

# GENA2192 Women, Men and Culture

Tuesdays, 2.30-4.15

Venue: Zoom Meeting

Instructor: Dr. FAMING, Manynooch

Contact: [nychma@cuhk.edu.hk](mailto:nychma@cuhk.edu.hk)

Office Hour: By appointment

TA: Manami Okazaki ([1155152360@link.cuhk.edu.hk](mailto:1155152360@link.cuhk.edu.hk))

This course takes an anthropological perspective to discuss a general human category, such as sexes and gender. Through this perspective the course will explore the process of how 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 Requirements:

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.

### 1. Participations

- |                         |     |
|-------------------------|-----|
| A. Class Participation: | 20% |
| B. Peer review roles:   | 40% |

### 2. Independent Projects:

- |                        |     |
|------------------------|-----|
| C. One Reflexive Memo: | 20% |
| D. Final Paper:        | 20% |

## Course Assessments details

### A. Class Participation (Zoom and Breakroom group 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. A meaningful question is a question that can start the class discussion, for example. 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. This can be one or two short sentences responding to a post or comment. The more you volunteer to respond to your classmates' questions or comments, the more credits you will receive on this part.

### B. Peer Reviews 40%

This assessment will be conducted through assigned roles:

1. **Zoom chat box note taker(s)**. Each week, I will invite 1-2 students or more, depending on our class registration, to be help taking notes onto the chat box conversations. You will post key words or points or ask questions for the class or answer the classmates' questions or comments. You will also be given a role to dismiss or suggest to your classmates if viewed that her/his comment(s) irrelevant or inappropriate or rude.
2. **Blackboard conversation starter**. you will be assigned to post one issue or story for a discussion. This issue or story can be drawn from our class discussion or the recommended readings or news clips or YouTube VDO or your own readings related to the class weekly topic. If you choose to use the latter materials, do give us some background or a brief description to make sure that your classmates have enough information to make responses.
3. **Blackboard contributors**. On the volunteer basis, you will respond to conversation(s) or question(s) post by the blackboard conversation starter(s).
4. **Blackboard posts moderator(s)**. you will respond and/or comment on both the question from the conversation starter and the contributors. Our TA and I will respect the moderator's role but may intervene or comment if necessary.

Note on Blackboard discussion: **Conversation starter must post your question before class while contributors must post before 2pm. of every Saturday.** Past this day, contributor(s) will not be given credits and moderator(s) will not but I will read your late posts and comments.

Note on all roles: each time you take a role, you will have to familiarize yourselves with the topic, including case studies and the debates. Our TA will be monitoring and, at times, dismiss or suggest to the contributors if viewed as inappropriate or rude or irrelevant, etc. Blackboard discussion will be given marks by our TA based on the online discussion rubric.

### C. Reflexive memo 20%

Each student will submit a reflection of between 1,000-1,500 words, excluding references. You will reflect on the following options (**choose ONE only**): All due before class.

1. One or two gender issues from the cases discussed during the class (**Due date W8**).
2. One of the readings listed in this course. (*A few samples of reflection are available on Blackboard*). (**Due date W10**).
3. Topic that you are assigned to be Blackboard or Breakroom moderator. (**Due one week after your role completed**).

### D. Final Essay 20%

A paper of between 1,000-1,500 words (excluding references) that draws on careful reading of and conversation with class themes and texts to critically analyze and advance debates in human values. **Due Tuesday, 13 April 2021 (5pm).**

### E. Notes on Submission of written assignments

All written assignments are not meant to give definite answers or judgments to the debates, but to demonstrate students' intellectual skills in approaching the debates.

Note 1: Submit a soft copy (with the signed VeriGuide receipt) to Blackboard.

- Note 2: Save your final paper in **Word format**, and scan your signed VeriGuide receipt into PDF format. The final paper and the VeriGuide receipt should be uploaded as two separate files.
- Note 4: Please name your paper file(s) **GENA 2192 Last name First name (assignment title)**, and your VeriGuide receipt file **GENA2192VeriGuide Last name First name**.

The both reflections and final papers are to be *double-spaced and in 12-point font, Word Format*. **No PDF format**. Please follow the Anthropology Department citation style at [http://arts.cuhk.edu.hk/~ant/en/dept\\_thesis\\_style.php](http://arts.cuhk.edu.hk/~ant/en/dept_thesis_style.php). Late assignments will be penalized. If for valid reasons you need to have your assignment re-scheduled, please be sure to make a timely request.

The university adopts a policy of zero tolerance on plagiarism. Any use of another person's words or ideas, taken directly or paraphrased, without citing the source is plagiarism. This includes taking material from the Internet without citing the website. Please consult the university's policy on academic honesty at <http://www.cuhk.edu.hk/policy/academichonesty/>.

Students are required by university policy to submit soft copies of all papers to VeriGuide. Please check the website [www.cuhk.edu.hk/veriguide](http://www.cuhk.edu.hk/veriguide) for information on how to submit papers through VeriGuide. Please submit a soft copy of your final paper (Word document) together with the signed VeriGuide receipt page (PDF) to Blackboard.

### **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 that interest you and feel free to consult me if you would like to explore any topic further.

## COURSE OUTLINE

### **Week 1 (Jan. 12): 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 (Jan. 19): 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 (Jan. 26): Ritual, Religion and gender**

#### *Recommended readings:*

Bonvillain, Nancy. 2007. Ch. 9 Gender and Religion. In *Women and Men: Cultural Constructs of Gender*. Upper Saddle River: Prentice Hall.

Gilmore, David. 1993. The Manhood Puzzle. In *Gender in Cross-cultural Perspective*. Caroline Brettell and Carolyn Sargent, eds. Englewood Cliffs: Prentice Hall.

### **Week 4 (Feb. 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:** '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 5 (Feb. 9): 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>

## **Week 6 (Feb. 16): 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.

**\*Note:** Zoom class will continue accordingly to the public holiday during the Chinese New Year vacation.

## **Week 7 (Feb. 23): 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.

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

*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>

**Week 8 (Mar. 2): 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 (Mar. 9): 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.

*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 10 (Mar. 16): 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 11 (Mar. 23): Women working outside and away from home**

*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 12 (Mar. 30): 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 13 (Apr. 6): Public Holiday (No Class)**

**Week 14 (Apr. 13): Final Essay is due by 5pm.**

## **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.