

The Chinese University of Hong Kong
Course Syllabus
2022-2023 Term 1

Course code: ANTH5670
Course title: **Gender and Culture**
Time: 18:30 - 21:15pm
Instructor: Dr. Reijiro Aoyama
E-mail: reicuhk2022@gmail.com

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 and cross-cultural studies help us to take notice of 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 a variety of ethnographic research.

Intended 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.

Grade Descriptors

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|-------|--|
| 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 Syllabus¹

| Week | Date | Content | Note |
|--------------------------------|-------|---|--------------------------------------|
| Gender as a Cultural Construct | | | |
| 1 | 5/9 | Introduction: Syllabus and Course Review | Add/Drop |
| 2 | 12/9 | The second day following the Chinese Mid-Autumn Festival. No class. | Add/Drop |
| 3 | 19/9 | Gender in Cross Cultural Perspective | |
| 4 | 26/9 | Division of Labor, Patriarchy, Capitalism | |
| 5 | 3/10 | Universal Binary and the Construction of Gender | |
| The Production of Difference | | | |
| 6 | 10/10 | Family, Household and Work | Consultation for group presentations |
| 7 | 17/10 | Gender and the State | Consultation for group presentations |
| 8 | 24/10 | Manhood and Neoliberalism Individual consultation for Final Essay | Consultation for group presentations |
| 9 | 31/10 | Culture, Sexuality and the Body Individual consultation for Final Essay | Consultation for group presentations |
| 10 | 7/11 | Consumption, Performance and Gender Individual consultation for Final Essay | Group presentations |
| 11 | 14/11 | Gender and the Global Economy Individual consultation for Final Essay | Group presentations |
| 12 | 21/11 | Intersectionality: Gender, Class and Race | Group |

¹ Course pace and schedule may change to adapt to students' progress.

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|----|-------|---|-------------------------------|
| | | Individual consultation for Final Essay | presentations |
| 13 | 28/11 | Review and discussion | Group presentations |
| 14 | 5/12 | | |
| 15 | 12/12 | | Final Essay Submission |

Course Components

Teaching is in the form of lectures and seminars. Lectures are organized thematically and aim to explore gender issues from anthropological theoretical perspectives. Seminars will involve pair/group work and tasks related to the topics discussed in the lectures and aim to boost critical thinking by relating the theories to everyday practices and issues. Comprehension quizzes will be given every week in class.

Assessment Methods

| Specific assessment methods* | %Weighting | Date |
|-------------------------------------|-------------------|-------------------------|
| 1. Seminar facilitation | 10% | 10/10-31/10 |
| 2. Group presentation | 30% | 7/11-21/11 |
| 3. Final research essay | 30% | 12/12 |
| 4. Active participation | 30% | Throughout the semester |

* This course is discussion intensive. You are expected to participate actively in class discussion. Assessment details and rubrics will be introduced in the class.

1. Seminar facilitation

Students will take turns to be seminar facilitators. Facilitators will 1) suggest the focus and discussion questions of the seminar, and 2) 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.

2. Group presentation

Students will form groups of 4-5 members and choose one gender-related contemporary issue for introduction and analysis. Submission will be in the form of in-class 20-minute oral presentation (Q&A session is excluded from the time limit). Your discussion of the issue should be analytical and argumentative, reflect on a culture-specific point of view as well as cross-cultural perspectives, and illustrate your original thoughts. Apart from course materials, you are encouraged to engage with other academic works and resources such as news, books, films, podcasts, etc. The presentation should not be a summary of materials used, but a reflection of your emerging thoughts, critiques, and/or responses to the topic.

Presentations will be evaluated based on the following criteria: 1. Organization, 2. Coherence and flow of analysis, 3. Effective use of graphics, 4. Clarity in terms of delivery (voice, eye contact, effective and natural gestures, etc.) and 5. Enthusiasm.

The representative of each group please send me the PowerPoint file with your group presentation immediately after your presentation to the following email address:

reicuhk2022@gmail.com

Please 1) put email addresses of all group members in the CC field, and 2) write down the names and student numbers of all group members on the first slide of your PowerPoint file.

