

Anthro 136K WOMAN & THE BODY

Summer II, 2025

Class Meeting Day(s): Monday and Wednesday, 8/4 – 9/10 (12 sessions/6 weeks)

Learning Mode: Online ([Zoom](#) 999 5359 308)

Instructor: Fei Yuan

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Office Hours: Fridays, 3–4 PM on [Zoom](#) (933 6191 4409).

*Please book in advance. Reserve a time slot via [Calendly](#)

I. Course Description

What shapes your understanding of your body—your lived experiences, or the messages society has taught you to internalize? Who defines what counts as a “normal” body? How are ideas about gender and sexuality enforced, negotiated, or challenged—and how do people use their bodies to resist or reimagine dominant norms? This course examines the body as both a site of social control and a source of agency. Drawing on integrated perspectives from anthropology and gender studies, we explore how bodies are shaped, regulated, and represented through race, class, gender, sexuality, age, ability, and political history. Using a comparative, global framework, students will investigate how social norms and cultural practices influence embodied experiences. Topics include migrant care work, cosmetic surgery, reproductive justice, gender-affirming practices, and contested definitions of sex in sports. We ask how bodies move across boundaries—national, social, spatial, and biological. By the end of the course, students will be equipped to critically engage with debates on embodiment and apply anthropological perspectives to analyze how bodies reflect, challenge, and reshape systems of power.

II. Student Learning Outcomes

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

1. **Analyze** how cultural systems shape gender norms, embodied practices, and societal perceptions of the body across diverse contexts.
2. **Apply** key theoretical frameworks from anthropology and gender studies, including intersectionality, body politics, hyper(in)visibility, and embodiment, to critically analyze contemporary social issues related to gender and sex.
3. **Reflect** on ethnographic texts by considering their methodological approach, authorial voice, and how effectively they present their argument
4. **Demonstrate** effective skills in collaborative discussion, oral presentation, and analytical writing through class activities and assignments.

III. How to Succeed in the Course

To succeed in this course, please attend all Zoom meetings, actively participate in discussions and activities, and visit office hours when possible. Make sure to regularly check your university email and Canvas announcements for course communications and updates.

IV. Accommodations

If you need any accommodations, please feel free to contact me directly or contact the DSC office at <https://dsc.uci.edu/>

V. In-Class Policies

This course will cover topics related to gender, the body, and power—some of which may be sensitive or provoke strong opinions. Our classroom is an inclusive space where everyone’s perspectives and experiences are valued. To help foster a respectful and supportive environment, please keep the following guidelines in mind:

Respect:

- Use language that is welcoming and considerate of different backgrounds and identities.
- Follow basic Zoom etiquette: mute your microphone when not speaking, use the raise hand feature to contribute, and avoid interrupting others.

Confidentiality:

- Please do not record or distribute class discussions.

Participation:

- You are encouraged to keep your camera on when possible, but it is not required. Please engage in discussions, breakout rooms, and the chat in whatever ways feel comfortable and accessible to you.

Email Etiquette:

- When emailing me, use a clear subject line (e.g., **Anthro 136K: Question about the assignment**) and include **your full name** at the end. Please allow up to **48 hours** for a response to your emails. When addressing me in class or by email, you’re welcome to call me Fei—it’s pronounced like “Faye” (/fei/). My pronouns are she/her/hers.

VI. Required Readings

This is a Zero Textbook Cost class. All required readings and videos will be provided on Perusall. It is the responsibility of the student to keep up with all course material.

VII. Assignment

Percentage	Assignments	Due Dates
10%	Pre-Course and End-of-Course Survey	Pre-Course Survey: 8/8 End-of-course survey: 9/10
30%	Participation	Ongoing (Week 1–6)
10%	Perusall Annotations	Saturdays (8/9–9/6)
10%	Leading Discussion	Selected Week (Your Choice) <u>Sign-Up</u> before 8/8.
10%	Movie Reflection	9/7
20%	Final Assignment	9/7(With grace period until 9/10)
10%	Final Presentation	9/8 and 9/10
100%	Total	

1. Participation – 30% of Final Grade

Attendance is tracked through active participation, not by taking roll. Each of our 12 class sessions will include 2–3 in-class activities, adding up to approximately 30 total. Each activity is worth 1% of your final grade.

Examples of in-class activities include pop-up surveys, short written reflections, live polls, and group collaborations using tools like Kahoot! or Google Docs.

Activities may take place at **any point** between 1:00 and 4:00 PM, so please plan to stay for the entire class session to receive full credit.

