

**The Chinese University of Hong Kong**  
**Course Syllabus**  
**2023-2024 Term 1**

**Course code:** ANTH5670  
**Course title:** **Gender and Culture**  
**Time:** Wednesday, 18:30 - 21:15pm  
**Instructor:** Dr. Reijiro Aoyama  
**Room:** Wu Ho Man Yuen Bldg 304  
**E-mail:** [reicuhk2022@gmail.com](mailto:reicuhk2022@gmail.com)

### *Course Description*

Gender speaks to differences, in most cases, binary differences. We use man and woman; femininity and masculinity to understand all sorts of contrasts: the sun and the moon, nature and culture, the state and the nation, the West and the East, the colonizers and the colonized, the public and the domestic, breadwinners and caretakers, blue and pink colors and so on.

Categorization creates rules and order, but also results in stereotypes and hierarchy. Hence, studying the construction of gender gives us a way to contemplate the production of difference and inequality, granting insight into similarity and humanity.

This course explores gender from an anthropological perspective. Some questions we start with include: What is gender? Do our bodies define our sexual preferences? Are there different ways of being masculine and feminine? What room is there for ambiguity in gender? Does the development of technology have an impact on gender? Does gender (still) matter? How can one account for differences in status between women and men? Do political and economic structures affect our genders? If gender is culturally specific, how do globalization and migration influence gender?

Anthropological and cross-cultural studies help us to take notice of taken-for-granted beliefs. Reflecting upon how anthropologists engage gender, we bring to the fore the study of culture, identity, and systems of oppression.

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 reflect upon gender issues that concern us daily through a variety of ethnographic research.

### *Intended Learning Outcomes*

Upon completing this course, students will be able to:

- explain how gender becomes an analytical category for anthropology;
- understand gender and sexual diversities in different cultures;
- address how gender intersects with other forms of hierarchy and categorization;
- reflect on politics of identity;
- cultivate critical reflections about gender stereotypes and choose one's standpoint;
- also, do independent research on gender-related topics.

**Grade Descriptors**

Grade	Overall course
A	Outstanding performance on all learning outcomes.
A-	Generally outstanding performance on all (or almost all) learning outcomes.
B	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.
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.

**Course Syllabus<sup>1</sup>**

Week	Date	Content	Note
Gender as a Cultural Construct			
1	6/9	<b>Introduction: Syllabus and Course Review</b>	Add/Drop
2	13/9	<b>Gender in Cross Cultural Perspective</b>	Add/Drop
3	20/9	<b>Division of Labor, Patriarchy, Capitalism</b>	
4	27/9	<b>Universal Binary and the Construction of Gender</b>	
The Production of Difference			
5	4/10	<b>Family, Household and Work</b>	
6	11/10	<b>Culture, Sexuality and the Body</b>	<b>Mid-term test</b> Consultation for group presentations
7	18/10	<b>Gender and the State</b>	<b>Individual project proposal</b> Consultation for group presentations
8	25/10	<b>Gender and the Global Economy</b>	Consultation for group presentations
9	1/11	<b>Singlehood in East Asia</b>	<b>Oral exam</b>
10	8/11	<b>Manhood and Neoliberalism</b>	Individual consultation for

<sup>1</sup> Course pace and schedule may change to adapt to students' progress.

			Final Essay
11	15/11	<b>Consumption, Performance and Gender</b>	<b>Group presentations</b> Individual consultation for Final Essay
12	22/11	<b>Intersectionality: Gender, Class and Race</b>	<b>Group presentations</b> Individual consultation for Final Essay
13	29/11	<b>Review and consultation for Final Essay</b>	<b>Group presentations</b>
14	6/12		<b>Final essay submission</b>

### *Course Components*

Teaching is in the form of lectures and seminars. Lectures are organized thematically and aim to explore gender issues from anthropological theoretical perspectives. Seminars will involve pair/group work and tasks related to the topics discussed in the lectures and aim to boost critical thinking by relating the theories to everyday practices and issues. Comprehension quizzes will be given every week in class.

