ANSC 105GS & 125GS: Sex, Love, Inequality, and Health in Thailand/SE Asia
Version 11 April 2017

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Office Hours: by appointment

2018 Summer Session II | Monday-Thursday 9:00 AM to 1:00 PM | Room xxx
Prerequisites: Upper-division standing or consent of the instructor.
Maximum Enrollment: 28

ANSC 105GS Global Health and Inequality: Sexual and Reproductive Health in Southeast Asia
Archaeology/Biological/Sociocultural Elective for Anthropology Majors or Minors.
Medical Social Science Elective for the Global Health Program (GHP) Major or Minor.
Petitionable for the Critical Gender Studies (CGS) Major or Minor.
Petitionable for the Bachelor of Science in Public Health Major (BSPH).

ANSC 125GS Gender, Sexuality, and Society: Sex and Love in Thailand
Sociocultural Core and Archaeology/Biological Elective for Anthropology Majors or Minors.
Medical Social Science Elective for the Global Health Program (GHP) Major or Minor.
Petitionable for the Critical Gender Studies (CGS) Major or Minor.

Course Description:
In the anthropological literature, a defining cultural assemblage of Southeast Asia features its cosmological hybridity, social flexibility, ethnic diversity, gender pluralism, and relative gender egalitarianism, especially in regards to neighboring India and China. In the popular literature, Thailand and Southeast Asia more broadly is often represented as a tropical paradise with exotic customs and cheap sexual labor. This set of two interwoven courses address how issues of gender, sexuality, labor, and migration, intersect with sexual and reproductive health in Thailand and Southeast Asia. The courses include specific instruction on area studies, global health, sex and love, and sexual health in Thailand and Southeast Asia. As a global seminar, the set of courses focus on field methodologies and applications relevant to, and practiced in, the local site. This course brings these issues together by 1) examining how these issues are related to issues of sexual health and 2) examining contemporary social debates about gender, sexuality, and Thai society focusing on sex and love.

This course combination will be conducted as an upper division seminar with minimal lectures. Students are expected to have completed the readings and be prepared for in-depth class discussion. Early lectures provide a broad overview of Southeast Asian area studies and a brief introduction to Thai language and culture (e.g. greetings, time, respectful behavior). We will actively use our local site to assess the validity of the literature and practice field methods and applications. Assignments will focus on gender/sexuality studies and practical global health careers. Assignments will include observation in the local setting in the form of a weekly field report and a sexual health assessment of a particular population in a site. We will discuss student field reports weekly. The final paper takes the form of a group grant proposal to intervene in HIV that incorporates local cultural context. Students will evaluate each others’ proposals as in grant reviews. Both the individual assessment and the group grant proposal will be presented in class. This course will include reading and discussion of sexual content and imagery. It is expected that all students will be able to handle this material maturely.

ANSC 105GS: This course begins by examining the history of family planning and its relationship to demographic and economic change in the US and Thailand. We then move to contemporary sexual health issues with a focus on HIV. HIV is a paradigmatic disease: global and locally patterned, biological and socially constructed, involving science and social change. Cases from the USA and Southeast Asia examine how HIV necessitated new practices in policy, research, prevention, treatment, and activism.
Health disparities, social inequalities, and stigma associated with the populations that have been most affected, community responses, and their political contexts are highlighted.

The course addresses political economic and cultural aspects of HIV and particularly focuses on HIV health disparities as both medical and socio-political problems. This includes understanding HIV epidemiology, the concept of syndemics (e.g. HIV, Hepatitis C, TB), and how inequalities structure risk for acquiring HIV, access to treatment, and health outcomes. Inequalities will be examined at both national and global levels, for example looking at racial disparities in the US and class access to treatment in various countries. We will also examine how HIV interacts with local knowledges, beliefs, attitudes, and practices as they intersect with sexuality, gender, race, class, and nationality. Key populations that we will examine include gay men, trans women, heterosexual men and women, sex workers, youth, and drug users. We will also interrogate the idea of Thailand, along with Uganda, as one of two global success stories in HIV prevention. In the process, we will also learn how to design a program and develop a grant proposal. One key advantage of using HIV as a primary case is that the initiative in fighting the disease was spearheaded by affected populations that were not professionally trained in public health. This lead to the development of easy to use research and program development tools that enabled local communities to undertake projects, which we will use.

**ANSC 125GS:** Gender and sexuality are often considered extraneous subjects in sociocultural studies. But these issues are fundamental to the organization of society, including kinship, marriage, and the management of relations. This course examines the relationship of gender and sexuality to wider social processes in Thailand. In particular, we address contemporary issues related to sex and love in Thailand. This includes issues for which Thailand is renown, including gender variance and the global sex industry. Both of these are highly visible and contentious in Bangkok.

