

ANTH5670
Gender and Culture
Fall 2019



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

Venue: NAH11

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

Office hour: Tuesday, 2:00 - 3:00 pm

Course Description:

This course is an introduction to the anthropology of gender and sexuality. Some questions we start with include: What is gender? Does gender (still) matter? Do our bodies define our sexual preferences? Are there different ways of being masculine and feminine? What room is there for ambiguity in gender? How can one account for differences in status between women and men? Do the development of technology, changing political and economic structures affect our gender? Anthropological, cross-cultural studies help us to contemplate taken for granted beliefs regarding gender and sexuality. Gender politics, in essence, address difference, inequality, and system of oppression. Reflecting upon how gender became a category of analysis for anthropologists, we bring to the fore the relationship between culture and power. 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 examine and reflect upon gender issues that concern us in daily contexts through various ethnographic research.

Learning Outcomes:

Upon completing this course, students will be able to:

- examine how gender becomes an analytical category for anthropology;
- understand gender and sexual diversities in different cultures;
- analyze how gender intersects with other forms of differences and understand hierarchies in our societies;
- 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 (marked with an asterisk *) beforehand and participate actively in class discussion.

Class participation	10%
Seminar facilitation	15%
One lecture outline	15%
One exam question	10%
Final essay	50%

Participation marks reflect your engagement in lectures. While the quality of a student's comments matters, what is even more critical is whether you have prepared for the class and actively engaged in the discussion.

Seminar Facilitation: From week 3, students will take turns to be the seminar facilitators. Facilitators are in charge of 1) preparing a one-page outline (keywords, points or questions) before class and 2) facilitating seminar discussion. Facilitation is the best way to help students develop a thorough understanding of a topic and quickly learn how to participate in a seminar actively. I will give the facilitators full support and will wrap up the class in the last 30 minutes.

Lecture outline: You will choose one week to write an outline of that seminar after the class. A good outline synthesizes your learning in the seminar. It is a good practice for you to reflect on your learning. The outline should be no more than one page and is due in class in the week after the seminar of your choice. This assignment should be submitted **no later than week 11**.

Exam question: You will choose one required reading and write up an exam question for it. What should a student learn from this work? What would be a good question to facilitate learning? The question should be a prompt for a short essay and should be no more than a short paragraph. The assignment is due in class **no later than week 10**.

**Please note that the seminar you facilitate, the lecture outline you choose to write for, and the required reading for your exam question should fall in three different weeks.*

Final Essay: An analytical essay that elaborates on the gender-related topic of your choice (length for reference: 2500 words in English; 5000 words in Chinese). Students are required to use materials from this course to develop their arguments. However, one can undoubtedly use extra materials too. This essay gives students a chance to synthetically review what they have learned in classes and use them to develop a more profound and critical understanding of their topics. You will submit a rough topic of your choice with a brief explanation of why you are interested in the topic and how you plan to study and write it up in class on **30 October (week 9)**. The completed final paper is then due on **6 December**.

***Formats and other requirements:** 1) Please use double-space setting, font size 12 or larger, and standard margins. 2) All writings (except for those done in class) must be submitted to VeriGuide (https://academic.veriguide.org/academic/login_CUHK.jsp). An assignment without a signed declaration from VeriGuide will not be graded.

***Extra reminder about essay writing:** A good essay is a concise one 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.

***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 (Sep. 4): Introduction

Syllabus and course overview

No reading due

Week 02 (Sep. 11) 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.

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=XjJQBJWYDTs>

Video: *Oppressed Majority (Majorité Opprimée)* (<http://www.youtube.com/watch?v=V4UWxIVvT1A>) (by Eleonore Pourriat, 2014, 11 mins)

Week 03 (Sep. 18): 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.

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 (Sep. 25): 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.

Video: *Me, My Sex and I*. BBC One. (2011, 50 mins) (<https://www.youtube.com/watch?v=87XvVdLaWT8>)

Week 05 (Oct. 2): 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.

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.

II: The Production of Difference

Week 06 (Oct. 9): 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.
- Moore, H. L.
1988 "Kinship, Labour and Household: Understanding Women's Work." In *Feminism and Anthropology*. Pp. 42-73. Cambridge: Polity Press.

Week 07 (Oct. 16): 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.
- 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 08 (Oct. 23): 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.
- 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.

**Final Essay topic and short explanation are due no later than 30 October in class.*

Week 09 (Oct. 30): "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.

- 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.

***Exam Question is due no later than 6 November in class.**

Week 10 (Nov. 6): 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.
- 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.

***Lecture outline is due no later than 13 November in class.**

Week 11 (Nov. 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.
- 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=l1vnsqbnAkk>

Week 12 (Nov. 20): 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.
- *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.

Week 13 (Nov. 27): Rethinking Gender and Wrap Up

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.

**Final essay is due on 6 December at NAH407.*

Policies

Late Submission: Late submission will suffer a fraction of a grade per day. For example, an A will become an A-.

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.

Laptop Policy: Please do not use mobile phones, laptops, or tablets in class. Browsing websites, checking social media, and texting or answering phone calls distract not only you but your classmates and me! Research has also shown that taking notes by hands is much better than on your laptop. See: <https://www.gse.harvard.edu/news/uk/17/08/note-taking-low-tech-often-best>

Recording: No (video and audio) recording is permitted in this class. Please pay proper respect to your classmates and me. We would all like to ensure a space of free and open discussion of ideas. If you have any needs for recording, please consult me first.