



# GENDER IN ASIA

ANTH 2330 / UGEC 2970  
Fall 2021

Lecture: Thursday 2:30pm—4:15pm  
Tutorial: Thursday 4.30pm—5.15pm  
Location: UCC 208 (T. C. Cheng Building)

Instructor: Dr. Venera R. Khalikova  
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## Course description

Gender is one of the universal principles by which human societies divide their members into women, men, and other categories. While the principle is universal, the categories we find in different societies vary significantly. In this course we will learn about gender categories and associated gender norms in several Asian societies. Using rich ethnographic studies, we will explore how gender affects lived experiences, family affairs, conditions of work, and relations with the state institutions. We will also examine how gender intersects with sexuality, race, ethnicity, religion, and class. In addition to exploring diverse genders in Asia, we will discuss the gender of Asia, i.e., historical and contemporary gendered representations of Asian people in Western discourse.

Students are expected to read before class and participate actively in lectures and tutorials.

## Course objectives

By the end of this course, students will be able to

- Name and characterize different gender categories that exist in Asian societies
- Give ethnographic examples of how gender affects one's experiences, expectations, and relationships in the family, workplace, and state institutions.
- Describe how Asian men and women have been represented in the West, and how men and women from different Asian countries have been represented within Asia
- Give examples of national policies that affect people of different genders and sexualities in disparate ways
- Explain how gender intersects with class, race and ethnicity of a society or places in Asia

## Required readings

We will read articles and chapters from the following books:

- *Gender in Cross-Cultural Perspective*, 2017 (Seventh Edition) by C. Brettell and C. Sargent
- *In sickness and in wealth: migration, gendered morality and Central Java*. 2018 by Carol Chan. Bloomington, Indiana: Indiana University Press

Additional readings are posted on Blackboard. Keep in mind that some readings may be changed or adjusted during the semester. Please, make sure to consult Blackboard before each class.

## Assessment

**Participation:** exchange of ideas is the foundation of learning; therefore, you are expected to attend classes and participate in both lectures and tutorials.

**Class presentations:** You will need to find a recent case featured in a newspaper or on social media that is pertinent to our class. Then, you should find one academic article (from the syllabus or elsewhere) that can help you analyze the chosen post. In class, make a short presentation of 10-15 minutes describing the case and your reflection. Detailed guidelines will be posted on Blackboard. Sign up on Blackboard for your turn before September 25, 23:59

**Final exam:** 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. Detailed guidelines will be posted on Blackboard.

Due December 23, 2021, 23:59

## Grading scale

Grade	Participation	Presentation	Final exam
A	You participate all the time (but you can skip one class without an explanation).  Your comments demonstrate that you have read the assigned readings, and your questions always show a nuanced understanding of the course material	You have chosen a relevant issue for presentation, followed all the guidelines. Your presentation was clear, no longer than 15 minutes	Your answers demonstrate a nuanced understanding of class material and all concepts; information is factually accurate; arguments are convincing The exam is original, of a required length and format, and submitted on time
A -	You participate almost all the time, but missed or didn't participate in two classes  Your comments demonstrate that you have read the assigned readings, and your questions almost always show a nuanced understanding of the course material	You have chosen a relevant issue for presentation, followed most of the guidelines. Your presentation was clear, no longer than 15 minutes	Your answers demonstrate a nuanced understanding of class material and almost all concepts; information is factually accurate; arguments are convincing, even if occasionally contain minor errors. The exam is original, of a required length and format, and submitted on time
B+	You participate in the majority of classes, but you missed or	You have chosen a relevant issue for presentation, followed	Your answers demonstrate an overall good understanding