The course addresses key questions in the anthropology of gender and sexuality in Thailand. This includes asking how many genders there are in Thailand, the relationship of gender and labor migration to modernity, the regulation of gender and sexuality, and recent scholarship in the new anthropology of love that questions the dichotomy of love and money as ideologically separate. We begin with a historical overview of gender normativity from the high colonial period onward through the American war in Southeast Asia. We then focus on how sex and love are structure in Thai life and especially in encounters with foreigners. Sex and love are often assumed to be natural and biologically hard wired. Yet, we know that a wide variety of forms exist and that they are shaped by large scale political, economic, and cultural forces. Middle class US expectations of sex and love are built upon ideals of monogamous commitment, mutual companionship, and interpersonal egalitarianism. We will explore why monogamy, intimacy, and mutual desire are associated with modern Western capitalism; how various social groups respond to circumstances of love marketization, mediation, and migration; and the political uses of the heteronormative couple form and nuclear family as the basis of society. This understanding will inform our practice of field methods and contextualize how we approach global sexual health interventions.

**Learning Outcomes:**
**ANSC 105GS Course Objectives:**
- To understand the epidemiology and social history of HIV around the globe and especially in Southeast Asia.
- To be able to identify and evaluate political economic, socio-cultural, and biological factors that contribute to regional HIV epidemics across the globe.
- To expands one’s capacity to use ethnographic knowledge and social inequality theory in global health interventions.
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- To develop social science and cultural studies knowledge and methodology, critical analysis, writing, and presentation skills: especially in regards to program development and grant proposals.

ANSC 125GS Course Objectives:
- To understand the relationship between gender, sexuality, and social institutions, especially in Thailand.
- To be able to identify, evaluate, and apply approaches, theories, and concepts in gender and sexuality studies such as the ideology of love, companionate partnership, and racialized hypergamy.
- To expands one’s capacity to use ethnographic knowledge and gender/sexuality theory in contemporary social debates.
- To develop social science and cultural studies knowledge and methodology, critical analysis, writing, and presentation skills: especially in regards to field observations and assessment.

Assessment:

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<td>Quizzes (Epidemiology &amp; Prog Develop = 2x10)</td>
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A+ 97-100  A 93-96  A- 90-92  B+ 87-89  B 83-86  B- 80-82  
C+ 77-79   C 73-76   C- 70-72   Pass    D 60-69   F 0-59
**ASSIGNMENTS:**

**Participation: 20%**

Participation is particularly essential to short, field based study. Attendance and active engagement in discussion, class activities, and excursions will be assessed. Students must justify more than one 4-hour class absence. A 4-hour class session absence will result in a 20% grade for participation. Thus, if a student misses 5 sessions, they will receive 0 points for participation.

**Quizzes: 20% (2 x 10% per quiz)**

Students will be quizzed on various topics related to course content.

**ANSC 105GS: Assessment & Presentation: 20%**

Students will write an individual assessment of a population in a site in relation to HIV interventions (e.g. condom use among female sex workers in Thailand; PrEP among gay men in Singapore). The assessment will include an annotated bibliography and a formative evaluation that could be used for a grant proposal. Findings will be presented in class.

**ANSC 105GS: Grant Proposal, Presentation, and Review: 40%**

**Group Grant Proposal and Presentation: 20%**

**Grant Peer Review: 20%**

Based on the assessment assignment, groups of approximately 3-6 individuals will work on a group grant proposal based on common affiliations (e.g. population, site, intervention). The group grant proposal will consist of writing an actual proposal (we will go over how to do so in class). This will include developing Objectives, a Logic Model, Program Implementation Scope of Work, Evaluation Plan, and Budget/Staffing Plan. The groups will present their proposals in class. We will also engage in a peer grant review process in which student review 3 proposals.

**ANSC 125GS: Field Reports 40% (4 x 10% per report)**

Students will write a weekly field report based on their observations within a particular site. The sites include MBK (the most popular mall in Bangkok), Sois Patpong/Thaniya/Pratuchai (the international red light districts of downtown Bangkok), Lumphini Park (the largest park in central Bangkok), and a site of the student’s choice. Guiding questions will focus each report (e.g. how many people are there of various genders, what kind of interactions are there between Thais and foreigners, how apparent is ethnic different at this site). The assignment requires that students coordinate their observation at the sites in pairs or small groups, both for safety as well as to triangulate their observations.

**ANSC 125GS: Field Analysis Presentation 20%**

Students will synthesize their field reports and present them in class as elevator talks. Students will summarize their observations and analyze them in relation to course concepts. The analysis should not merely summarize their observations but analyze them in relation to theoretical concepts that we have addressed during the course. The presentation will 1) describe a concept and 2) show how observations support, contradict, or otherwise complicate that concept. Presentations will be limited to 3 minutes. Students should not focus on all of their data but rather on identifying data from their observations that supports a particular claim related to a particular argument.