### *Assessment Methods*

<b>Specific assessment methods*</b>	<b>%Weighting</b>	<b>Date</b>
1. Mid-term test	10%	11/Oct
2. Individual project proposal	10%	18/Oct
3. Oral examination in the proposal topic	10%	1/Nov
4. Group presentation	20%	15/Nov – 29/Nov
5. Final research essay	30%	6/Dec
6. Active participation	20%	Throughout the semester

\* This course is discussion intensive. You are expected to participate actively in class discussion. Assessment details and rubrics will be introduced in the class.

#### **1. Mid-term test**

Mid-term test will examine students' understanding of the first section 'Gender as a Cultural Construct' introduced in the lectures and seminars from Week 1 to Week 5. Details of the mid-term test will be introduced in class.

## 2. Individual project (Individual project proposal, Oral examination in the proposal topic, and Final research essay)

Students will select one anthropologist working in the field of gender and elaborate their contribution to sociocultural anthropology and/or gender studies. Other than summarizing the ideas put forward in the works (books, articles, media resources, etc.) authored by or dedicated to your chosen anthropologist, you are encouraged to 1) present them against other works dealing with the same and/or related topic, and 2) explain if and how your own experience has enhanced your understanding of the concepts put forward by your chosen anthropologist. Your project proposal should be no longer than 1000 words and the follow-up oral assessment in the proposal topic will be conducted in class. Your descriptive final research essay should be no longer than 3000 words excluding the list of references.

The final essay writing gives students a chance to synthesize what they have learned throughout the semester, delve more deeply into topics of their interest and relate their own experience to the concepts and theories covered in the class.

Please submit your final essay via Blackboard. Your submission will be evaluated based on the following criteria: 1. Depth and breadth of knowledge demonstrated, 2. Quality of thinking, 3. Flow and quality of communication, 4. Quality of referencing.

## 3. Group presentation

Students will form groups of 1-3 members and choose one gender-related contemporary issue for introduction and analysis. Submission will be in the form of in-class 25-minute oral presentation (Q&A session is excluded from the time limit). Your discussion of the issue should be analytical and argumentative, reflect on a culture-specific point of view as well as cross-cultural perspectives, and illustrate your original thoughts. Apart from course materials, you are encouraged to engage with other academic works and resources such as news, books, films, podcasts, etc. The presentation should not be a summary of materials used, but a reflection of your emerging thoughts, critiques, and/or responses to the topic.

Presentations will be evaluated based on the following criteria: 1. Research and thoroughness of ideas, 2. Coherence and flow of analysis, 3. Effective use of graphics, 4. Clarity in terms of delivery (voice, eye contact, effective and natural gestures, etc.) and 5. Enthusiasm.

The representative of each group please send me the PowerPoint file with your group presentation immediately after your presentation to the following email address: [reicuhk2022@gmail.com](mailto:reicuhk2022@gmail.com)

Please 1) put email addresses of all group members in the CC field, and 2) write down the names and student numbers of all group members on the first slide of your PowerPoint file.

## 4. Active participation

Participation marks reflect your engagement in seminars and lectures. What matters is whether you have prepared for the topic, actively engage in the discussion, and help the class to further the inquiry. Students are strongly encouraged to ask questions about peer students' presentations.

## Required Reading

Mascia-Lees, Frances E. & Nancy Johnson Black (2017). *Gender and Anthropology*, 2nd ed.

## Readings: \*Required / ^Recommended

### Week 1 Introduction: Syllabus and course overview

- \*Mascia-Lees, Frances E. and Nancy Johnson Black (2017) Ch1: The history of the study of gender in anthropology. In *Gender and Anthropology*, Pp. 1-12.
- \*Zuk, Marlene (2002) Animal models and gender In *Sexual Selections*. University of California Press.
- ^Lewin, Ellen (2006) Introduction. In Ellen Lewin, ed., *Feminist Anthropology: A Reader*, Pp. 1-26.
- ^Martin, Emily (1991) The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles. *Signs*, 16(3): 485-501.