	<p>didn't participate in three classes</p> <p>Your comments demonstrate that you have read the assigned readings, and your questions always show a good understanding of the course material</p>	<p>most of the guidelines. Your presentation was good with some confusion and/or ran a bit overtime</p>	<p>of class material but may lack clarity, contain several minor errors, and/or slightly deviate from required length and format.</p> <p>The exam is original and submitted on time.</p>
B	<p>You participate in the majority of classes, you missed or didn't participate in four classes</p> <p>Your comments demonstrate that you have read most of the assigned readings, and your questions almost always show a good understanding of the course material</p>	<p>You have chosen a more or less relevant issue for presentation, followed most of the guidelines. Your presentation was good but with many confusing moments and/or ran a bit overtime</p>	<p>Your answers demonstrate an overall good understanding of class material but may lack clarity, contain many minor errors, and/or deviate from required length and format. The exam is submitted on time. It is original, although there might be minor problems with citations and attribution</p>
B -	<p>You participate in the majority of classes, but you missed or didn't participate in five classes</p> <p>Your comments demonstrate that you have read most of the assigned readings, and your questions sometimes show a good understanding of the course material</p>	<p>You have chosen a more or less relevant issue for presentation, followed most of the guidelines. Your presentation was good but with many confusing moments and/or ran quite overtime</p>	<p>Your answers demonstrate an overall good understanding of class material but lack clarity, contain minor errors and a few major logical flaws, and/or deviate from required length and format. The exam is submitted on time. It is original, although there might be minor problems with citations and attribution</p>
C +	<p>You missed or didn't participate in six classes</p> <p>Your comments demonstrate that you have read some of the assigned readings, but your questions show that your understanding of the course material is somewhat limited</p>	<p>The chosen issue was not very relevant to our class; you missed many important points in the guidelines. Your presentation lacked clarity and ran significantly overtime</p>	<p>Your answers show an acceptable level of understanding of class material but it lacks clarity, contains many major factual errors and logical flaws, and/or often deviate from required length and format. The exam is submitted on time or a day late. It is original, although there are major problems with citations and attribution</p>
C	<p>You missed or didn't participate in seven classes</p> <p>Your comments demonstrate that you have read some of the assigned readings, but you rarely ask questions or they show that your understanding of the course material is limited</p>	<p>The chosen issue was not very relevant to our class; you missed many important points in the guidelines. Your presentation lacked clarity and ran significantly overtime</p>	<p>Your answers show an acceptable level of understanding of class material but it lacks clarity, contains many major factual errors and logical flaws. Your work does not follow the required length and format. The exam is submitted on time or a day late. It is original, although there are</p>

			major problems with citations and attribution
C -	<p>You missed or didn't participate in eight classes</p> <p>Your comments demonstrate that you have read some of the assigned readings, but you almost never ask questions or they show that your understanding of the course material is limited</p>	<p>The chosen issue was not relevant to our class; you missed most requirements in the guidelines. Your presentation lacked clarity and ran significantly overtime</p>	<p>Your answers show an acceptable level of understanding of class material but it lacks clarity, contains many major factual errors and logical flaws. Your work does not follow the required length and format. The exam is submitted a day or two late. It is original, although there are major problems with citations and attribution</p>
D +	<p>You missed or didn't participate in 9-10 classes</p> <p>You show a low level of engagement and persistent distraction by the use of mobile phones or other technology.</p> <p>Your comments demonstrate that you have read some of the assigned readings, but you never ask questions or they show that your understanding of the course material is very limited</p>	<p>You forgot to sign up on time or you asked to reschedule your presentation with less than a 48-hour notice. You did not follow the guidelines; the presentation might have been interesting but ended up being unclear and rushed or overtime</p>	<p>Your answers show minimal understanding of class material. It lacks effort, hard to read and understand, contains major errors, flaws, and biased viewpoints. It is original, but citations are absent. It considerably deviates from the required length and format (answers are too short), and/or are submitted a few days late.</p>
D	<p>You missed or didn't participate in 11-12 classes</p> <p>You show a low level of engagement and persistent distraction by the use of mobile phones or other technology.</p> <p>Your comments demonstrate that you have read some of the assigned readings, but you never ask questions or they show that your understanding of the course material is very limited</p>	<p>You forgot to sign up on time or you asked to reschedule your presentation with less than a 24-hour notice. You did not follow the guidelines; the presentation ended up being unclear, uninteresting</p>	<p>Your answers show minimal understanding of class material. It lacks effort, hard to read and understand, contains major errors, flaws, and biased viewpoints. It is original, but citations are absent. It considerably deviates from the required length and format (answers are too short), and submitted many days late.</p>
F	<p>You almost never participate; or you miss all the lectures/tutorials</p>	<p>You forgot to sign up for your turn altogether and/or did not show up for your presentation</p>	<p>Your exam is submitted more than a week late or not submitted at all. The answers are extremely short, factually incorrect, biased, and/or contain instances of plagiarism</p>

# Weekly Schedule

## Week 1: Sep 9 Introduction to the course

## Week 2: Sep 16 Multiple genders and sexualities in Asia

- Gayatri Reddy and Serena Nanda: Hijras. An “Alternative” Sex/Gender in India. In *Gender in Cross-Cultural Perspectives, 7<sup>th</sup> Edition*. Chapter 23
- Sinnott, Megan. 2007. “Gender Subjectivity: Dees and Toms in Thailand.” In *Women’s Sexualities and Masculinities in a Globalizing Asia*, edited by Saskia E. Wieringa, Evelyn Blackwood, and Abha Bhaiya, 119–138. Basingstoke: Palgrave MacMillan

