GENA2192 Women, Men and Culture
Wed, 2.30-4.15
Venue: NAH115

Instructor: Dr. FAMING, Manynooch
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Office Hour: By appointment

This course takes an anthropological perspective to debate on a general human category, such as sexes and gender. Through this perspective the course will explore the process of how sexes, gender, and the relationship between men and women are largely cultural and social products. Students will also be exploring political, economic, material, and environmental factors that are deemed to be part of such processes. This course will start from introducing core concerns, arguments, and approaches related to gender and sexuality. After the introductory sessions, we will focus, week by week, on common (or controversial) gender and sexual issues we encounter in lives. These weeks will be discussion intensive and relevant analysis and scholarly works will be introduced to deepen your understanding of gender and sexuality via the topics. Students are encouraged to examine their own gender identities and beliefs critically; to not only understand how our gender assumptions are shaped but also to develop their own gender statement.

Learning Outcomes:
Upon completing this course, students will be able to:
• acquire a holistic understanding of the making of gender;
• analyze contemporary gender related issues;
• develop their own gender and sexual statement;
• apply idea learned to their lives and have alternative choices to cope with related challenges.

Course Requirement and Evaluation:
The success of this course depends on students’ commitment to participate and contribute to class discussion and willingness to stay curious and explore relevant thoughts among academic works and beyond. The following evaluation is designed to encourage these efforts.

Class participation 20%
1 group presentation 40%
2 short reflection papers 40%
**Participation:** The evaluation will be based on both your attendance, field visit and, more importantly, your engagement (asking or answering questions and other forms of participation) in classes.

**Group presentation:** In each of the issue-centred week, two groups of students will lead the discussion by presenting their likely contradictory perspectives on the issue. Each student will sign up to one group, hence be a proposer or opposer for one presentation, through the semester. Group presentation/debate should be supported by well researched evidence and delivered in clear arguments. A collage of google search results or plain team opinions on an issue should be avoided. Time will be given for the preparation.

**Reflection Papers:** There will be three chances for you to write short reflection papers: 1). after your group presentation; 2). after the field visit; and 3) at the end of the semester. You can choose 2 from the 3 options.

1) A reflection paper about the topic of your presentation. Focusing on one or a couple points that interest you during this experience is sufficient; no need to cover everything you learn through the presentation. The paper should be based not only on your preparation for the presentation; but also on the discussion in class — both with the other team and from the audience and teachers. **Due 1 week after your presentation.**

2) A reflection paper that reviews and addresses what you learned from our field visit. **Due on 3 April 2019 by 5pm.**

3) Choose one creative work (i.e., music, images, novels, essays, films, sculpture, etc.) and use idea and argument you learned in this class to write a discussion about that work. You are required to cite some works and discussions we have in this course. **Due on 17 April 2019 by 5pm.**

These papers give you a chance to reflect and consolidate in writing your learning in this course. All papers should a) have a clear argument and state your original idea, b) show your familiarity with course materials and discussion, 3) be synthetic and concise. Each of them should be no more than 1000 words in English.

**Formats and VeriGuide:** For all written assignments, please 1) use double-spaced, font size 12 or larger, and standard margins 2) submit to VeriGuide (https://academic.veriguide.org/academic/login_CUHK.jspx) before hand in your papers in class. An assignment without a signed declaration from VeriGuide will not be graded.

**Readings:**

All readings listed are not required but reference materials for your learning. Though students are not assumed to know the materials when they come to class, the materials should be very useful for you to contemplate on each topics, prepare for group presentations, and write your reflection essays. Besides, they are all quite interesting! So, we make them all available on Blackboard. Please take time to enjoy works interest you and feel free to consult me and Portia if you would like to explore any topic further.
Week 1 (9 Jan.): Introduction: Cross-cultural Understanding of Gender

Recommended academic works:

Other recommended materials:
https://www.youtube.com/watch?v=P_MhsbRfyl&list=PLRyQfUYbMgkeMaN_yICROVBYTK0jU237U

Week 2 (16 Jan.): Sex and Sexuality

Recommended academic works:

Other recommended works:
Video: Me, My Sex and I. BBC One. (2011, 50 mins)
https://www.youtube.com/watch?v=87XvVdLaWT8
Article: A graphic history of sex: ‘There is no gene that drives sexuality. All sexuality is learned’
https://www.theguardian.com/lifeandstyle/2016/oct/29/a-graphic-history-of-sex-there-is-no-gene-that-drives-sexuality-all-sexuality-is-learned
Article: With Manicures and Makeup, Japan’s ‘Genderless’ Blur Line Between Pink and Blue.

Week 3 (23 Jan.): Difference and Inequality

Recommended academic works:
Other recommended materials:

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

**Article:** Republican Men Say It’s a Better Time to Be a Woman Than a Man  

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**Week 4 (30 Jan.): Domestic Work: Should housewives be paid?**

*Recommended academic works:*


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**Week 5 (6 Feb.): Chinese New Year. No class.**

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**Week 6 (13 Feb.): Marriage: Is marriage a trap that we should get rid of?**

*Recommended academic works:*


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

*Other recommended materials:*

**Video:** What I do is for your own good (春節自救指南)  

**Article:** The Modern Marriage Trap — and What to Do About It.  

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**Week 7 (20 Feb.:) Objectification: Is sex appeal empowering or oppressive?**

*Recommended academic works:*


*Other recommended materials:*


**Week 8 (27 Feb.): Man Adrift: Is a man without property marriageable?**

**Recommended academic works:**


**Other recommended materials:**

**Article:** *Men Adrift*. The Economist. 30 May 2015.

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**Week 9 (6 Mar.): Non-binary Gender and Sexuality: Can one choose his/her own gender?**

**Recommended academic works:**


**Other recommended materials:**

**Article:** *Gender Revolution* Portrait Carries a Message of Hope

**Article:** Norway Set To Make Changing Gender Easier with “Breakthrough” Bill

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**Week 10 (13 Mar.): Intimate Labor: Can people sell sex?**

**Recommended academic works:**


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**Week 11 (20 Mar.): China: Can Two-Child Policy improve women’s status in China?**

**Recommended academic works:**


**Other recommended materials:**


**Article:** *After One-Child Policy, Outrage at China’s Offer to Remove IUDs.*

**Article:** *China formally eases one-child policy.*
Week 12: Field visit to Causeway Bay/Central (24 Mar. 2019, 11am-1pm)

Week 13 (27 Mar.): Women working outside and away from home

Recommended academic works:

Week 14 (3 Apr.): Reading Week (No class)

Week 15: (10 Apr.): Concluding Discussion

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