Documentary film: The Masai Women

[https://www.youtube.com/watch?v=KSqqPbk9CUo&ab\\_channel=TRACKS](https://www.youtube.com/watch?v=KSqqPbk9CUo&ab_channel=TRACKS)

Documentary film: The Land of No Men: Inside Kenya's Women-Only Village

[https://www.youtube.com/watch?v=UrnBLB-UX4&ab\\_channel=VICELife](https://www.youtube.com/watch?v=UrnBLB-UX4&ab_channel=VICELife)

Video: Muxes – Mexico's third gender

[https://www.youtube.com/watch?v=iiek6JxYJLs&ab\\_channel=TheGuardian](https://www.youtube.com/watch?v=iiek6JxYJLs&ab_channel=TheGuardian)

### Week 2 Gender in Cross-cultural Perspective

- \*Mascia-Lees, Frances E. and Nancy Johnson Black (2017) Ch2: Analysing Theories. In *Gender and Anthropology*, Pp.13-20.
- \*Hewlett, Barry S. (2017) The cultural nexus of Aka father-infant bonding. In Caroline B. Brettell and Carolyn F. Sargent, eds., *Gender in Cross-Cultural Perspective*, 7th ed., Pp. 27-39.
- ^Bonvillain, Nancy (2021) Ch1: Prologue. In *Women and Men: Cultural Constructs of Gender*, 5th ed., Pp. 5-23.
- ^Abu-Lughod, Lila (2008 [1993]) Ch2: Polygyny. In *Writing Women's Worlds: Bedouin Stories*, Pp. 87-126. Berkeley, Los Angeles, Oxford: University of California Press.
- ^Rosaldo, Michelle Z. (1974) Woman, culture, and society: A theoretical overview. In Michelle Zimbalist Rosaldo and Louise Lamphere, eds., *Woman, Culture, and Society*, Pp. 17-42.
- News: *Why Aren't Women Advancing at Work? Ask a Transgender Person*. New Republic 2014. Jessica Nordell. Accessed on 31 July 2022.  
<http://www.newrepublic.com/article/119239/transgender-people-can-explain-why-womendont-advance-work>
- Video: *Always #LikeAGirl*. Accessed on 31 July 2022.  
[https://www.youtube.com/watch?v=dxrPeFKtUwQ&ab\\_channel=MOSAIC](https://www.youtube.com/watch?v=dxrPeFKtUwQ&ab_channel=MOSAIC)
- Video: *Oppressed Majority (Majorité Opprimée)*  
(<http://www.youtube.com/watch?v=V4UWxIVvT1A>) (by Eleonore Pourriat, 2014, 11 mins)

### Week 3 Division of Labor, Patriarchy, Capitalism

- \*Mascia-Lees, Frances E. and Nancy Johnson Black (2017) Ch4: The materialist orientation. In *Gender and Anthropology*, Pp. 41-60.
- \*Lamphere, Louise (2017) Ch8: The domestic sphere of women and the public world of men: The strengths and limitations of an anthropological dichotomy. In Caroline B. Brettell and Carolyn F. Sargent, eds., *Gender in Cross-Cultural Perspective*, 7th ed., Pp. 97-107.
- ^Nakano, Lynne Y. (2022) Ch3: “Because I’m a girl, my parents want me to find a stable job”: Accommodating work and caregiving responsibilities. In *Making Our Own Destiny: Single Women, Opportunity, and Family in Shanghai, Hong Kong, and Tokyo*, Pp. 91-117.
- ^Crehan, Kate (1997) Ch5: Economic locations: Men, women, and production. In *The Fractured Community: Landscapes of Power and Gender in Rural Zambia*, Pp. 143-185.
- ^Brown, Judith K. (2006) Ch2: A note on the division of labor by sex. In Ellen Lewin, ed., *Feminist Anthropology: A Reader*, Pp. 66-71.
- Video: *Asante Market Women* (1991, 53min.)  
[https://www.youtube.com/watch?v=ebk6XeolCmk&ab\\_channel=TRACKS](https://www.youtube.com/watch?v=ebk6XeolCmk&ab_channel=TRACKS)
- Video: Why Japan's Women Problem Is Hard to Fix  
[https://www.youtube.com/watch?v=SbrUSgxU\\_aI&ab\\_channel=BloombergQuicktake%3AOriginals](https://www.youtube.com/watch?v=SbrUSgxU_aI&ab_channel=BloombergQuicktake%3AOriginals)