Note: Missed activities—whether due to late arrival, early departure, or lack of engagement—will not count toward your participation grade. Please refer to the Perusall extra credit policy below for options to make up missed participation activities.

2. Perusall Annotation – 10% of Final Grade

Please complete all required annotations for Modules 2–5 by **11:59 PM (PST) on the Saturday before** each new class week begins:

- Module 2 readings → due August 9
- Module 3 readings → due August 16
- Module 4 readings → due August 23
- Module 5 readings → due August 30

Beginning in **Week 2 (August 9)**, you are expected to complete Perusall annotations for **two assigned readings** each week. These assigned readings are clearly marked as **“Annotate”** in the syllabus reading list.

For each assigned reading, you must post **three thoughtful and engaged annotations**, for a total of **six annotations per week**. Over the course of **Weeks 2 through 5**, this adds up to **8 assigned readings** and **24 total annotations**.

Extra Credit Option (up to 4% bonus or 4 missed activity makeups):

- Each week also includes **2–3 optional readings**. You are encouraged to annotate these for extra credit. If you annotate **two full extra readings** (3 comments each, totaling 6 annotations), it comes with the following rewards: 1) Earn **1% bonus** toward your final grade or 2) Make up **1 missed in-class activity**
- You may complete **a maximum of 8 extra readings** across the course (for up to **4% total bonus** or **4 missed activity makeups**).
- **Example:** If your final grade is 81% (B–), completing all 8 approved extra credit readings (each with 3 thoughtful annotations) can raise your grade to 85% (B). Please note that no additional credit will be given for extra readings beyond the maximum of 8 readings (4%).

⚠ Important Note: Timing of Extra Reading Annotations

Extra reading annotations **must be submitted by the same deadline as the required readings**—that is, by **Saturday at 11:59 PM (PST)** before the upcoming class week begins.

For example, if you miss class on Tuesday, August 13, only extra annotations submitted by Saturday, August 9 will count toward making up that missed session. Late annotations submitted after the deadline will not be accepted for extra credit or makeup.

To ensure flexibility, it’s highly recommended that you complete extra readings in advance—even if you’re not sure you’ll need the credit. Unexpected circumstances may arise, and having extra credit “banked” gives you flexibility in case you unexpectedly miss class the following week.

3. Leading Discussion – 10% of Final Grade

During Weeks 2–5, you will choose **one reading** to present in a group of **3–4 students (maximum of 4 students per reading)**. You only need to present **once during the quarter**.

Pick your selected reading by 8/8 (sign up [here](#)).

Your presentation should include:

- **Summary of the Reading**
Clearly outline the article's structure, main arguments, and key concepts.
- **Connection to Course Themes**
Briefly explain how the reading relates to that week's topic or broader course concepts.
- **Engagement with Peer Annotations**
Highlight 2–3 insightful Perusall annotations from your classmates and explain why they stood out.

After your presentation, your group will pose **2–3 thoughtful discussion questions** based on the reading and lead a **10–15 minute class discussion**. Your goal is to engage your classmates in a meaningful conversation that encourages open discussion, reflection, and deeper engagement with the reading's core themes and arguments.

4. Movie Reflection – 10% of Final Grade

Due: September 7 by 11:59 PM (PST)

Length: Maximum 600 words

Choose **one** of the documentaries screened during the course and write a reflection based on your viewing. Your response should address the following:

- **What stood out:** Describe a moment, scene, or theme that you found especially memorable or thought-provoking.
- **Connections to course material:** Explain how the film relates to specific course readings, lecture topics, or key concepts.
- **Your reflection:** Share your insights, critiques, or how the film shaped or shifted your understanding of the topic.

5. Final Assignment – 20% of Final Grade

Due: September 7 by 11:59 PM (PST)

Grace Period: Submissions will be accepted until September 10 without penalty. No submissions will be accepted after this date.

Final Project Format Options (Choose One)

You are encouraged to meet with me during office hours before Week 6 to discuss your idea and get feedback.

A) Self-Reflexive Body Journal

Length: 600–800 words

Reflect on your own embodied experience in everyday life. Consider how your understanding of your body has been shaped by social norms, personal history, or cultural messages. Your journal should engage with course themes such as labor, beauty, care, gender, visibility, or resistance.

B) Interview: Intergenerational Body Narrative

Length: 500–700 words

Conduct a respectful, informal interview with someone who identifies as a woman and is from a different generation than you. Explore how their bodily experiences have been shaped by generational and cultural contexts.