3. Final research essay

Students will select one anthropologist working in the field of gender and elaborate their contribution to sociocultural anthropology and/or gender studies. Other than summarizing the ideas put forward in the works (books, articles, media resources, etc.) authored by or dedicated to your chosen anthropologist, you are encouraged to 1) present them against other works dealing with the same and/or related topic, and 2) explain if and how your own experience has enhanced your understanding of the concepts put forward by your chosen anthropologist. Your descriptive essay should be no longer than 2000 words excluding the list of references.

The final essay writing gives students a chance to synthesize what they have learned throughout the semester, delve more deeply into topics of their interest and relate their own experience to the concepts and theories covered in the class.

Please submit your final essay via Blackboard. Your submission will be evaluated based on the following criteria: 1. Depth and breadth of knowledge demonstrated, 2. Quality of thinking, 3. Flow and quality of communication, 4. Quality of referencing.

4. Active participation

Participation marks reflect your engagement in seminars and lectures. What matters is whether you have prepared for the topic, actively engage in the discussion, and help the class to further the inquiry. Students are strongly encouraged to ask questions about peer students' presentations.

Required Reading

Mascia-Lees, Frances E. & Nancy Johnson Black (2017). *Gender and Anthropology*, 2nd ed.

*Readings: *Required / ^Recommended*

Week 1 Introduction: Syllabus and course overview

*Mascia-Lees, Frances E. and Nancy Johnson Black (2017) Ch1: The history of the study of gender in anthropology. In *Gender and Anthropology*, Pp. 1-12.

^Lewin, Ellen (2006) Introduction. In Ellen Lewin, ed., *Feminist Anthropology: A Reader*, Pp. 1-26.

^Martin, Emily (1991) The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles. *Signs*, 16(3): 485-501.

Week 3 Gender in Cross-cultural Perspective

*Rosaldo, Michelle Z. (1974) Woman, culture, and society: A theoretical overview. In Michelle Zimbalist Rosaldo and Louise Lamphere, eds., *Woman, Culture, and Society*, Pp. 17-42.

*Bonvillain, Nancy (2021) Ch1: Prologue. In *Women and Men: Cultural Constructs of Gender*, 5th ed., Pp. 5-23.

^Abu-Lughod, Lila (2008 [1993]) Ch2: Polygyny. In *Writing Women's Worlds: Bedouin Stories*, Pp. 87-126. Berkeley, Los Angeles, Oxford: University of California Press.

^Mascia-Lees, Frances E. and Nancy Johnson Black (2017) Ch2: Analysing Theories. In *Gender and Anthropology*, Pp.13-20.

News: *Why Aren't Women Advancing at Work? Ask a Transgender Person*. New Republic 2014. Jessica Nordell. Accessed on 31 July 2022.

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

Video: *Always #LikeAGirl*. Accessed on 31 July 2022.

<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 4 Division of Labor, Patriarchy, Capitalism

*Mascia-Lees, Frances E. and Nancy Johnson Black (2017) Ch5: The materialist orientation. In *Gender and Anthropology*, Pp. 41-60.

*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.

^Brown, Judith K. (2006) Ch2: A note on the division of labor by sex. In Ellen Lewin, ed., *Feminist Anthropology: A Reader*, Pp. 66-71.

^Lamphere, Louise (2017) Ch8: The domestic sphere of women and the public world of men: The strengths and limitations of an anthropological dichotomy. In Caroline B. Brettell and Carolyn F. Sargent, eds., *Gender in Cross-Cultural Perspective*, 7th ed., Pp. 97-107.

^Nakano, Lynne Y. (2022) Ch3: "Because I'm a girl, my parents want me to find a stable job": Accommodating work and caregiving responsibilities. In *Making Our Own Destiny: Single Women, Opportunity, and Family in Shanghai, Hong Kong, and Tokyo*, Pp. 91-117.

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

Week 5 Universal Binary and the Construction of Gender

*Mascia-Lees, Frances E. and Nancy Johnson Black (2017) Ch6: Structuralist approaches. In *Gender and Anthropology*, Pp. 68-79.