### Week 4 Universal Binary and the Construction of Gender

- \*Mascia-Lees, Frances E. and Nancy Johnson Black (2017) Ch6: Structuralist approaches. In *Gender and Anthropology*, Pp. 68-79.
- \*Herdt, Gilbert H. (2017) Ch17: Rituals of manhood: Male initiation in Papua New Guinea. In Caroline B. Brettell and Carolyn F. Sargent, eds., *Gender in Cross-Cultural Perspective*, 7th ed., Pp. 239-243.
- \*Ortner, Sherry B. (1974) Is female to male as nature is to culture? In Michelle Zimbalist Rosaldo and Louise Lamphere, eds., *Woman, Culture, and Society*, Pp. 67-87.
- ^Fausto-Sterling, Ann (2020 [2000]) Ch3: Of gender and genitals: The use and abuse of the modern intersexual. In *Sexing the Body: Gender Politics and the Construction of Sexuality*, Pp. 48-82.
- ^Vance, Carole S. (2007 [1991]) Ch4: Anthropology rediscovers sexuality: A theoretical comment. In Peter Aggleton and Richard Parker, eds., *Culture, Society and Sexuality: A Reader*, 2nd ed., Pp. 41-57.
- Video: *Me, My Sex and I*. BBC One. (2011, 50 mins)  
<https://www.youtube.com/watch?v=87XvVdLaWT8>
- Film: *The Codes of Gender*, a film based on research by Erving Goffman on advertising  
[https://www.youtube.com/watch?v=Xi2OmdPIIIM&ab\\_channel=MediaEducationFoundation](https://www.youtube.com/watch?v=Xi2OmdPIIIM&ab_channel=MediaEducationFoundation)

### Week 5 Family, Household, and Work

- \*Yan, Yunxiang (2006) Girl power: Young women and the waning of patriarchy in rural North China. *Ethnology*, 45(2): 105-123.

- \*Broughton, Chad and Tom Walton (2017) Ch10: Downsizing masculinity: Gender, family and fatherhood in post-industrial America. In Caroline B. Brettell and Carolyn F. Sargent, eds., *Gender in Cross-Cultural Perspective*, 7th ed., Pp. 122-138.
- ^Cairolì, M. Laetitia. (2017) Ch42: Factory as home and family: Female workers in the Moroccan garment industry. In Caroline B. Brettell and Carolyn F. Sargent, eds., *Gender in Cross-Cultural Perspective*, 7th ed., Pp. 624-638.
- ^Moore, Henrietta. L. (1988) Ch3: Kinship, labour and household: Understanding women's work. In *Feminism and Anthropology*, Pp. 42-72.
- ^Nakano, Lynne Y. (2022) Ch1: Three marriage regimes. In *Making Our Own Destiny: Single Women, Opportunity, and Family in Shanghai, Hong Kong, and Tokyo*, Pp. 34-68.
- ^Wolf, Margery (1972) Ch3: Uterine families and the women's community. In *Women and the Family in Rural Taiwan*, Pp. 32-42.

