

Updated: 19 September 2017

GENA2192  
Fall 2017  
Thursday 1:30-3:15 pm  
MMW LT2

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## Women, Men and Culture

“If you were born a man rather than a woman or a woman rather than a man, would your life be different?” Our assigned biological sex is one of the most profound categories that defines our identity and experience. However, we often take the gender norm of a society for granted and find the boundaries between men and women natural. This tendency gives rise to a social and cultural context in which people having difficulties fitting themselves into existing categories struggle a lot. These people include, for example, men who do not enjoy being aggressive, women who find themselves value a career more than motherhood, a person who has a female body but sees himself as a man, and people who are sexually interested in others of the same sex.

This course takes an anthropological perspective to address gender and sexuality. Anthropologists argue that sex, gender, and the relationship between men and women are not given but largely products of cultural and social processes. We argue that political, economic, material, and environmental factors are a 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 and sexuality;
- analyze contemporary gender issues anthropologically;
- 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 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) By the end of the foundation weeks; 2) after your group presentation; and 3) at the end of the semester. You can choose 2 from the 3 options.

- 1) A reflection paper that reviews and addresses what you learned in the foundation weeks. The paper is expected to be critical, concise and relevant to what we covered in classes. Due on 28 September in class.
- 2) 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.
- 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 8 December.

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 and 2000 words in Chinese. Marking criteria will be provided later.

Voluntary Feedback: After each presentation week, you are welcome to submit a short (suggestion: no more than 150 words in English or 300 words in Chinese) voluntary feedback (questions, critique, inspiration or summary, etc.) regarding the presentation. This is a chance for you to consolidate what you learned and will also help me to incorporate your response to following classes. This is completely voluntary and is not a part of our class evaluation. Please send your feedback to the course TA Portia via email ([portiaxiong@link.cuhk.edu.hk](mailto:portiaxiong@link.cuhk.edu.hk)).

**\*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.jsp](https://academic.veriguide.org/academic/login_CUHK.jsp)) 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.

## COURSE OUTLINE

### Section I: Foundation

#### **WK1 (Sep. 7): Introduction: Cross-cultural Understanding of Gender**

Syllabus and course overview

*Recommended academic works:*

Mascia-Lees, Frances E. and Nancy Johnson Black

1999 "CH1: The History of the Study of Gender in Anthropology." In *Gender and Anthropology*. Pp. 1-12.

Lewin, Ellen

2006 "Introduction." In *Feminist Anthropology: A Reader*. Oxford: Blackwell, Pp. 1-26 (Up to *Overview of the Volume*.)

*Other recommended materials:*

**Video:** *Always #LikeAGirl*. Accessed on 15 January, 2015.

(<https://www.youtube.com/watch?v=87XvVdLaWT8>)

**Article:** *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>

#### **WK 2 (Sep. 14): Sex and Sexuality**

*Recommended academic works:*

Harris, Marvin

1995 "CH7: Human Sexuality." In *Cultural Anthropology*. Pp. 74-83.

Fausto-Sterling, Anne

1995 "How to Build a Man." In *The Gender Sexuality Reader*. Roger Lancaster & Micaela di Leonardo, eds. Pp. 244-248. New York: Routledge.

*Other recommended works:*

Sax, Leonard

2006 "CH2: Female Brains, Male Brains." In *Why Gender Matters: What parents and teachers need to know about the emerging science of sex differences*. Pp.11-38. Broadway Books

**Video:** *Me, My Sex and I*. BBC One. (2011, 50 mins)

(<https://www.youtube.com/watch?v=87XvVdLaWT8>)

**Article:** *Stanford bioethicist fights gender tests for female athletes*. San Francisco Chronicle 4, August, 2015. Rachel Swan. Accessed on 14 January, 2016.

<http://www.sfchronicle.com/bayarea/article/Stanford-bioethicist-fights-gender-tests->

[for-6425161.php?t=a5b3f531c43cce98c9&cmpid=email-premium](http://for-6425161.php?t=a5b3f531c43cce98c9&cmpid=email-premium)

**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.* <http://cn.nystyle.com/culture/20170106/with-manicures-and-makeup-japans-genderless-blur-line-between-pink-and-blue/en-us/>

### **WK 3 (Sep. 21): Difference and Inequality**

*Recommended academic works:*

Harris, Marvin

1995 "CH15: Gender Hierarchies." In *Cultural Anthropology*. Pp. 190-205.

Brown, Judith K.

2006 "A Note on the Division of Labor by Sex." In *Feminist Anthropology: A Reader*. Pp. 66-71.

Rubin, Gayle

1990 (1975) "The Traffic in Women: Notes on the "Political Economy" of Sex. In *Women, Class, and the Feminist Imagination*. Karen Hansen and Ilene Philipson, eds. Philadelphia: Temple University Press. Pp. 74-113

*Other recommended materials:*

**Video:** *Oppressed Majority (Majorité Opprimée)* (by Eleonore Pourriat, 2014, 11 mins) (<http://www.youtube.com/watch?v=V4UWxlVvT1A>)

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

<https://www.nytimes.com/2017/01/17/upshot/republican-men-say-its-a-better-time-to-be-a-woman-than-a-man.html>

**Article:** 孫金昱：女權主義如何面對社會底層的性別歧視？

<http://theinitium.com/article/20160918-opinion-SunJinyu-feminism/>

*\*Review paper of the Foundation weeks due on 28 Sept. in class.*

### **Section II: Contemporary Topics**

#### **WK 4 (Sep. 28): Domestic Work: Should housewives be paid?**

*Recommended academic works:*

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.