**EXCURSIONS**
2 Day Excursion
Lopburi - Wat Phra Baht Nam Phu (AIDS Temple)
Phra Prang Sam Yot (Monkey Temple)

Overnight Excursion
Pattaya - Kathoey Show and Walking Street
HIV NGO: Sisters

Local Excursions
Tuptim (Phallus) Shrine
Cabbages and Condoms restaurant in Bangkok

Sexual Health NGOs:
Empower and SWING: Sex Work NGOs and Soi Patpong / Soi Thaniya / Soi Pratuchai
APCOM: MSM Sexual Health INGO
7 Sisters: HIV INGOs

Sririraj Medical Museum
Princess Sirindorn Anthropology Centre
Center for Health Policy Studies, Mahidol University

Lectures (do not require readings or reinforce readings):
ANSC 105GS:
AIDS and Epidemiology: Early AIDS
AIDS and Epidemiology: Renewed Epidemics
Ethics in Field Research and Intervention
Backwards Design and Evaluation
ANSC 125GS:
SEA Geography and History
SEA Race/Ethnicity and Languages
Thai Time
Thai Language 1: Greetings & Introductions
Thai Language 2: Basic Necessities & Essential Signs
Thai Language 3: Respect & Politeness
Anthropology of Love
SEA Religious Syncretism
Guest Lecture: Luang Phi Chai Waradhammo
Buddhist Monk and Author: Gender and Sexuality in Thai Buddhism
The Thai Sex/Gender System

Films:
*Weerasethakul, Apichatpong 2006 Syndromes and a Century
Thongkongtoon, Yongyoot 2000 Iron Ladies
Wachirabunjong, Pongpat 2007 Me... Myself
O'Rourke, Dennis 1991 The Good Woman of Bangkok
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Sukkhapisit, Tanwarin 2008 I’m Fine (video)
**Sukkapisit, Tanwarin 2010 Insects in the Backyard
Shaowanasi, Michael 1997 Exotic 101 (video)
Shaowanasi, Michael 2000 The Adventures of Iron Pussy 3 (video)
Thongkongtoon, Yongyoot 2016 Metrosexual
Kim, Josh 2015 How to Win at Checkers (Every Time)
*Censored in Thailand (students will view the uncensored international release)
**Banned in Thailand (students will view the international release)

READINGS:
Except for Pisani 2008, all readings will be provided as PDFs on TritonEd.
*Ideally, purchase a used copy online before traveling to Bangkok. Good plane reading.

ANSC 105GS
USAID 2001 HIV-AIDS Rapid Assessment Guide
CDHS 1998 Good Questions, Better Answers
*Pisani 2008 The Wisdom of Whores: Bureaucrats, Brothels, and the Business of AIDS
Whelehan 2009 The Anthropology of AIDS: A Global Perspective (AoA)
  Ch. 5 Sex and AIDS p 108 – 152
NMAC 1997 Program Development Puzzle
Fordham 2014 HIV/AIDS and the Untamed Consequences of Biomedicine: Anthropological Complicities (HUCB)
  Ch 5 Biomedicine, Social Science Research, and the Stigmatising of the AIDS-Affected: New Perspectives from Structural Violence and Social Suffering p. 134-177
  Ch 7 Thailand’s “Good” Response to the HIV/AIDS Epidemic: A Critical Examination p. 216-242
  Ch 8 An Alternative Perspective on the Thai Response to AIDS Control p.243-287

ANSC 125GS
Brown 2016 Writing in Anthropology (Wia)
  Ch 3 Navigating Field-Based Assignments p. 37-63
Keifer 2006 Doing Health Anthropology: Research Methods for Community Assessment and Change (DHA)
  Ch 4 The Study of Real People in Natural Situations p 53-67
Buch & Staller 2007 Feminist Practice of Ethnography
Fuhrmann 2016 Buddhist Sexual Contemporaneity p 1-45
Mary Beth Mills 1999 Thai Women in the Global Labor Force: Consuming Desires, Contested Selves
  Ch 1 Women, Migration, and Thai Experiences of Modernity p 1-25
  Ch 7 Consumption, Desire, and Thansamay Selves p 127-146
  Ch 9 Gender and Modernity, Local and Global Encounters p 163-170
Jackson 2000 An Explosion of Thai Identities: Global Queering and Re-Imagining Queer Theory. Culture, Health & Sexuality p. 405-416 (p. 417-423 optional)
Kang 2014 Conceptualizing Thai Genderscapes: Transformation and Continuity in the Thai Sex/Gender System.

Saengtienchai 1999 “Prostitutes are better than lovers”: Wives’ Views on the Extramarital Sexual Behavior of Thai Men


Please bring your reading materials to class either in hard copy or on a laptop / tablet if at all possible. Do not expect to refer to your readings on a smartphone.