**Documentary film:** Fair Play

<https://youtu.be/RX95jSQqV-Y>

**Video:** Anthropology Marriage and Family NEW by CENGAGE Learning

<https://youtu.be/MmuuKfH-4t0>

## Week 6 Culture, Sexuality and the Body

- \*Mascia-Lees, Frances E. and Nancy Johnson Black (2017) Ch7: Discourse analysis and sociolinguistic orientations. In *Gender and Anthropology*, Pp. 83-96.
- \*Abu-Lughod, Lila (2017) Ch21: Is there a Muslim sexuality? Changing construction of sexuality in Egyptian Bedouin weddings. In Caroline B. Brettell and Carolyn F. Sargent, eds., *Gender in Cross-Cultural Perspective*, 7th ed., Pp. 299-309.
- ^Martin, Emily (1997) Ch36: The end of the body? In Roger N. Lancaster and Micaela di Leonardo, eds., *The Gender/Sexuality Reader*, Pp. 543-558.
- ^Butler, Judith (1997) Ch35: Excerpt from "Introduction" to *Bodies That Matter*. In Roger N. Lancaster and Micaela di Leonardo, eds., *The Gender/Sexuality Reader*, Pp. 531-542.
- ^Vance, Carole S. (1984) Pleasure and danger: Towards a politics of sexuality. In Carol S. Vance, ed., *Pleasure and Danger: Exploring Female Sexuality*, Pp. 1-28.
- ^Pelez, Michael (2006) Transgenderism and gender pluralism in Southeast Asia since early modern times. *Current Anthropology*, 47(2): 309-340.

Documentary film: Growing Up Transgender and Mormon

[https://www.youtube.com/watch?v=Z8FZewEPAAk&ab\\_channel=NationalGeographic](https://www.youtube.com/watch?v=Z8FZewEPAAk&ab_channel=NationalGeographic)

Documentary film: Follow a Transgender Teen's Emotional Journey To Womanhood

[https://www.youtube.com/watch?v=Uqnpmpj7YD8&ab\\_channel=NationalGeographic](https://www.youtube.com/watch?v=Uqnpmpj7YD8&ab_channel=NationalGeographic)

## Week 7 Gender and the State

- \*Mascia-Lees, Frances E. and Nancy Johnson Black (2017) Ch8: The Self-Reflexive Approach and Postcolonial Critique. In *Gender and Anthropology*, Pp. 97-107.
- \*Allison, Anne (2017) Ch24: Japanese mothers and *obentōs*: The lunch-box as ideological state apparatus. In Caroline B. Brettell and Carolyn F. Sargent, eds., *Gender in Cross-Cultural Perspective*, 7th ed., Pp. 339-356.
- \*Yang, Mayfair M.-H. (1999) Ch1: From gender erasure to gender difference: State feminism, consumer sexuality, and women's public sphere in China. In Mayfair Mei-hui Yang, ed., *Spaces of Their Own: Women's Public Sphere in Transnational China*, Pp. 35-67.



^Heng, Geraldine & Janadas Devan (1997) Ch7: State fatherhood: The politics of nationalism, sexuality and race in Singapore. In Roger N. Lancaster and Micaela di Leonardo, eds., *The Gender/Sexuality Reader*, Pp. 107-121.

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

Video: South Africa's battle to protect women against violence

[https://www.youtube.com/watch?v=3UXzn7qGFsA&ab\\_channel=BBCNews](https://www.youtube.com/watch?v=3UXzn7qGFsA&ab_channel=BBCNews)

Video: Why Is Japan's Gender Gap So Wide?

[https://www.youtube.com/watch?v=5dsD6FWfZHE&ab\\_channel=CNAInsider](https://www.youtube.com/watch?v=5dsD6FWfZHE&ab_channel=CNAInsider)

## Week 8 Gender and the Global Economy

\*Mascia-Lees, Frances E. and Nancy Johnson Black (2017) Ch9: Gender and Anthropology in a Global World. In *Gender and Anthropology*, Pp. 109-118.

\*Constable, Nicole (2017) Ch43: Sexuality and discipline among Filipina domestic workers in Hong Kong. In Caroline B. Brettell and Carolyn F. Sargent, eds., *Gender in Cross-Cultural Perspective*, 7th ed., Pp. 639-660.

^Cheng, Sealing (2010) Ch6: At home in exile. In *On the Move for Love: Migrant Entertainers and the U.S. Military in South Korea*, Pp. 166-191.

^Kelsky, Karen. (1999). Gender, modernity, and eroticized internationalism in Japan. *Cultural Anthropology*, 14(2), 229–255.

