

## ANTH 2310/UGEC 2653: GENDER AND CULTURE

Lecture: Thursday, 2:30pm – 4:15pm

Venue: NAH 213

Lecturer: Dr FACING, Manynooch

Email: [nyma@cuhk.edu.hk](mailto:nyma@cuhk.edu.hk)

Office hour: By appointment

Tutor: (email)

Tutorials: Thurs: A: 4.30-5.15. B: 4. 30-5.15, C: TBA (Tue: 4.30-5.15)

### Course Description

'Gender' is one of the restless concepts in our everyday life. We talk about *gender role*, worry about *gender gap*, question whether our ideas are not *gender-biased* or *gender specific* while face such challenging terms as *gender-bending*, *gender-blending*, *gender-reversed* or *gender equality*. What is 'gender'? Who or what defines our 'gender'? And, why do we care so much about how to correctly behave like a 'man' or a 'woman'? Gender is one of the basic principles of social life, and it takes different forms in different cultures and societies. This course is an introduction to the anthropology of gender. We will explore through themes, such as nature, kinship, family and kinship, politics, media and contemporary modern social context. It aims to introduce students to issues revolving around gender through selected cross-cultural cases from around the world. Some cases show contrasting views while some merely showing how culture uniquely nurtures gender under the waves of economic development, globalization, and advanced mass communication.

### Course Objectives:

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

1. Gain a good understanding on how various cultures construct gender concept, including relations and gender ideologies
2. Develop an anthropological understanding of how gender norms and values change in different socio-cultural contexts
3. Critically evaluate the existing gender ideology and develop one's own gender perspective

### Course Assessments

- |  |     |
|--|-----|
| 1. Participation (Zoom and Blackboard) | 20% |
| 2. Tutorial discussion                 | 20% |
| 3. Take home midterm exam              | 30% |
| 4. Final Essay                         | 30% |

## Course Assessments details

### A. Class Participation (Zoom and Blackboard discussion) 20%

Each week, I will randomly select students to prepare questions before class. Each selected student must prepare ONE meaningful question to ask me in class. I will also involve the class (on a random selection) to help me respond if there are no volunteers. Students are also encouraged to contribute to our weekly blackboard discussion. Similarly, to Zoom, I will assign a student to post a meaningful question is a question that can start discussion, for example. Contributors/responders can respond with one or two short sentences. The more you volunteer to respond to your classmates' questions or comments, the more credits you will receive on this part.

### B. Tutorial discussion moderator 20%

This moderator role is to prepare a set of 5 words/ concepts glossary list, (based on the assigned readings) with simple definitions. This glossary list will be supplemented by tutorial groupmates with real life examples. 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, posting 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. Students will prepare at least one question. Make sure that your questions have the capacity to generate the group discussion and must be drawn from your own understanding of the assigned readings. If you are not sure of your question, you can submit to me or the TA prior to the tutorial meeting.

### C. Take home midterm exam 30%

The questions will be released on Week10 of the course. This midterm exam is an open book and does not involve 'rote-learning'—that is, your memory of details such as historical dates, events, personages—but, rather, tests your understanding of analytical concepts and broad historical and cultural patterns. It consists of two parts: a) Ten short answer questions (worth 5% each); and b) two long answer questions (worth 25% each). For the long answer questions, you will choose two from four questions. All test questions will be derived from lectures as well as assigned readings.

### D. Final Essay (Due December 10, 2020) 30%

There are two options for your final essay with the length of (not counting references) 1,500-2,000 words (in English). Choose one option:

Option 1: Conduct 2 interviews: one woman and one man of any place (e.g., Pakistanis, Nepalese, Chinese (i.e., Hong Kong, mainland and Taiwan), Koreans, Japanese, Filipinos, Indonesian, Singaporeans, Thai, or Vietnamese) who live or have recently settled in Hong Kong or those in your circles of friends. Design questions around the theme of family, work, sexuality, inequality, etc. You may include other relevant areas such as religion and politics etc., that are considered important in the experience of the interviewees. Analyze how the persons' gender affects their experiences and provide a conclusion through your own gender perspective.

Option 2: Choose one creative work (i.e., music, images, novels, essays, films, sculpture, etc.). Write a review and use idea and argument you learned in this class to write a discussion about that work. You may provide a critique or reflections as a way to demonstrate your gender perspective, for example. You are required to cite some works and discussions we have in this course.

Plan early and discuss your project with the instructor/TA latest by week 9.

Please name your final paper file **ANTH2310 or UGEC2653 Final Paper (1 or 2) Last name First name**, and your VeriGuide receipt file **ANTH2310 or UGEC2653 VeriGuide Last name First name**.

Submit the soft copy first to Veriguide. Attach the Veriguide receipt to the hard copy and submit it to the Anthropology Dept Office on or before the due date. Late submissions will attract a penalty.