- *Ortner, Sherry B. (1974) Is female to male as nature is to culture? In Michelle Zimbalist Rosaldo and Louise Lamphere, eds., *Woman, Culture, and Society*, Pp. 67-87.
- ^Herd, Gilbert H. (2017) Ch17: Rituals of manhood: Male initiation in Papua New Guinea. In Caroline B. Brettell and Carolyn F. Sargent, eds., *Gender in Cross-Cultural Perspective*, 7th ed., Pp. 239-243.
- ^Fausto-Sterling, Ann (2020 [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. 48-82.
- ^Vance, Carole S. (2007 [1991]) Ch4: Anthropology rediscovers sexuality: A theoretical comment. In Peter Aggleton and Richard Parker, eds., *Culture, Society and Sexuality: A Reader*, 2nd ed., Pp. 41-57.
- Video:** *Me, My Sex and I*. BBC One. (2011, 50 mins)
<https://www.youtube.com/watch?v=87XvVdLaWT8>

Week 6 Family, Household, and Work

- *Moore, Henrietta. L. (1988) Ch3: Kinship, labour and household: Understanding women's work. In *Feminism and Anthropology*, Pp. 42-72.
- *Broughton, Chad and Tom Walton (2017) Ch10: Downsizing masculinity: Gender, family and fatherhood in post-industrial America. In Caroline B. Brettell and Carolyn F. Sargent, eds., *Gender in Cross-Cultural Perspective*, 7th ed., Pp. 122-138.
- ^Yan, Yunxiang (2006) Girl power: Young women and the waning of patriarchy in rural North China. *Ethnology*, 45(2): 105-123.
- ^Nakano, Lynne Y. (2022) Ch1: Three marriage regimes. In *Making Our Own Destiny: Single Women, Opportunity, and Family in Shanghai, Hong Kong, and Tokyo*, Pp. 34-68.
- ^Wolf, Margery (1972) Ch3: Uterine families and the women's community. In *Women and the Family in Rural Taiwan*, Pp. 32-42.

Week 7 Gender and the State

- *Yang, Mayfair M.-H. (1999) Ch1: From gender erasure to gender difference: State feminism, consumer sexuality, and women's public sphere in China. In Mayfair Mei-hui Yang, ed., *Spaces of Their Own: Women's Public Sphere in Transnational China*, Pp. 35-67.
- *Allison, Anne (2017) Ch24: Japanese mothers and *obentōs*: The lunch-box as ideological state apparatus. In Caroline B. Brettell and Carolyn F. Sargent, eds., *Gender in Cross-Cultural Perspective*, 7th ed., Pp. 339-356.
- ^Heng, Geraldine & Janadas Devan (1997) Ch7: State fatherhood: The politics of nationalism, sexuality and race in Singapore. In Roger N. Lancaster and Micaela di Leonardo, eds., *The Gender/Sexuality Reader*, Pp. 107-121.
- ^Nakano, Lynne Y. (2022). Introduction. In *Making Our Own Destiny: Single Women, Opportunity, and Family in Shanghai, Hong Kong, and Tokyo*, Pp. 13-29.
- Video:** *Through Chinese Women's Eyes* (1997, 52 mins)

Week 8 Manhood and Neoliberalism

- *Bourgois, Philippe (1995) Ch4: 'Goin' legit': Disrespect and resistance at work. In *In Search of Respect: Selling Crack in El Barrio*, Pp. 114-173.
 - *Goldstein-Gidoni, O. (2020). 'Working fathers' in Japan: Leading a change in gender relations? *Gender, Work & Organization*, 27(3), 362-378.
 - ^Gutmann, Mathew (2007 [1996]) Ch1: Real Mexican machos are born to die. In *The Meanings of Macho: Being a Man in Mexico City*, Pp. 11-32.
 - ^Sommer, Mathew H. (2002) Dangerous males, vulnerable males, and polluted males: The regulation of masculinity in Qing Dynasty law. In Susan Brownell and Jeffrey N. Wasserstrom, eds., *Chinese Femininities/Chinese Masculinities: A Reader*, Pp. 67-88.
 - ^D'Emilio, John ([1983] 2007) Capitalism and gay identity. In Peter Aggleton and Richard Parker, eds., *Culture, Society, and Sexuality: A Reader*, 2nd ed., Pp. 250-258.
- News:** *Men Adrift*. The Economist. 30 May 2015.