Harris, Marvin

1995 "CH 9: Domestic Life." In *Cultural Anthropology*. Pp. 102-118.

Shandy, Dianna and Karine Moe

2012 "CH22: The Opt-Out Phenomenon: Women, Work and Identity in America." In *Conformity and Conflict: Readings in Cultural Anthropology*. James P. Spradley

and David W. McCurdy, eds. Pp. 197-207. Boston, MA: Pearson/Allyn & Bacon.

*Other recommended materials:*

**Article:** 《月薪嬌妻》不可逃避的難題：女性勞務的選擇與價值  
<http://opinion.udn.com/opinion/story/5754/2225323>

**WK 5 (Oct. 5): The Day Following the Mid-Autumn holiday. No class.**

**WK 6 (Oct. 12): Marriage: Is marriage a trap that we should get rid of?**

*Recommended academic works:*

Townsend, Nicholas W.

2002 “Marriage: The Women in the Middle.” In *The Package Deal: Marriage, Work, and Fatherhood in Men’s Lives*. Pp. 81-116.

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*. Richard Ronald and Allison Alexy (eds). Pp. 131-151. Routledge: London and New York.

**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)

<https://www.facebook.com/wechatinchina/videos/1831875713697136/#>

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

<http://time.com/money/4630251/the-modern-marriage-trap-and-what-to-do-about-it/>

**WK 7 (Oct. 19): Objectification: Is sex appeal empowering or oppressive?**

*Recommended academic works:*

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*. Pp. 282-296.

*Other recommended materials:*

Sax, Leonard

2010 “CH1: First Factor: Sexual Identity.” In *Girls on the Edge: the Four Factors Driving the New Crisis for Girls: Sexual Identity, the Cyberbubble, Obsessions, Environmental Toxins*. Pp. 11-36. New York: Basic Books.

**Article:** *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>

**Article:** *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>

**Article:** 譚蕙芸：因女藝人欣宜「高調肥」捱轟，我重讀了約翰．伯格

<https://theinitium.com/article/20170114-opinion-viviantam-joycecheng/>

**Video:** *Killing Us Softly 4*. (2010, 45 mins)

### **WK 8 (Oct. 26): Man Adrift: Is a man without property marriageable?**

*Recommended academic works:*

Bourgois, Philippe

2012[2002] “CH14: Poverty at work: Office Employment and Crack Alternative.”  
In *Conformity and Conflict: Readings in Cultural Anthropology*. James P. Spradley  
and David W. McCurdy, eds. Pp. 125-135. Boston, MA: Pearson/Allyn & Bacon.

*Other recommended materials:*

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

### **WK 9 (Nov. 2): Non-binary Gender and Sexuality: Can one choose his/her own gender?**

*Recommended academic works:*

Sommer, Matthew H.

2002 “Dangerous Males, Vulnerable Males, and Polluted Males: The  
Regulation of Masculinity in Qing Dynasty Law.” In Susan Brownell and  
Jeffrey Wasserstrom, eds., *Chinese Femininities/Chinese Masculinities: A  
Reader*. Pp. 67-88. University of California Press.

Valentine, David

2007 “CH3: “I Know What I Am”: Gender Sexuality, and Identity.” In *Imagining  
Transgender: An Ethnography of a Category*. Pp. 105-139. Durham & London: Duke  
University Press.

*Other recommended materials:*

**Article:** 一對女同志夫妻「生孩子」有多難？

<https://theinitium.com/article/20160725-taiwan-same-sex-marriage/>

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

<http://www.nationalgeographic.com/photography/proof/2016/12/robin-hammond-gender-cover/>

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

<http://www.independent.co.uk/news/world/europe/norway-set-to-make-changing-gender-easier-with-breakthrough-bill-a7030181.html>

### **WK 10 (Nov. 9): Intimate Labor: Can people sell sex?**

*Recommended academic works:*

Vance, Carole S.

1984 “Pleasure and Danger: Toward a Politics of Sexuality.” In *Pleasure and  
Danger: Exploring Female Sexuality*. Pp. 1-27.

Alison, Anne

1994 “Introduction.” In *Nightwork: Sexuality, Pleasure, and Corporate Masculinity*

*in a Tokyo Hostess Club*. Pp. 7-30. Chicago: The University of Chicago Press.

*Other recommended materials:*

**Article:** 流連非洲賭場的中國性工作者

<https://theinitium.com/article/20151227-international-African-Chinese-sexworker/>

**WK 11 (Nov. 16): Congregation ceremony. No class.**

**WK 12 (Nov. 23): China: Can Two-Child Policy improve women's status in China?**

*Recommended academic works:*

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.

*Other recommended materials:*

**Article:** *Women in China: Pick and choose*. The Economist, 3 May, 2014. Accessed on: 5 May, 2014. <http://www.economist.com/news/books-and-arts/21601486-why-womens-rights-china-are-regressing-pick-and-choose>

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

<http://cn.nytimes.com/china/20170109/after-one-child-policy-outrage-at-chinas-offer-to-remove-iuds/en-us/>

**Article:** *China formally eases one-child policy*.

<http://www.bbc.com/news/world-asia-china-25533339>

**WK 13 (Nov. 30): 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](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.