*This syllabus is open to modification throughout the quarter. While I will ensure that the overall grading system remains in place, the schedule, topics, readings, and activities may change. Please note that I will always consult students in class before making a major change.

**GENERAL CLASS POLICIES**

**Communication:** Text communication is preferred. Please note that it may take up to 8 hours to get a response. Please include GS at the beginning of your text. If you have a question, please first consult documents on TritonEd, such as the syllabus. You do not need to write “Dear Professor” and other niceties in your text. Just ask away.

**Electronic Devices:** Please set mobile phones and other devices to silent. Laptops with silent keyboards can be used for note taking but all social media and messaging should be turned off.

**Assignments:** All written assignments should be typed, double-spaced with standard margins, and use a common font and point size. Place your name and title in the top margin so that it appears on every page. Except for the final, assignments are to be submitted 30 minutes prior to class on which they are due on TritonEd. Assignments are only uploaded onto TritonEd, no hard copy is required. Please attach files as Word documents rather than cutting and pasting text in the comments box. Also, note that more than one attachment can be added to an assignment before it is submitted. If an assignment has multiple components that are different files, they should all be attached before submitting. Due to the short nature of this course, rewrites are not allowed.

**Late Work:** I generally do not provide deadline extensions. **Students will be penalized 10% for each 24 hour period (including weekends) in which the assignment is late. Assignments will not be accepted more than 72 hours late.** If you know that you will be absent on the due date of an assignment, please be responsible and make arrangements to submit your work in advance. Students who would like accommodation for religious observances should submit their requests for a change of due dates in writing to me by the end of day 2. Please note that accommodated due dates will most likely be earlier for assignments. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course. Except in the case of extenuating circumstances, incomplete work must be finished before the beginning of the subsequent quarter. If not completed by the following quarter, incompletes will automatically convert to F grades.

**UCSD Principles of Community:** As a reminder, please review the UCSD Principles of Community regularly. The Principles can be found online at [https://ucsd.edu/about/principles.html](https://ucsd.edu/about/principles.html). The goals of the Principles include:
Fostering inclusiveness, respect, and a welcoming environment
Promoting collaborative attitudes and actions

I support the education and social advancement of all students regardless of immigration status, religion, gender identity, or other factor that is used to limit their life opportunities.

Disability Access: Students requesting accommodations and services for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD). Receipt of AFAs is necessary for appropriate planning for the provision of reasonable accommodations. Students are required to present their AFA letters to the instructor and to the OSD Liaison in the department so that accommodations may be arranged. Documentation should, if at all possible, be provided before any activity in which accommodation is requested. Contact the OSD for further information: (858) 534.4382 (V); (858) 534-9709 (TTY); osd@ucsd.edu, or http://osd.ucsd.edu.

Professionalism Policy: Please attend to all university policy and classroom etiquette procedures. Those not heeding the policies will be asked to leave the classroom immediately to maintain the learning environment. Please arrive on time, be attentive, and be respectful for all class meetings. Be mindful of how much time and space you are occupying. Try not to interrupt others when they have the floor. Be open to hearing various points of view that may conflict and be contentious but do not expect to feel comfortable at all times. Expect to be challenged mentally and emotionally. Students who are habitually disruptive in class by talking out of turn, bullying other students, or other unprofessional behavior may suffer a reduction in their final class grade. UCSD recognizes the inherent dignity of all individuals and promotes respect for all people. Hostility toward other students will not be tolerated. Free speech does not permit harassment, intimidation, threats, or other behaviors that impede the learning of other students or the work of faculty and staff.

Academic Conduct Policy: UCSD expects that both faculty and students will honor this principle and in so doing protect the validity of our intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. Instructors, for their part, will exercise care in planning and supervising academic work, so that honest effort will be upheld. Plagiarism is the use of someone else’s work or ideas as one’s own. All suspected instances of plagiarism will be reported (http://academicintegrity.ucsd.edu/). Verification will result in a 0 grade for the assignment. It is against policy to submit the same paper for credit in more than one course.

Title IX Compliance: Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination. Sexual misconduct, physical and/or psychological abuse will not be tolerated. This includes sexual assault, dating violence, domestic violence, and stalking. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I am required to report the matter to the Title IX Coordinator. Should you want to speak to a confidential source, you may contact the Counseling Center. The Office for the Prevention of Harassment & Discrimination (OPHD) http://ophd.ucsd.edu provides information and assistance to students, faculty, and staff regarding reports of bias, discrimination, harassment, sexual harassment, and sexual violence. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at (sarc@ucsd.edu or http://care.ucsd.edu) or Counseling and Psychological Services (CAPS http://caps.ucsd.edu).