Documentary: Sex trafficking in Nigeria

[https://www.youtube.com/watch?v=dtNixlubgSo&ab\\_channel=DWDocumentary](https://www.youtube.com/watch?v=dtNixlubgSo&ab_channel=DWDocumentary)

Documentary film: Sanema Women. The Mountain of Mystery | Tribes

[https://www.youtube.com/watch?v=yZofuIPbc4w&ab\\_channel=PlanetDocFullDocumentaries](https://www.youtube.com/watch?v=yZofuIPbc4w&ab_channel=PlanetDocFullDocumentaries)

## Week 9 Singlehood in East Asia

\*Nakano, Lynne Y. (2022). Introduction. In *Making Our Own Destiny: Single Women, Opportunity, and Family in Shanghai, Hong Kong, and Tokyo*, Pp. 13-29.

^Sun, Yuezhu. (2017). Among a hundred good virtues, filial piety is the first: Contemporary moral discourses on filial piety in urban China. *Anthropological Quarterly*, 771-799.

^Dales, Laura. (2017). Ohitorisama, singlehood and agency in Japan. In *Contestations Over Gender in Asia*, pp. 61-79. Routledge.

Video: Female Professor Explains How Women Are Keeping Themselves Single

[https://www.youtube.com/watch?v=eA-z\\_-865lo&ab\\_channel=ManosphereHighlightsDaily](https://www.youtube.com/watch?v=eA-z_-865lo&ab_channel=ManosphereHighlightsDaily)

Video: Growing up with a single mum

[https://www.youtube.com/watch?v=9GWPvy7qqWg&ab\\_channel=TEDxTalks](https://www.youtube.com/watch?v=9GWPvy7qqWg&ab_channel=TEDxTalks)

Video: Women in Anthropology

[https://www.youtube.com/watch?v=zfCg1iLEwsQ&ab\\_channel=UCLAnthropology](https://www.youtube.com/watch?v=zfCg1iLEwsQ&ab_channel=UCLAnthropology)



## Week 10 Manhood and Neoliberalism

- \*Goldstein-Gidoni, Ofra (2020). Working fathers' in Japan: Leading a change in gender relations? *Gender, Work & Organization*, 27(3), 362-378.
- ^Broughton, Chad & Walton, Tom (2017) Ch10: Downsizing masculinity: Gender, family and fatherhood in post-industrial America. In Caroline B. Brettell and Carolyn F. Sargent, eds., *Gender in Cross-Cultural Perspective*, 7th ed., Pp. 122-138.
- ^Bourgois, Philippe (1995) Ch4: 'Goin' legit': Disrespect and resistance at work. In *In Search of Respect: Selling Crack in El Barrio*, Pp. 114-173.
- ^Gutmann, Mathew (2007 [1996]) Ch1: Real Mexican machos are born to die. In *The Meanings of Macho: Being a Man in Mexico City*, Pp. 11-32.
- ^Sommer, Mathew H. (2002) Dangerous males, vulnerable males, and polluted males: The regulation of masculinity in Qing Dynasty law. In Susan Brownell and Jeffrey N. Wasserstrom, eds., *Chinese Femininities/Chinese Masculinities: A Reader*, Pp. 67-88.
- ^D'Emilio, John ([1983] 2007) Capitalism and gay identity. In Peter Aggleton and Richard Parker, eds., *Culture, Society, and Sexuality: A Reader*, 2nd ed., Pp. 250-258.
- News: *Men Adrift*. The Economist. 30 May 2015.
- Video: The Land Where Women Rule: Inside China's Last Matriarchy  
[https://www.youtube.com/watch?v=t\\_19D7tEixc&ab\\_channel=VICELife](https://www.youtube.com/watch?v=t_19D7tEixc&ab_channel=VICELife)
- Video: Gender-based Violence in Garment Supply Chains : An Asia Floor Wage Alliance  
[https://www.youtube.com/watch?v=w4dVscid4lY&ab\\_channel=AsiaFloorWageAlliance](https://www.youtube.com/watch?v=w4dVscid4lY&ab_channel=AsiaFloorWageAlliance)