Your write-up should include:

- Their reflections on body norms, beauty standards, and gender roles
- Key memories related to pride, shame, resistance, or change
- Your own takeaways and reflections

Note: Anonymize names and respect ethical boundaries throughout.

C) Video Essay

Length: 3–5 minutes

A **video essay** is a short, creative audiovisual project that presents an argument, reflection, or analysis using video, narration, images, text, music, and/or clips. It combines elements of film and essay writing to explore a topic or personal experience in a compelling and accessible format. **Check this [instructional video](#) for a more detailed explanation of what a video essay is and how to create one.**

Choose one of the following approaches:

1. A personal narrative about your own embodied experience
2. An analysis of a social issue related to the body (e.g., reproductive rights, gendered labor, disability visibility, body surveillance).

Your video must include:

- A clear argument or narrative (Tip: write the essay first, then translate it into video form)
- References to course concepts
- At least one cited source (course reading, article, or media)
- Visual and/or audio elements (e.g., images, video clips, slides, symbolic visuals, music)

Submit via [Google Drive](#). Videos will be viewed only by the instructor and deleted after grading.

6. Final Presentation – 10% of Final Grade

Presentation Dates: September 8 & 10

Length: 3–5 minutes per student

Each student will give a brief presentation in class to share their final project. This is your chance to reflect on what you created and what you learned—no need to present the full assignment.

What to include in your presentation:

- The **topic** of your final project
- The **format** you chose (e.g., video essay, interview, written reflection)
- **1–2 key insights** or takeaways you had while working on it
- How your project connects to the **themes or concepts** discussed in class

Optional visual aid:

You may show **slides, images,** or a **short video clip,** but this is not required

Insight Over Perfection

This presentation is a supportive space for you to share your work and insights. You’ve spent time thinking deeply about your project—now is your chance to highlight what stood out to you. Just speak clearly and thoughtfully. Perfection isn’t the goal—what matters most is that you took the time and care to reflect on these important topics.

7. Pre- & End-Course Surveys – 10% of Final Grade

- **Pre-course survey due:** August 8
- **End-of-course survey:** Complete during final week via UCI link

VIII. Course Schedule/Calendar

Week/Module	Readings	Assignments Due
Module 1 Aug 4 & 6	Fausto-Sterling, Anne. “The Five Sexes.”	8/8 Pre-Course Survey

<p>Rethinking Biology and Culture in Shaping the Body</p>	<p>Alexandra Howson, "Introduction," in <i>The Body in Society: An Introduction</i> Cambridge, UK: Polity Press; Malden, MA: Blackwell Publishers, 2004, pp.1–15</p> <p>Kessler, Suzanne. 1990. "<u>The Medical Construction of Gender: Case Management of Intersexed Infants</u>," <i>Signs: Journal of Women in Culture and Society</i> 16: 3–26</p> <p>Lynda Birke, "Bodies and Biology," in <i>Feminist Theory and the Body: A Reader</i>, ed. Janet Price and Margrit Shildrick Edinburgh: Edinburgh University Press, 1999, pp. 42–49.</p> <p>Movie in Class:</p> <p><u>Third Gender</u></p> <p><u>Judith Butler</u> on sex, gender, and the debate over identity</p> <p><u>One in 2000</u></p>	<p>8/8 Sign-Up for Leading Discussion</p> <p>Submit Perusall Annotation for Module 2 by 8/9</p>
<p>Module 2 Aug 11&13</p> <p><i>The Productive Body, Reproduction, and Sexual Economies</i></p>	<p>Annotate:</p> <p>Nicole Constable, <i>Maid to Order in Hong Kong: Stories of Filipina Worker</i>, 1997. Chapter 6 Disciplined Migrants, Docile Workers. Pp.119-150</p> <p>Romero, Mary. "Who Takes Care of the Maid's Children? Exploring the Costs of Domestic Service." In <i>Feminism and Families</i>. Edited by Hilde Lindeman Nelson. New York, NY: Routledge, 1996, pp. 151-169.</p> <p>Optional:</p> <p>Wardlow, Holly. "Anger, Economy, and Female Agency: Problematizing</p>	<p>Submit Perusall Annotation for Module 3 by 8/16</p>

