

# GENDER STUDIES

This course provides students with an introduction to the field of gender studies as practiced across a range of disciplines and in relation to various kinds of texts, issues, and contexts. Students will explore issues in gender studies related to concepts of femininity, masculinity, heterosexuality, homosexuality, sexuality, identity, and more. Students will consider the ways in which gender identities and roles are produced and performed, and the ways that ideology and representation shape our understanding of gender. The course will show how research on gender is done across disciplines, highlighting differences in methodology and research questions; it thus provides students with the opportunity to learn about the unique character and approach of different disciplines by taking up debates and discourses around gender from sociology, anthropology, film and visual culture, history, literature, philosophy, political science, psychology, theology, and other fields which engage gender as a salient research topic. Theories, criticism, films, literature, art, and everyday life will be analyzed through a perspective informed by gender. Gender will be analyzed in contexts that bring out debates and differences related to race, national identity, globalization, and historical and ideological shifts. Thus, rather than assume that masculinity or femininity or queer or straight or transgender are stable or static concepts, we will attempt to unpack and explore their changing meanings.

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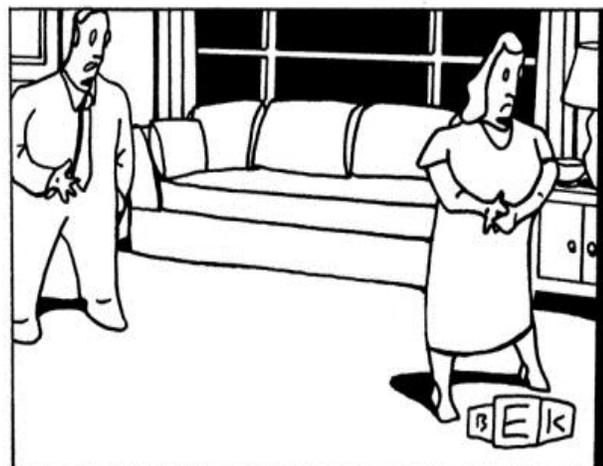
## GSC 10001/20001: Introduction to Gender Studies

Fall 2015

MW 12:30-1:45

204 O'Shaughnessy Hall

As an academic discipline, Gender Studies traces its origins back through Women's Studies to sociology and English departments, the disciplines that first started asking questions in a systematic way about how gender impacted society and influenced the creation and valuation of texts. Today, the scope of inquiry into gender is truly interdisciplinary (and we will discover the broad range of its interdisciplinarity), while methodologically, it still depends heavily on the tools borrowed from the social sciences and it aspires to the paradigmatic shift prompted by feminist questionings of canonicity in the humanities. In this course, students will be introduced to classic gender texts and study the ways the resulting gender lens of inquiry is applied to other questions. Students will: craft an autoethnography, produce a literature review, administer and analyze a survey questionnaire and/or focus group, and create a content & textual analysis of a cultural artifact.



*"Of course I care about how you imagined I thought  
you perceived I wanted you to feel."*

## METHODOLOGY AND OBJECTIVES

We will explore the ways that “gender” is employed as a theoretical framework or as a tool of inquiry through which to view and analyze data and understand social-cultural constructs and texts.

### Course objectives:

This course teaches “gendered thinking.” Accordingly, we will “uncover” what working gender scholars do – we cannot possibly “cover” a static body of material, for two important reasons: one, there is simply too much that falls under the rubric of “gender studies” to cover it all; and two, the field’s dynamism and exciting evolution would make that a frustrating Sisyphian task!

By the end of the course, students will:

1. Understand that gender scholars are engaged in an ongoing conversation about gender, sex, sexuality, and the body. Consequently, they must rely on a variety of sources, research tools, and disciplinary perspectives in order to understand the ways that our being embodied people in society is shaped by us and by the structures around us.
2. Understand how to deal with texts through a gendered lens. Gender scholars deal with several kinds of texts:
  - Primary theoretical texts
  - Secondary texts that apply these theoretical texts to specific disciplinary debates
  - Cultural artifacts (which include novels, media, movies, historical documents, observations about human behavior, etc.)

Thinking about gender – doing gender studies – means being able to work with these varied kinds of discourse and assess them on their own terms. In the case of theory, this means understanding the argument being advanced, as well as learning how to see ways it developed from older understandings and possible ways of forming new connections. In the case of the secondary texts, this means learning how to: understand the use of theory in analytical arguments, evaluate interpretations, and assess a writer’s use of evidence. In the case of cultural artifacts, it means being able to observe closely and formulate your informed (by the theory) analysis of the piece, including “sourcing” and “contextualizing” it, connecting it with others to form new questions, narratives and arguments.

