ANTH 5670
Fall 2018
Wednesday 6:30-9:15 pm
Classroom: NAH11

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Office Hours: Fri. 10:30 am-11:30 pm
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Gender and Culture

This course is an introduction to the anthropology of gender and sexuality. Some questions we start with include: What is gender? Why does gender matter? Do our bodies define our sexual preferences? Are there different ways of being masculine and feminine? What room is there for ambiguity in gender? How can one account for differences in status between women and men? Do the development of technology, changing political and economic structures affect our gender? Anthropological, cross-cultural studies help us to contemplate taken for granted beliefs regarding gender and sexuality. Gender politics in essence address difference and inequality. Reflecting upon how gender became a category of analysis for anthropologists, we bring to the fore the relationship between culture and power. This course has two parts. In the first part, Gender as a Cultural Construct, we review various theoretical orientations that shape the anthropological understanding of gender. In the second part, The Production of Difference, we examine and reflect upon gender issues that concern us in daily contexts through various ethnographic research.

Learning Outcomes:
Upon completing this course, students will be able to:
• examine how gender becomes an analytical category for anthropology;
• understand gender and sexual diversities in different cultures;
• analyze how gender intersects with other forms of differences and understand hierarchies in our societies;
• cultivate critical reflections about gender stereotypes and choose one’s standpoint;
• also, do independent research on gender-related topics.

Readings:
This course uses various articles and book chapters. All required materials are available on Blackboard.

However, we will read several chapters from the following book. You are encouraged to acquire a copy for your reference.

Mascia-Lees, Frances E. and Nancy Johnson Black
1999 Gender and Anthropology

Course Requirements and Evaluation:
This seminar course is discussion intensive. Students are expected to finish all required readings beforehand and participate actively in class discussion.

Class participation 20%
Seminar facilitation 20%
Mid-term report 30%
Final essay 30%

Participation marks reflect a student's engagement in lectures. While the quality of a student’s comments matters, what is even more critical is whether s/he has prepared for the class and actively engaged in the discussion.

Seminar Facilitation: From week 3, students will take turns to be the seminar facilitators. Facilitators are in charge of 1) preparing a one-page outline (keywords, points or questions) before class and 2) facilitating seminar discussion. Facilitation is the best way to help students develop a thorough understanding of a topic and quickly learn how to participate in a seminar actively. The instructor will give the facilitators full support and will wrap up the class in the last 30 minutes.

Midterm report: This assignment aims to encourage continuous reflection during the semester. In order to do so, the assignment asks students to review at least 3 reading materials (not including news articles) from any week. In the report, you will 1) present “central quotation” of each piece, 2) explain what you learn from these material reviewed, 3) write up questions, idea or argument you would like to further explore after reading these materials. The report should be about 1500 words in English and 3000 words in Chinese. You can submit the report in class between WK6-10.

The midterm report is also designed as a preparation for your final essay.

Final Essay: An analytical essay that elaborates on the gender-related topic of one's choice (Length for reference: 2500 words in English; 5000 words in Chinese). Students are required to use materials from this course to develop their arguments. However, one can certainly use extra materials too. This essay gives students a chance to synthetically review what they have learned in classes and use them to develop a more profound and critical understanding of their topics. Due: 7 December.

*Formats and other requirements: 1) Please use double-space setting, font size 12 or larger, and standard margins.

*Extra reminder about essay writing: A good essay is a concise one with a clear thesis or argument. It shows us the author's curiosity, creativity, and organizational skills. As long as it is succinct, the length of it is not a top concern.

*Grade descriptors are as follows for the assessment of this course:*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Overall course</th>
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<tbody>
<tr>
<td>A</td>
<td>Outstanding performance on all learning outcomes.</td>
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<tr>
<td>A-</td>
<td>Generally outstanding performance on all (or almost all) learning outcomes.</td>
</tr>
<tr>
<td>B</td>
<td>Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.</td>
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C Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
D Barely satisfactory performance on a number of learning outcomes
F Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Lecture Outline:

Section I: Gender as a Cultural Construct

WK 1 (Sep. 5): Introduction
Syllabus and course overview

Recommended:
Mascia-Lees, Frances E. and Nancy Johnson Black

Wk 2 (Sep. 12) Gender in Cross-cultural Perspective
Lewin, Ellen

Rosaldo, Michelle

Vance, Carole

Recommended:
Bonvillain, Nancy

Ko, Dorothy


https://www.youtube.com/watch?v=XjQbJWYDTs

Video: Oppressed Majority (Majorité Opprimée) (http://www.youtube.com/watch?v=V4WxlVvT1A) (by Eleonore Pourriat, 2014, 11 mins)
**WK 3 (Sep. 19): Division of Labor and Inequality**

Mascia-Lees, Frances E. and Nancy Johnson Black

Brown, Judith K.

Crehan, Kate

**Recommended:**

Lamphere, Louise

**WK 4 (Sep. 26): Universal Binary, Hierarchy and Intersexual**

Mascia-Lees, Frances E. and Nancy Johnson Black

Ortner, Sherry

Fausto-Sterling, Anne

**Recommended:**

**Video:** Me, My Sex and I. BBC One. (2011, 50 mins)
(https://www.youtube.com/watch?v=87XvVdLaWT8)

**WK 5 (Oct. 3): Discourse, Body and Sexuality**

Mascia-Lees, Frances E. and Nancy Johnson Black

Martin, Emily

Rubin, Gayle

Butler, Judith

**Recommended:**

Martin, Emily  

Vance, Carole  

**Section II: The Production of Difference**

**WK 6 (Oct. 10): Family, Household and Work**

Wolf, Margery  

Yan, Yunxiang  

Nakano, Lynne Y  

**Recommended:**

Moore, H. L.  

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

**WK 7 (Oct. 17): Public Holiday. No Class.**

**WK 8 (Oct. 24): Modern State and Gender**

Rapp, Rayna  

Yang, M. M.-H.  
1999  “From Gender Erasure to Gender Difference: State Feminism, Consumer Sexuality, and Women's Public Sphere in China.” In *Spaces of Their Own: Women's

Heng, Geraldine & Janadas Devan

Recommended:
Allison, Anne

Hershatter, Gail

Video: Through Chinese Women’s Eyes (1997, 52 mins)

WK 9 (Oct. 31): Manhood and Neoliberalism

Bourgois, Philippe

Gutmann, Mathew

Recommended:
Townsend, Nicholas W.

Sommer, Mathew H.


WK 10 (Nov. 7): “Alternative” Sexualities

Valentine, David

Whitehead, Harriet

Recommended:

Pelez, Michael

D'Emilio, John

Gayatri, Reddy & Serena Nanda

WK 11 (Nov. 14): Intersectionality: Gender, Class, and Race

Stoler, Ann Laura

Freeman, Carla

Recommended:

Schein, Louisa

de La Cadena, Marisol

Somerville, Siobhan

WK 12 (Nov. 21): Consumption, Performance and Gender

Hanser, Amy

Besnier, Niko
Recommended:
Gillette, Maris Boyd

Cannell, Fenella

Freeman, Carla


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

Video: Dove — the Evolution of a Model
https://www.youtube.com/watch?v=hibyAJOSW8U

Video: Barbie — You Can Be Anything https://www.youtube.com/watch?v=l1vnsqbnAkk

WK 13 (Nov. 28): Migration and Gender Diversity
Ehrenreich, Barbara and Arlie Russell Hochschild

Cheng, Sealing

Constable, Nicole

Recommended:
Lan, Pei-Chia

*Final essay is due on 7 December at NAH407.

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.