	<p>'Prostitution' and 'Sex Work' among the Huli of Papua New Guinea." <i>Signs</i> 29, no. 4 (2004): 1017–40.</p> <p>Cassini Chu, "Why Do Girls Engage in CD?" in <i>Compensated Dating</i> (Singapore: Springer, 2018), pp. 127–151.</p> <p>Movie in Class:</p> <p><u>Chain of Love</u> (50 minutes)</p>	
<p>Module 3</p> <p>Aug 18 & 20</p> <p>Looking Good: <i>Beauty, Visual Culture, and the (Hyper)Visible Body</i></p>	<p>Annotate:</p> <p>Alexander Edmonds, <i>Pretty Modern: Beauty, Sex, and Plastic Surgery in Brazil</i>. Durham, NC: Duke University Press, 2010. pp.75–120.</p> <p>Gailey, Jeannine A. "Undesirably Different: Hyper(in)visibility and the Gendered Fat Body." In <i>The Contemporary Reader of Gender and Fat Studies</i>, edited by Amy Erdman Farrell. London: Routledge, 2023. pp. 21-34.</p> <p>Optional:</p> <p>Hua, Wen. "From Barbie Doll to the Korean Wave." In <i>Buying Beauty: Cosmetic Surgery in China, Hong Kong</i> University Press, 2013. pp.167-185</p> <p>Higgs, Paul, and Chris Gilleard. "Gender, Ageing and Embodiment." In <i>Ageing, Corporeality and Embodiment. Key Issues in Modern Sociology</i>. London & New York: Anthem Press, 2013. pp. 33–50</p> <p>Lester, R.J. (2007), <i>Critical Therapeutics: Cultural Politics and Clinical Reality in Two Eating Disorder Treatment Centers</i>.</p>	<p>Submit Perusall Annotation for Module 4 by 8/23</p>

	<p>Medical Anthropology Quarterly, 21: 369-387.</p> <p>Movie in Class:</p> <p><u>Made Over in America</u> (65 minutes)</p>	
<p>Module 4</p> <p>Aug 25 & 27</p> <p>Reproductive Justice and the Politics of Becoming a Mother</p>	<p>Annotate:</p> <p>Kimala Price; What is Reproductive Justice? How Women of Color Activists Are Redefining the Pro-Choice Paradigm. <i>Meridians</i> 1 March 2010; 10 (2): 42–65</p> <p>Gálvez, Alyshia, “<i>Failing to See the Danger: Conceptions of Pregnancy and Care Practices among Mexican Immigrant Women in New York City.</i>” In <i>Risk, Reproduction, and Narratives of Experience</i>, edited by Lauren Fordyce and Amínata Maraesa, Vanderbilt University Press, 2012. pp. 37–58</p> <p>Optional:</p> <p>Sigmund, Kim. 2025. “Caring for Women of Color: Community-Based Doula’s Strategies in Hospital Birth in Los Angeles.” <i>Medical Anthropology</i>, May, 1–14.</p> <p>Lila Abu-Lughod, “Reproduction,” in <i>Writing Women’s Worlds: Bedouin Stories</i> (Berkeley: University of California Press, 1993), pp. 127–165.</p> <p>Ford, Andrea. “Birthing from Within: Nature, Technology, and Self-Making in Silicon Valley Childbearing.” <i>Cultural Anthropology</i> 35, no. 4 (November 5, 2020): 602–30.</p>	<p>Submit Perusall Annotation for Module 5 by 8/30</p>

	<p>Movie In Class:</p> <p>Fly So far, 2021, 89 minutes</p>	
<p>Module 5</p> <p>Sep 1 & 3</p> <p>Body and Space—</p> <p>Dwelling in the Uncanny: Contested Bodies in Public Space</p>	<p>Annotate:</p> <p>Pieper, Lindsay Parks. <i>Sex Testing: Gender Policing in Women’s Sports</i>. Urbana: University of Illinois Press, 2016. Chapter 1, “A Careful Inquiry to Establish Her Sex beyond a Doubt: Sex/Gender Anxieties in Track and Field.” pp.11-34</p> <p>Lorde, Audre. “Breast Cancer: Power vs. Prosthesis.” In <i>The Cancer Journals</i>, Foreword by Tracy K. Smith, Part III. Penguin Classics. New York: Penguin Books, 2020. pp.64-87</p> <p>Optional:</p> <p>Douglas, Delia D. 2012. Venus, Serena, and the Inconspicuous Consumption of Blackness: A Commentary on Surveillance, Race Talk, and New Racism(s).” <i>Journal of Black Studies</i></p> <p>Halberstam, Judith. “F2M: The Making of Female Masculinity.” In <i>Feminist Theory and the Body: A Reader</i>, edited by Janet Price and Margrit Shildrick, New York: Routledge, 1999. pp. 125-133</p>	<p>9.7 Final Project Due</p> <p>A grace period is available until September 10, after which late submissions will not be accepted</p>
<p>Module 6</p> <p>Sep 8 & 10</p>	<p>Student Final Project Presentation</p>	

IX. Grading Methods *

This course uses the standard UCI grading scheme.