### **Notes for written assignments**

The University adopts a policy of zero tolerance on plagiarism. Using someone else's ideas or words without citing the source is plagiarism. (This includes taking material from the Internet without citing the website, or my lectures!). Please familiarize yourself with the CUHK academic honesty policy at <http://www.cuhk.edu.hk/policy/academichonesty/>.

You may use any standard academic citation style, but be consistent throughout the paper. For an example visit the Anthropology Department website at [http://cuhk.orientale-com7.com/en/dept\\_thesis\\_style.php](http://cuhk.orientale-com7.com/en/dept_thesis_style.php).

### **Week 1 (Sept. 10): Introduction**

- Bonvillain, Nancy. 2007. Prologue. In *Women and Men: Cultural Constructs of Gender*. Upper Saddle River, New Jersey: Prentice Hall.
- Quinn, Naomi. 1977. Anthropological studies on women's status, *Annual Reviews of Anthropology*, Vol. 6(1977), pp. 181-225.

### **Week 2 (Sept. 17): Universalism and Gender**

- Gilmore, David. 1993. The Manhood Puzzle. In *Gender in Cross-cultural Perspective*. Caroline Brettell and Carolyn Sargent, eds. Englewood Cliffs: Prentice Hall.
- Ehrenberg, Margaret. 2009. The Role of Women in Human Evolution. In *Gender in Cross-cultural Perspective (5e)*. C. Brettell and C. Sargent, eds. Upper Saddle River: Pearson/Prentice Hall.

#### *Optional:*

- Blackwood, Evelyn. 2006. "Ch. 21 Tombois in West Sumatra: Constructing Masculinity and Erotic Desire," in *Feminist Anthropology: A Reader*. Oxford: Blackwell, Pp. 411-434

### **Week 3 (Sept. 24): Construction of the gender**

- Ortner, Sherry B.. 2006. "Is Female to Male as Nature is to Culture?." In *Feminist Anthropology: A Reader*. Oxford: Blackwell, Pp. 72-86.
- Messner, Michael. 2000. Barbie Girls versus Sea Monsters: Children constructing gender, *Gender and Society*, Vol. 14, No. 6 (Dec., 2000), pp. 765-784. **OR**
- Chorodow, Nancy. 1974. Family Structure and Feminine Personality. In *Woman, Culture and Society*. Stanford: Stanford University Press.

### **Week 4 (Oct. 1): Public Holiday**

### **Week 5 (Oct. 5): Gender and religion**

- Bonvillain, Nancy. 2007. Ch. 9 Gender and Religion. In *Women and Men: Cultural Constructs of Gender*. Upper Saddle River: Prentice Hall.
- Boddy, Janice. 2009. Spirit Possession and Gender Complementarity: Zâr in Rural Northern Sudan. In *Gender in Cross-cultural Perspective (5e)*. C. Brettell and C. Sargent, eds. Upper Saddle River: Pearson/Prentice Hall.

#### *Optional*

- Andaya, B.W., 1994. The Changing Religious Role of Women in Pre-Modern South East Asia. *South East Asia Research*, 2(2), pp.99-116.
- Keyes, Charles F. 1984. Mother or Mistress but Never a Monk: Buddhist Notions of Female Gender in Rural Thailand, *American Ethnologist*, Vol. 11, No. 2 (May, 1984), pp. 223-241.

### **Week 6 (Oct. 15): Gender and Political Economy**

- Lockwood, Victoria S. 2009. The Impact of Development on Women: The Interplay of Material Conditions and Gender Ideology. In *Gender in Cross-cultural Perspective (5e)*. C. Brettell and C. Sargent, eds. Upper Saddle River: Pearson/Prentice Hall.
- Fong, Vanessa L. 2004. Ch2. "Great Expectations: Singletons as the Vanguard of Modernization." In *Only Hope: Coming of Age under China's One-Child Policy*. Stanford: Stanford University Press.

- Williams, Christine. 2004. The Glass Escalator: Hidden Advantages for Men in the “Female” Professions. In *Men’s Lives*. (6 ed). M. Kimmel and M Messner, eds. Boston: Pearson. **OR**
- Safa, Helen. 1995. Ch.2 The Male Breadwinner and Women’s Wage Labor. In *The Myth of the Male Breadwinner: Women and Industrialization in the Carribean*. Boulder, Co: Westview.

**Week 7 (Oct. 22): Gender and Double Statuses**

- Tam, Siumi Maria. 2010. Dealing with Double Marginalization: Three Generations of Nepalese Women in Hong Kong. *Asian Journal of Women's Studies* 16(2):32-59.
- Louie, Miriam Ching Yoon, 1995. 'Minjung' feminism: Korean women's movement for gender and class liberation. *Women's Studies International Forum*, 18(4), p.417.
- Honig, Emily. 2002. Maoist Mappings of Gender: Reassessing the Red Guards. In *Chinese Femininities, Chinese Masculinities*, edited by Susan Brownell and Jeffrey Wasserstrom. (Berkeley, CA: University of California Press, pp. 255-268. **OR**
- Turley, W.S., 1972. Women in the Communist Revolution in Vietnam, *Asian Survey*, Vol, X11, No. 9, September, pp. 793-805.

