

## ANTH 2310/UGEC 2653: GENDER AND CULTURE

Lecture: Thursday, 1:30pm – 3:15pm

Venue: NAH 213

Lecturer: Dr FAMING, Manynooch

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Office hour: By appointment

Tutor: Zhong Xinle (email: [xlzhong@link.cuhk.edu.hk](mailto:xlzhong@link.cuhk.edu.hk))

Tutorials: Thurs: A: 3.30-4.15 (NAH213). B: 3.30-4.15 (NAH 401)

### Course Description

‘Gender’ is one of the restless concepts in our everyday life. We talk about *gender role*, worry about *gender gap*, question whether our ideas are not *gender-biased* or *gender specific* while face such challenging terms as *gender-bending*, *gender-blending*, *gender-reversed* or *gender equality*. What is ‘gender’? Who or what defines our ‘gender’? And, why do we care so much about how to correctly behave like a ‘man’ or a ‘woman’? Gender is one of the basic principles of social life, and it takes different forms in different cultures and societies. This course is an introduction to the anthropology of gender. We will explore through a historical, political and socio-cultural context. It aims to introduce students to issues revolving around gender through selected contemporary socio-cultural cases from around the world. Some cases show contrasting views while some merely showing how culture uniquely nurtures gender under the waves of economic development, globalization and advanced mass communication.

### Course Objectives:

By the end of this course, students will be able to:

1. Gain a good understanding on how various cultures construct gender concept, including relations and gender ideologies
2. Develop an anthropological understanding of how gender norms and values change in different socio-cultural contexts
3. Critically evaluate the existing gender ideology and develop one’s own gender perspective

### Course Assessments

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|------------------|-----|
| 1. Participation | 20% |
| 2. In class test | 40% |
| 3. Final Essay   | 40% |

## Course Assessments details

### A. Tutorial Participation 20%

Prompt attendance at each tutorial meeting, informed participation, and completion of all assigned readings. Every student is expected to be an active member in class and in contributing to a meaningful learning experience. Listening carefully to others, raising relevant questions, posing alternative interpretations, bringing in outside material to enrich class discussion via conference or other means are just some of the way to do so. How ready and conscientious you are in class will directly affect how much the whole class could gain from the course. Students will prepare at least two questions. Make sure that your questions have the capacity to generate the group discussion and must be drawn from your own understanding of the assigned readings. If you are not sure of your question, you can submit to me or the TA prior to the tutorial meeting.

### B. In Class Test 40%

The course test will be held on Week11 of the course. Those who fail to attend must provide evidence of medical certificate in order to sit the alternative test. The test does not involve ‘rote-learning’—that is, your memory of details such as historical dates, events, personages—but, rather, tests your understanding of analytical concepts and broad historical and cultural patterns. It consists of two parts: a) ten multiple-choice questions and ten short answer questions (worth 1% each); and b) one essay question (worth 20%). For the essay, you will be able to choose from several questions. All test questions will be derived from lectures as well as assigned readings.

### C. Final Essay (Due December 12, 2019) 40%

There are two options for your final essay with the length of (not counting references) 2,500 words (in English). Choose one option:

*Option 1:* Conduct 2 interviews: one woman and one man of Asia (e.g., Pakistanis, Nepalese, Chinese (i.e., Hong Kong, mainland and Taiwan), Koreans, Japanese, Filipinos, Indonesian, Singaporeans, Thai, or Vietnamese) who live or have recently settled in Hong Kong or those in your circles of friends. Design questions around the theme of family, work, sexuality, inequality, etc. You may include other relevant areas such as religion and politics etc., that are considered important in the experience of the interviewees. Analyze how the persons’ gender affects their experiences and provide a conclusion through your own gender perspective.

*Option 2:* 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 may provide a critique or reflections as a way to demonstrate your gender perspective, for example. You are required to cite some works and discussions we have in this course.

Plan early and discuss your project with the instructor/TA latest by week 9.

Please name your final paper file **ANTH2310 or UGEC2653 Final Paper (1 or 2) Last name First name**, and your VeriGuide receipt file **ANTH2310 or UGEC2653 VeriGuide Last name First name**.

Submit the soft copy first to Veriguide. Attach the Veriguide receipt to the hard copy and submit it to the Anthropology Dept Office on or before the due date. Late submissions will attract a penalty.

### Notes for written assignments

The University adopts a policy of zero tolerance on plagiarism. Using someone else’s ideas or words without citing the source is plagiarism. (This includes taking material from the Internet without citing the website, or my lectures!). Please familiarize yourself with the CUHK academic honesty policy at <http://www.cuhk.edu.hk/policy/academichonesty/>.