A+	100 %	to 96.5%
A	< 96.5 %	to 93.5%
A-	< 93.5 %	to 90.0%
B+	< 90.0 %	to 86.5%
B	< 86.5 %	to 83.5%
B-	< 83.5 %	to 80.0%
C+	< 80.0 %	to 76.5%
C	< 76.5 %	to 73.5%
C-	< 73.5 %	to 70.0%
D+	< 70.0 %	to 66.5%
D	< 66.5 %	to 63.5%
D-	< 63.5 %	to 60.0%
F	< 60.0 %	to 0.0%

X. Student Resources

Campus Resources

- [UC Policy on Sexual Violence and Sexual Harassment](#)
- [Disability Services Center](#)
- [LGBT Resource Center](#)
- [Undocumented Student Support](#)
- [Campus Social Worker](#)
- [Transfer Student Center](#)
- [UCI Center for Excellence in Writing and Communication](#)
- [The Learning & Academic Resource Center \(LARC\)](#)
- [UCI Wellness, Health, and Counseling](#)
- [UCI Counseling Center](#)
- [UCI Basic Needs Center](#)

XI. Class Policy

UC Policy on Sexual Violence and Sexual Harassment

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual

harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) office, by phone at (949) 824-7273, or by email at care@uci.edu. We encourage you to also report incidents through the Office of Equal Opportunity and Diversity's (OEOD's) reporting page.

Diversity Statement

The University of California, Irvine, in accordance with applicable federal and state law and university policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition, ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The university also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in university programs and activities.

Class Withdrawal Policy

It is your responsibility to keep track of important academic deadlines, including the last day to add or drop the course, or to change your grade option to Pass/No Pass. These deadlines are strictly enforced by the university. The final deadline to drop or change your grade option is typically at the end of the third week of the session—please check the UCI Summer Session Academic Calendar for exact dates. Late changes are generally not permitted. If you have questions about your enrollment or grading option, contact me or an academic advisor as soon as possible.

Academic Integrity

The University of California, Irvine, is an institution of learning, research, and scholarship that is strengthened by the existence of an environment of integrity. As members of the academic community, students are responsible for maintaining this environment, subscribe to the practice of academic integrity, and accept individual responsibility for their work and actions. Violations of academic integrity are unacceptable and will not be tolerated because they devalue the teaching and learning experience for the entire community. Observing basic honesty in one's work, words, ideas, and actions is a principle to which all members of the community are required to subscribe.

Attendance Policy:

Punctuality helps our class run smoothly and ensures you don't miss important content or disrupt group work. If you are running late or must leave early, please

let me know in advance if possible. Regular attendance is expected, especially since our summer schedule is fast-paced.

Group Work Expectations:

Many assignments will involve group discussion, peer review, or collaborative projects. Contribute actively and respectfully to group tasks. Support your peers, listen thoughtfully, and communicate openly to ensure everyone's ideas are heard.

Missing Class:

If you need to miss a class due to illness, emergency, or other obligations, please notify me as soon as possible. I can offer make-up options such as completing additional Perusall readings or alternative assignments. However, it is your responsibility to catch up on all missed materials, in-class activities, and group work.

Classroom Safety and Well-being:

Your safety and well-being are a priority. If you experience illness, technical difficulties, or other challenges, please communicate with me so we can discuss possible accommodations.

Inclusive Environment:

This class values diversity and inclusivity. Disrespectful or discriminatory language or behavior will not be tolerated. Please help foster a supportive environment for all.

Academic Integrity:

All submitted work must be your own or appropriately cited. Plagiarism, cheating, or misrepresentation of academic work is a serious offense and will be handled according to university policy.

AI Policy

You may utilize AI tools like ChatGPT for brainstorming, outlining, or revising your work, but not for composing complete assignments or responses. All submissions must showcase your own ideas, voice, and engagement with the course materials. Using AI to generate entire assignments or to bypass the writing process will be viewed as a breach of academic integrity. If you're uncertain about whether a specific use of AI is acceptable, please consult me beforehand.