**Week 8 (Oct. 29): Gender and globalization**

- Bonvillain, Nancy. 2007. Ch. 7 Global Economic Development. In *Women and Men: Cultural Constructs of Gender*. Upper Saddle River, New Jersey: Prentice Hall.
- Dahl, Ulrika. 2007. Progressive Women, Traditional Men: Globalization, Migration, and Equality in the Northern Periphery of the European Union. In *The Gender of Globalization: Women navigating cultural and economic marginalities*. Nandini Gunewardena and Ann Kingsolver, eds. Santa Fe: School for Advanced Research Press.

Optional

- Chang, Kimberly, and Lily Ling. 2000. Globalization and its Intimate Other: Filipina domestic workers in Hong Kong. In *Gender and Global Restructuring: Sightings, sites and resistances*. Marianne H. Marchand and Anne Sisson Runyan, eds. London and New York : Routledge.

Optional for background readings

- Bonvillain, Nancy. 2007. Ch.2-7. In *Women and Men: Cultural Constructs of Gender*. Upper Saddle River, New Jersey: Prentice Hall.

**Week 9 (Nov. 5): Gender in media and technology**

- Fung, Anthony, and Mike Yao. 2012. Gender and the Media. In *Women and Girls in Hong Kong: Current Situations and Future Challenges*. Hong Kong: Hong Kong Institute of Asia-Pacific Studies, CUHK.
- Abu-Lughod, L 2006, *Local Contexts of Islamism in Popular Media*, Amsterdam University Press, Amsterdam.
- Kilbourne, Jean. 2010. *Killing us softly 4: advertising's image of women*. UL DVD HF5822 .K55 2010.

**Week 10 (Nov. 12): University Graduation Ceremony (No Class, No Tutorial)  
(Midterm questions release)**

**Week 11 (Nov. 19): The gendered body**

- Bonvillain, Nancy. 2007. Ch.8 Gender and the Body. In *Women and Men: Cultural Constructs of Gender*. Upper Saddle River, New Jersey: Prentice Hall.

Urla, Jacqueline, and Alan C. Swedlund. 2009. Measuring Up to Barbie: Ideals of the Feminine Body in Popular Culture. In *Gender in Cross-cultural Perspective (5e)*. C. Brettell and C. Sargent, eds. Upper Saddle River: Pearson/Prentice Hall.

### **Week 12 (Nov. 21): Gender and Sexuality**

Braun, Virginia, Nicola Gavey, and Kathryn McPhillips. 2003. "The 'Fair Deal'?: Unpacking Accounts of Reciprocity in Heterosex." *Sexualities* 6:237-261.

Ferguson, Jane. 2014. "Sexual systems of Highland Burma/Thailand: Sex and gender perceptions of and from Shan male sex workers in Northern Thailand", *South East Asia Research*, 11, 1, pp. 23-88.

#### Optional

Fejes, Fred. 2002. "Bent passion: Heterosexual masculinity, pornography and gay male identity", *Sexuality & Culture*, 2002, Vol. 6(3), pp. 95-113.

### **Week 13 (Nov. 26): Gender, Sex and Politics**

Vance, Carole. "Negotiating Sex and Gender in the Attorney General's Commission on Pornography." In *The Gender/sexuality Reader: culture, history, political economy*, pp. 440-453. Edited by Roger N. Lancaster and Micaela di Leonard. London: Routledge.

Rubin, Gayle. 1984. Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality. In *Pleasure and Danger: Exploring female sexuality*. Carole Vance, ed. London: Pandora.

### **Week 14 (Dec. 3): Equality a Utopia?**

Tam, Siumi Maria, Anthony Fung, Lucetta Kam, and Mario Liong. 2009. Re-gendering Hong Kong Men in Social, Physical and Discursive Space. In *Mainstreaming Gender in Hong Kong Society*. Fanny Cheung and Eleanor Holroyd, eds. Hong Kong: Chinese University Press.

Hudson, Valerie, Bonnie Ballif-Spanvill, Mary Caprioi, and Chad Emmett. 2012. Ch.4 The Heart of the matter: The security of women and the security of states. In *Sex and World Peace*. New York: Columbia University Press.

Bonvillain, Nancy. 2007. Ch.10 Gender and Language. In *Women and Men: Cultural Constructs of Gender*. Upper Saddle River: Prentice Hall

### **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](http://www.ilc.cuhk.edu.hk/english/resource/referencing_avoidingplagiarism1.pdf)) to avoid plagiarism.

Laptop Policy: This course discourages students from using mobile phones, tablets, or laptops in class.