You may use any standard academic citation style, but be consistent throughout the paper. For an example visit the Anthropology Department website at [http://cuhk.orientale-com7.com/en/dept\\_thesis\\_style.php](http://cuhk.orientale-com7.com/en/dept_thesis_style.php).

### **Week 1 (Sept. 5): Introduction**

Bonvillain, Nancy. 2007. Prologue. In *Women and Men: Cultural Constructs of Gender*. Upper Saddle River, New Jersey: Prentice Hall.

Quinn, Naomi. 1977. Anthropological studies on women's status, *Annual Reviews of Anthropology*, Vol. 6(1977), pp. 181-225.

### **Week 2 (Sept. 12): Universalism and Gender**

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

Ehrenberg, Margaret. 2009. The Role of Women in Human Evolution. In *Gender in Cross-cultural Perspective (5e)*. C. Brettell and C. Sargent, eds. Upper Saddle River: Pearson/Prentice Hall.

#### *Optional:*

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 3 (Sept. 19): Construction of the gender**

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

Messner, Michael. 2000. Barbie Girls versus Sea Monsters: Children constructing gender, *Gender and Society*, Vol. 14, No. 6 (Dec., 2000), pp. 765-784. **OR**

Chorodow, Nancy. 1974. Family Structure and Feminine Personality. In *Woman, Culture and Society*. Stanford: Stanford University Press.

### **Week 4 (Sept. 26): Gender and religion**

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

Boddy, Janice. 2009. Spirit Possession and Gender Complementarity: Zâr in Rural Northern Sudan. In *Gender in Cross-cultural Perspective (5e)*. C. Brettell and C. Sargent, eds. Upper Saddle River: Pearson/Prentice Hall.

#### *Optional*

Andaya, B.W., 1994. The Changing Religious Role of Women in Pre-Modern South East Asia. *South East Asia Research*, 2(2), pp.99-116.

Keyes, Charles F. 1984. Mother or Mistress but Never a Monk: Buddhist Notions of Female Gender in Rural Thailand, *American Ethnologist*, Vol. 11, No. 2 (May, 1984), pp. 223-241.

### **Week 5 (Oct. 3): Gender and Political Economy**

Lockwood, Victoria S. 2009. The Impact of Development on Women: The Interplay of Material Conditions and Gender Ideology. In *Gender in Cross-cultural Perspective (5e)*. C. Brettell and C. Sargent, eds. Upper Saddle River: Pearson/Prentice Hall.

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.

Williams, Christine. 2004. The Glass Escalator: Hidden Advantages for Men in the "Female" Professions. In *Men's Lives*. (6 ed). M. Kimmel and M Messner, eds. Boston: Pearson. **OR**

Safa, Helen. 1995. Ch.2 The Male Breadwinner and Women's Wage Labor. In *The Myth of the Male Breadwinner: Women and Industrialization in the Carribean*. Boulder, Co: Westview.

### **Week 6 (Oct. 10): Gender and Double Statuses**

Tam, Siumi Maria. 2010. Dealing with Double Marginalization: Three Generations of Nepalese Women in Hong Kong. *Asian Journal of Women's Studies* 16(2):32-59.

Louie, Miriam Ching Yoon, 1995. 'Minjung' feminism: Korean women's movement for gender and class liberation. *Women's Studies International Forum*, 18(4), p.417.

Honig, Emily. 2002. Maoist Mappings of Gender: Reassessing the Red Guards. In *Chinese Femininities, Chinese Masculinities*, edited by Susan Brownell and Jeffrey Wasserstrom. (Berkeley, CA: University of California Press, pp. 255-268. **OR**

Turley, W.S., 1972. Women in the Communist Revolution in Vietnam, *Asian Survey*, Vol, X11, No. 9, September, pp. 793-805.

### **Week 7 (Oct. 17): Gender and globalization**

Bonvillain, Nancy. 2007. Ch. 7 Global Economic Development. In *Women and Men: Cultural Constructs of Gender*. Upper Saddle River, New Jersey: Prentice Hall.

Dahl, Ulrika. 2007. Progressive Women, Traditional Men: Globalization, Migration, and Equality in the Northern Periphery of the European Union. In *The Gender of Globalization: Women navigating cultural and economic marginalities*. Nandini Gunewardena and Ann Kingsolver, eds. Santa Fe: School for Advanced Research Press.

#### Optional

Chang, Kimberly, and Lily Ling. 2000. Globalization and its Intimate Other: Filipina domestic workers in Hong Kong. In *Gender and Global Restructuring: Sightings, sites and resistances*. Marianne H. Marchand and Anne Sisson Runyan, eds. London and New York : Routledge.