3. Apply principles of gender studies to their academic inquiries; this will involve identifying and describing ways that gender is used as a theoretical framework AND applying these tools to their analysis of class readings;
  - Analyze cultural artifacts/texts for their representation of gender issues;
  - Acquire the ability to apply the theorists’ work to texts and contemporary issues.
4. Learn how to conduct “gendered” research with ND resources.
  - Understand the range of different types of research methodologies that might be employed in gender studies (e.g., autoethnography, surveys, content analysis, etc);
  - Assess the kinds of questions that can be addressed by a particular methodology, as well as those that cannot, in order to develop an understanding of the strengths and weaknesses of the methodologies presented;
  - Employ the appropriate research methodology (given their research question) for their final project.
5. Synthesize their knowledge through analyses of course readings and argumentative essays

## CLASS ETIQUETTE

Consistent with the mission of the University of Notre Dame, the Gender Studies Program is dedicated to fostering a learning community that represents and builds on a rich diversity of human experiences, backgrounds, cultures, histories, ideas, and ways of living. We also commit to the task of negotiating the dual priorities of authentic free speech and active regard for all others in a safe, supportive, and anti-oppressive classroom environment. An anti-oppressive environment means that we work against language, actions, interactions and ideologies that hurt people. Hate speech of any kind will not be permitted. This includes use of racial, sexual, gender, or abled slurs and personal attacks on others' ideas.

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- Plagiarism cannot be tolerated. **Please be mindful of the Honor Code pledge – “As a member of the Notre Dame community, I will not participate in or tolerate academic dishonesty”** – which applies to all major assignments, which must be done on your own, with any ideas of scholars properly cited. You may discuss the readings with classmates both before and after class meetings, and obviously should take notes during class discussions.
- Attendance – any absence not covered by the University’s policy on excused absences is considered unexcused. My policy for attendance is as follows: every absence after your THIRD unexcused absence will negatively impact your final grade.
- Arrangements must be made prior to the due date for late assignments to be accepted.
- I use ND email to communicate with you; please be sure to check it regularly. I expect that class will not be interrupted by cell phones or text messages. While I will not embarrass you if this happens, be aware that I will notice it and our collective experience will be affected.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

### Confidential

University Counseling Center: 574.631.7336

University Health Services: 574.631.7497

SOS of the Family Justice Center Rape Crisis Help Line: 574.289.HELP (4357)

### Non-Confidential

Deputy Title IX Coordinator: 574.631.7728

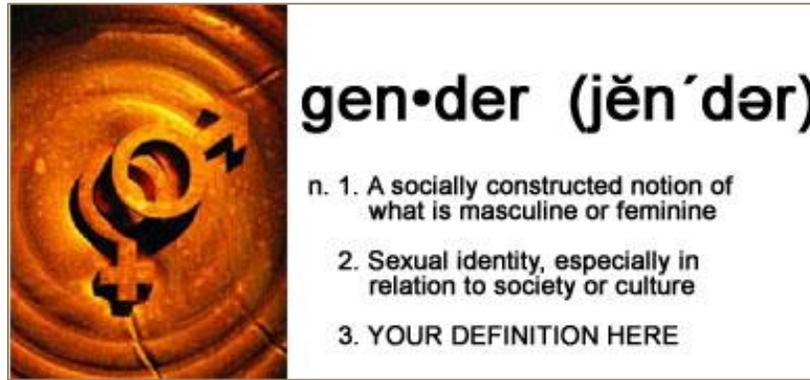
NDSP: 574.631.5555

## Mandatory Reporting of Harassment and Mandatory Reporting of Harassment and Discrimination

Please note that all professors are considered mandatory reporters of harassment and discrimination by Title IX law. Mandatory reporters are responsible for reporting all Title IX violations of sex-based discrimination and sexual harassment, including sexual violence, stalking/dating violence, and child sexual abuse. This means that if students disclose cases that meet this definition in written or verbal communication, I am obligated to report that to our Title IX office so they can help provide support and track such incidents. I welcome your deepest sharing but also want you to understand that all professors are bound to this law.

**Texts:**

- To purchase: Lisa Wade and Myra Marx Ferree, *Gender: Ideas, Interactions, Institutions* (Norton, 2014) ISBN: 978-0-393-93107-5
- All other readings will be provided via e-reserves or links to online postings of them. You are required to bring copies (hard or electronic) of the readings to class.



## COURSE OUTLINE

### Unit 1: Gender Ideologies

W, 8/26 Introduction

M, 8/31 the Binary

- Wade and Ferree, chapter 2
- Additional (optional) reading: Deborah James, "Derogatory terms for women and men: A New Look." *Gender and Belief Systems: Proceedings of the Fourth Berkeley Women and Language Conference*. Natasha Warner, et al. eds. Berkeley, CA: Berkeley Women and Language Group. 1996. 343-354. [linguistics]
- **Due: autoethnography, part I: When did you first realize you were a gendered person?**

W, 9/2 the Body

- Wade and Ferree, chapter 3
- Additional (optional) readings: Anne Fausto-Sterling, "Five Sexes" (*Sciences* 33.2. March/April 1993. 20-25) and "The Five Sexes, Revisited" (*Sciences* 40.1. July/August 2000. 18-24) [biology]
- **Quiz 1 – to be taken on Sakai (cut-off: noon before class)**

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### Two important notes regarding the reading assignments:

→ The standard rule of thumb in academia is that you should spend approximately 2 hours of prep time for each hour of class time. If you find that you are spending significantly more time than this on a routine basis, please see me if you would like to brainstorm some reading/writing/studying strategies.