## Week 11 Consumption, Performance and Gender

- \*Hanser, Amy (2008) Ch4: Distinction work and the gendered production of class. In *Service Encounters: Class, Gender, and the Market for Social Distinction in Urban China*, Pp. 86-119.
- ^Besnier, Niko (2011) Ch7: Shaping the modern body. In *On the Edge of the Global: Modern Anxieties in a Pacific Island Nation*, Pp. 183-204.
- ^Louie, Kam (2012). Popular Culture and Masculinity Ideals in East Asia, with Special Reference to China. *The Journal of Asian Studies*, 71(4), 929-943.
- ^Gillette, Maris Boyd (2000) What's in a dress? Brides in the Hui quarter of Xi'an. In Deborah S. Davies, ed., *The Consumer Revolution in Urban China*, Pp. 80-106.
- News: *Study Finds TV Alters Fiji Girls View of Body*. The New York Times, 20 May 1999. Accessed on 31 July 2022. <https://www.nytimes.com/1999/05/20/world/study-finds-tv-alters-fiji-girls-view-of-body.html>
- News: *New Burlesque: Is it empowering or demeaning to women?* BBC News, 12 February 2012. Accessed on 31 July 2022. <http://www.bbc.com/news/uk-england-25782781>
- Video: *Killing Us Softly 4*. (2010, 45 mins)
- Video: Dove — *The Evolution of a Model* <https://www.youtube.com/watch?v=s2gD80jv5ZQ>
- Video: Barbie — *You Can Be Anything* <https://www.youtube.com/watch?v=11vnsqbnAkk>

## Week 12 Intersectionality: Gender, Class, and Race

- \*Stoler, Ann Laura (1997) Ch1: Carnal knowledge and imperial power: Gender, race and morality in colonial Asia. In Roger N. Lancaster and Micaela di Leonardo, eds., *The Gender/Sexuality Reader*, Pp. 13-36.

- ^Brennan, Denise (2017) Ch45: Sex tourism, globalization, and transnational imaginings. In Caroline B. Brettell and Carolyn F. Sargent, eds., *Gender in Cross-Cultural Perspective*, 7th ed., Pp. 677-689.
- ^Freeman, Carla (2000) Ch2: Pink-collar Bajans: Working class through gender and culture on the global assembly line. In *High Tech and High Heels in the Global Economy: Women, Work and Pink-Collar Identities in the Caribbean*, Pp. 21-65.
- ^Schein, Louisa (1997) Gender and internal orientalism in China. In *Modern China*, 23(1): 69-98.
- ^de La Cadena, Marisol (1995) Ch11: “Women are more Indian”: Ethnicity and gender in a community near Cuzco. In Brooke Larson and Olivia Harris, eds., *Ethnicity, Markets, and Migration in the Andes: At the Crossroads of History and Anthropology*, Pp. 329-348.

Documentary film: Five genders

[https://www.youtube.com/watch?v=K9VmLJ3niVo&ab\\_channel=NationalGeographic](https://www.youtube.com/watch?v=K9VmLJ3niVo&ab_channel=NationalGeographic)

Video: Intersex — redefining gender

[https://www.youtube.com/watch?v=H0k31FURJPg&ab\\_channel=DWDocumentary](https://www.youtube.com/watch?v=H0k31FURJPg&ab_channel=DWDocumentary)

## *Academic Honesty Policy*

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations.

Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/> .

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign on the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via the plagiarism detection engine VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students’ uploading of the soft copy of the assignment.

Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

## *Other Policies*

Late Submission and absence: Late submission will be marked down. One point (1%) will be subtracted for each late day.

Recording: No (video and audio) recording is permitted in this class without permission from the Lecturer.

Please pay proper respect to your classmates and the instructor. We would all like to ensure a space of free and open discussion of ideas.

## *Feedback on the Course*

Students will be asked to fill out a mid-term survey about one month into the course, and a university course evaluation at the end of the semester. In addition, students are welcome to

discuss their questions or concerns about the course with the instructor at any time during the semester.

### *Students with Disabilities*

Your access to this course is important. If you experience any access barriers in this course, such as with printed content, graphics, online materials, or any communication barriers, please reach out to me right away, so that we can arrange appropriate academic accommodations.