## Week 3: Sep 23 Gender of Asia: Colonialism, Orientalism, and Contemporary Representations

- Hang, Chong-suk. 2008. “Sexy like a Girl and Horny like a Boy: Contemporary Gay 'Western' Narratives about Gay Asian Men” *Critical Sociology* 34(6):829-850
- Renee Tajima. 1989. Lotus Blossoms Don’t Bleed: Images of Asian Women. In *Making Waves: An Anthology of Writings by and about Asian American Women*

### Optional

- Stoler, Ann Laura. 1997. “Carnal Knowledge and Imperial Power, in Gender, Race, and Morality in Colonial Asia.” In *The Gender/Sexuality Reader: Culture, History, Political Economy*, edited by Roger N. Lancaster and Micaela di Leonardo, 51–88. New York: Routledge.

## Week 4: Sep 30 Gender and family: new femininities and masculinities

- Masako Ishii-Kuntz: Balancing Fatherhood and Work: Emergence of diverse masculinities in contemporary Japan. In *Men and Masculinities in Contemporary Japan: Dislocating the Salaryman Doxa*. By James E. Roberson, Nobue Suzuki
- Smitha Radhakrishnan. 2009. Professional Women, Good Families: Respectable Femininity and the Cultural Politics of a “New” India. In *Qualitative Sociology*, 32: 195–212

### **Week 5: Oct 7 Gender, nation, and reproduction**

- Lihong Shi: The New Rich and Their Unplanned Births: Stratified Reproduction under China's Birth-planning Policy. In *Medical Anthropology Quarterly* 2017; 31(4): 537-554
- Cheng, Sealing. 2011. "Sexual Victimhood, Citizenship, and Nationhood: Prostituted Women and Migrant Wives," *Journal of Ethnic and Migration Studies*. December 2011

#### *Optional*

- Sophie Roche (2016) A sound family for a healthy nation: motherhood in Tajik national politics and society, *Nationalities Papers*, 44:2, 207-224

### **Week 6: Oct 14 No Class—Chung Yeung Festival**

### **Week 7: Oct 21 Sexuality**

- Tan, Chris K. K. 2012. "Oi! Recruit! Wake up your idea!": Homosexuality and Cultural Citizenship in the Singaporean Military. In *Queer Singapore: Illiberal Citizenship and Mediated Cultures*, Audrey Yue and Jun Zubillaga-Pow (Eds.), pp. 71-82. Hong Kong: Hong Kong University Press.
- Wong, Yuen-mei. Islam, sexuality and the marginal positioning of Pengkids and their girlfriends in Malaysia. In *Journal of Lesbian Studies*, WJLS #681267, VOL 16, ISS 4.

### **Week 8: Oct 28 Love, Intimacy and Subjectivity**

- Ahearn, Laura (2003) "Writing desire in Nepali love letters" in *Language and Communication* 23, 2: 107-22.
- Ho, Josephine. 2003. "From Spice Girls to enjo kosai: formations of teenage girls' sexualities in Taiwan." *Inter-Asia Cultural Studies* 4(2):325-336.

### **Week 9: Nov 4 Cross-border marriages**

- So, A. (2003). "Cross-border families in Hong Kong: The role of social class and politics." *Critical Asian Studies*, 35(4), 515-534.
- Hung Cam Thai. 2005. Clashing dreams in the Vietnamese Diaspora: highly educated overseas brides and low-wage U.S. husbands. In *Cross-border marriages: gender and mobility in transnational Asia*, edited by Nicole Constable. Philadelphia: University of Pennsylvania Press, c2005. pp:145-165

## **Week 10: Nov 11 Gendered labor and transnational migration**

Carol Chan (2018) In sickness and in wealth – Introduction and Chapter 1

## **Week 11: Nov 18 Gender, morality and economy**

In sickness and in wealth – Chapter 2 and Chapter 3

## **Week 12: Nov 25 Family and Community**

In sickness and in wealth – Chapter 4 and Chapter 5

## **Week 13: Dec 2 Discussion with the book author**

In sickness and in wealth – Chapter 6 and Conclusion

# **Policies and Support**

**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.

**Academic Integrity.** The University has recently updated its policy on Academic Integrity and the penalties for plagiarism and cheating: [http://www.cuhk.edu.hk/policy/academichonesty/Eng.htm\\_files %282013-14%29/p06.htm](http://www.cuhk.edu.hk/policy/academichonesty/Eng.htm_files%282013-14%29/p06.htm) 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!

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

**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.

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

**Late Work and Absence.** Late or incomplete assignments will be marked down: a grade 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>