sanctions. If you have any questions, do not hesitate to ask me or your TA about this! http://www.cuhk.edu.hk/policy/academichonesty/Eng_htm_files_%282013-14%29/p06.htm

Classroom Recording

To ensure the free and open discussion of ideas, **you may not record** lectures, discussion and/or activities during the class or tutorials without my permission obtained in advance, and only solely for your own private use.

Late Work and Absence

Late or incomplete assignments will be marked down: one point (1%) will be subtracted **for each late day**. Class attendance is not required, but if you miss a class, it is your responsibility to copy class notes

and go over the powerpoint presentations, otherwise, it will most likely result in poor understanding of class material and, ultimately, in a low grade. You are welcome to come to my office during office hours to go over the missed lectures!

Discussion Rules

We will discuss many interesting, important and potentially controversial topics. I expect you to be **polite and respectful** of your classmates' opinions, limit your statements to academic (not emotional) arguments, and not use offensive language or judgmental statements.

Grade Review

If you want to discuss and contest your grade, you can send me an email to set up an appointment during my office hours when we will go over your exam/written work and decide on a grade together. During this process, I can both mark your original grade up, if you demonstrate evidence that you know the material well, or mark it down.

Independent Learning Center

If you need help with communication and learning skills, the University has a great resource for you. You can schedule a consultation or attend workshops on various strategies for improving learning outcomes <https://www.ilc.cuhk.edu.hk/EN/mission.aspx>