

## **GENA2192 Women, Men and Culture**

Wed, 2.30-4.15

Venue: NAH115

Instructor: Dr. FAMING, Manynooch

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Office: NAH411

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](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.

## COURSE OUTLINE

### **Week 1 (9 Jan.): Introduction: Cross-cultural Understanding of Gender**

#### *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.
- Ortner, Sherry B.. 2006. "Is Female to Male as Nature is to Culture?." In *Feminist Anthropology: A Reader*. Oxford: Blackwell, Pp. 72-86.

#### *Other recommended materials:*

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

[https://www.youtube.com/watch?v=P\\_MhsbRiFyI&list=PLRyQfUYbMgkeMaN\\_yICROVBYTK0jU237U](https://www.youtube.com/watch?v=P_MhsbRiFyI&list=PLRyQfUYbMgkeMaN_yICROVBYTK0jU237U)

**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>

### **Week 2 (16 Jan.): 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>

**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/>

### **Week 3 (23 Jan.): 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=V4UWxIVvT1A>)

**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>

#### **Week 4 (30 Jan.): 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.

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

#### **Week 6 (13 Feb.): 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/>

#### **Week 7 (20 Feb.): 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>

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

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

**Week 8 (27 Feb.): 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.

**Week 9 (6 Mar.): 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:** '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>

**Week 10 (13 Mar.): 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.

**Week 11 (20 Mar.): 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>

**Week 12 (27 Mar.): Field visits to Causeway Bay/Central (24 Mar. 2019, 11am-1pm)**

*Recommended academic works:*

Ong, Aihwa. 2006. "Ch. 12 Center Periphery, and Hierarchy: Gender in Southeast Asia," in *Feminist Anthropology: A Reader*. Oxford: Blackwell, Pp. 294-305

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 13 (3 Apr.): Reading Week (No class)**

**Week 14 (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](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.