#### Optional for background readings

Bonvillain, Nancy. 2007. Ch.2-7. In *Women and Men: Cultural Constructs of Gender*. Upper Saddle River, New Jersey: Prentice Hall.

### **Week 8 (Oct. 24): Gender in media and technology**

Fung, Anthony, and Mike Yao. 2012. Gender and the Media. In *Women and Girls in Hong Kong: Current Situations and Future Challenges*. Hong Kong: Hong Kong Institute of Asia-Pacific Studies, CUHK.

Kilbourne, Jean. 2010. *Killing us softly 4: advertising's image of women*. UL DVD HF5822 .K55 2010.

### **Week 9 (Oct. 31): The gendered body**

Bonvillain, Nancy. 2007. Ch.8 Gender and the Body. In *Women and Men: Cultural Constructs of Gender*. Upper Saddle River, New Jersey: Prentice Hall.

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 (5e)*. C. Brettell and C. Sargent, eds. Upper Saddle River: Pearson/Prentice Hall.

### **Week 10 (Nov. 7): No Class (87th Congregation for the Conferment of Bachelor's Degrees and Master's Degrees)**

### **Week 11 (Nov.14): Gender and Sexuality**

Braun, Virginia, Nicola Gavey, and Kathryn McPhillips. 2003. "The 'Fair Deal'?: Unpacking Accounts of Reciprocity in Heterosex." *Sexualities* 6:237-261.

Ferguson, Jane. 2014. "Sexual systems of Highland Burma/Thailand: Sex and gender perceptions of and from Shan male sex workers in Northern Thailand", *South East Asia Research*, 11, 1, pp. 23-88.

#### Optional

Fejes, Fred. 2002. "Bent passion: Heterosexual masculinity, pornography and gay male identity", *Sexuality & Culture*, 2002, Vol. 6(3), pp. 95-113.

### **Week 12 (Nov. 21): In Class Test (No tutorial)**

### **Week 13 (Nov. 28): Gender and Politics**

Vance, Carole. "Negotiating Sex and Gender in the Attorney General's Commission on Pornography." In *The Gender/sexuality Reader: culture, history, political economy*, pp. 440-453. Edited by Roger N. Lancaster and Micaela di Leonard. London: Routledge.

Rubin, Gayle. 1984. Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality. In *Pleasure and Danger: Exploring female sexuality*. Carole Vance, ed. London: Pandora.

### **Week 14 (Dec. 5) Equality a Utopia?**

Tam, Siumi Maria, Anthony Fung, Lucetta Kam, and Mario Liong. 2009. Re-gendering Hong Kong Men in Social, Physical and Discursive Space. In *Mainstreaming Gender in Hong Kong Society*. Fanny Cheung and Eleanor Holroyd, eds. Hong Kong: Chinese University Press.

Hudson, Valerie, Bonnie Ballif-Spanvill, Mary Caprioi, and Chad Emmett. 2012. Ch.4 The Heart of the matter: The security of women and the security of states. In *Sex and World Peace*. New York: Columbia University Press.

Bonvillain, Nancy. 2007. Ch.10 Gender and Language. In *Women and Men: Cultural Constructs of Gender*. Upper Saddle River: Prentice Hall

**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.

**Grade Descriptors**

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

Grade	Grade Descriptors
A	Outstanding performance on all learning outcomes. Demonstrate the ability to analyze, integrate and apply the knowledge learnt in the class and through their research, in a manner that surpasses normal expectations. Demonstrate the ability to express clearly new ideas based on knowledge gained. Participate actively in the class discussion and group presentations.
A-	Generally outstanding performance on almost all learning outcomes. Demonstrate the ability to state and apply the knowledge learnt in the class and through their research, in a manner that is logical and comprehensive. Participate actively in the class discussion and group presentations.
B	Substantial performance on almost all learning outcomes. Demonstrate the ability to state and partially apply the knowledge learnt in the class and through their research in a satisfactory manner. Participate satisfactorily in the class discussion and group presentations.
C	Satisfactory performance on the majority of learning outcomes. Demonstrate the ability to state and apply the knowledge learnt in the class and through research, in a manner that is somewhat fragmented. Demonstrate some participation in the class discussion and group presentations.
D	Barely satisfactory performance on a number of learning outcomes. Demonstrate the ability to state and sometimes apply the knowledge learnt in the course in a manner that is broadly correct. Demonstrate little participation in the class discussion and presentations.
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.