Week 9 Culture, Sexuality and the Body

- *Mascia-Lees, Frances E. and Nancy Johnson Black (2017) Ch7: Discourse analysis and sociolinguistic orientations, and Ch8: The Reflexive Approach. In *Gender and Anthropology*, Pp. 83-108.
- *Valentine, David (2007) Ch3: "I know what I am": Gender, sexuality, and identity. In *Imagining Transgender: An Ethnography of a Category*, Pp. 105-139.
- *Martin, Emily (1997) Ch36: The end of the body? In Roger N. Lancaster and Micaela di Leonardo, eds., *The Gender/Sexuality Reader*, Pp. 543-558.
- ^Butler, Judith (1997) Ch35: Excerpt from "Introduction" to *Bodies That Matter*. In Roger N. Lancaster and Micaela di Leonardo, eds., *The Gender/Sexuality Reader*, Pp. 531-542.
- ^Vance, Carole S. (1984) Pleasure and danger: Towards a politics of sexuality. In Carol S. Vance, ed., *Pleasure and Danger: Exploring Female Sexuality*, Pp. 1-28.
- ^Pelez, Michael (2006) Transgenderism and gender pluralism in Southeast Asia since early modern times. *Current Anthropology*, 47(2): 309-340.

Week 10 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) Ch7: Shaping the modern body. In *On the Edge of the Global: Modern Anxieties in a Pacific Island Nation*, Pp. 183-204.
 - ^Louie, Kam (2012). Popular Culture and Masculinity Ideals in East Asia, with Special Reference to China. *The Journal of Asian Studies*, 71(4), 929-943.
 - ^Gillette, Maris Boyd (2000) What's in a dress? Brides in the Hui quarter of Xi'an. In Deborah S. Davies, ed., *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 31 July 2022. <https://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 31 July 2022. <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=s2gD80jv5ZQ>

Video: *Barbie* — *You Can Be Anything* <https://www.youtube.com/watch?v=l1vnsqbnAkk>

Week 11 Gender and the Global Economy

- *Rubin, Gayle (2006 [1975]) The traffic in women: Notes on the ‘political economy’ of sex. In Ellen Lewin, ed., *Feminist Anthropology: A Reader*, Pp. 87-106.
- *Kelsky, K. (1999). Gender, modernity, and eroticized internationalism in Japan. *Cultural Anthropology*, 14(2), 229–255.
- ^Ehrenreich, Barbara and Arlie Russell Hochschild (2002) Introduction. In Barbara Ehrenreich and Arlie Russell Hochschild, eds., *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*, Pp. 1-14.
- ^Constable, Nicole (2005) Ch1: Introduction: Cross-border marriages, gendered mobility, and global hypergamy. In Nicole Constable, ed., *Cross-border Marriages: Gender and Mobility in Transnational Asia*, Pp. 1-16.
- ^Cheng, Sealing (2010) Ch6: At home in exile. In *On the Move for Love: Migrant Entertainers and the U.S. Military in South Korea*, Pp. 166-191.
- ^Mascia-Lees, Frances E. and Nancy Johnson Black (2017) Ch9: Gender and Anthropology in a Global World. In *Gender and Anthropology*, Pp. 109-118.

Week 12 Intersectionality: Gender, Class, and Race

- *Stoler, Ann Laura (1997) Ch1: Carnal knowledge and imperial power: Gender, race and morality in colonial Asia. In Roger N. Lancaster and Micaela di Leonardo, eds., *The Gender/Sexuality Reader*, Pp. 13-36.
- *Freeman, Carla (2000) Ch2: 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) Ch11: “Women are more Indian”: Ethnicity and gender in a community near Cuzco. In Brooke Larson and Olivia Harris, eds., *Ethnicity, Markets, and Migration in the Andes: At the Crossroads of History and Anthropology*, Pp. 329-348.
- ^Cairolì, M. Laetitia (2017) Ch43: Sexuality and discipline among Filipina domestic workers in Hong Kong. In Caroline B. Brettell and Carolyn F. Sargent, eds., *Gender in Cross-Cultural Perspective*, 7th ed., Pp. 639-660.

Academic Honesty Policy

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations.

Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign on the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via the plagiarism detection engine VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.

Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

Other Policies

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

Recording: No (video and audio) recording is permitted in this class without permission from the Lecturer.

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.

Feedback on the Course

Students will be asked to fill out a mid-term survey about one month into the course, and a university course evaluation at the end of the semester. In addition, students are welcome to discuss their questions or concerns about the course with the instructor at any time during the semester.

Students with Disabilities

Your access to this course is important. If you experience any access barriers in this course, such as with printed content, graphics, online materials, or any communication barriers, please reach out to me right away, so that we can arrange appropriate academic accommodations.