→ We cannot cover every aspect of each reading in class. These readings have been selected with two objectives in mind: they are intended to introduce you to gender-related concepts, and they are meant to initiate discussion. Reading them in advance of our discussions will facilitate both our conversation and your individual learning.

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M, 9/7 Performances

- Wade and Ferree, chapter 4
- Gould, Lois. "X: A Fabulous Child's Story." 1978. (Available on Sakai)
- **Quiz 2 – to be taken on Sakai (cut-off: noon before class)**

W, 9/9 Intersectionality

- Wade and Ferree, chapter 5
- **Quiz 3 – to be taken on Sakai (cut-off: noon before class)**

M, 9/14 Masculinities

- Wade and Ferree, chapter 6
- **Quiz 4 – to be taken on Sakai (cut-off: noon before class)**

W, 9/16 Masculinities, cont.

- Kimmel, Michael. *Angry White Men: American Masculinity at the End of an Era*. New York: Nation Books, 2013. 31-67. ("Manufacturing Rage: The Cultural Construction of Aggrieved Entitlement.") **[sociology] – e-reserves**
- Additional (optional) readings: Michael S. Kimmel, "Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity" [1994] (*Theorizing Masculinities*, ed. H. Brod and M. Kaufman. Thousand Oaks, CA: Sage. 1994. 119-141.) **[sociology]** and C.J. Pascoe, "Compulsive Heterosexuality: Masculinity and Dominance" (*Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley: U of California P, 2007. 84-114.) **[sociology]**
- **Quiz 5 – to be taken on Sakai (cut-off: noon before class)**

M, 9/21 Femininities

- Wade and Ferree, chapter 7
- Additional (optional) reading: Patricia Hill Collins, "Mammies, Matriarchs, and Other Controlling Images." *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge, 2000. 69-96. **[sociology]**
- **Quiz 6 – to be taken on Sakai (cut-off: noon before class)**

W, 9/23 Femininities, cont.

- Saiving, Valerie. "The human situation: A feminine view." *Journal of Religion* 40.2 (1960): 100-112. **[theology] – e-reserves**
- Bordo, Susan. "The Body and the Reproduction of Femininity." *The Gendered Society Reader*. Ed. Michael Kimmel and Amy Aronson. 3<sup>rd</sup> ed. New York: Oxford UP, 2008. 431-48. **[philosophy] – e-reserves**

**Unit 2: Constructing Gender/ Constructions of Gender**

M, 9/28 Institutions

- Wade and Ferree, chapter 8
- **Quiz 7 – to be taken on Sakai (cut-off: noon before class)**

W, 9/30 Change

- Wade and Ferree, chapter 9
- Myers, Daniel J. "Ally Identity: The Politically Gay." *Identity Work in Social Movements*. Eds. Jo Reger, Daniel J. Myers, and Rachel L. Einwohner. Minneapolis: U of Minnesota P, 2008. 167-87. **[sociology] – e-reserves**
- **Quiz 8 – to be taken on Sakai (cut-off: noon before class)**

M, 10/5 Sexualities and the hook-up culture

- Wade and Ferree, chapter 10
- Sanday, Peggy Reeves. "Rape-Prone vs. Rape-Free Campus Cultures." *The Gendered Society Reader*. Ed. Michael Kimmel and Amy Aronson. 3<sup>rd</sup> ed. New York: Oxford UP, 2008. 596-606.

**[anthropology] – e-reserves**

- **Quiz 9 – to be taken on Sakai (cut-off: noon before class)**

W, 10/7 Survey Methods: Conducting Original Research in the Social Sciences

- Seth Barry, Center for Social Research

- **Due: Paper 1 – Delving into gender – literature review**

M, 10/12 Families

- Wade and Ferree, chapter 11

- **Quiz 10– to be taken on Sakai (cut-off: noon before class)**

W, 10/14 Work

- Wade and Ferree, chapter 12

- **Quiz 11 – to be taken on Sakai (cut-off: noon before class)**

- **Due: Project topic/research question (1 copy per group)**

**Midterm break: 10/18-10/25**

M, 10/26 Waves of Feminism

- Bring 2-minute presentation on your topic to class

W, 10/28 Politics

- Wade and Ferree, chapter 13

- **Quiz 12 – to be taken on Sakai (cut-off: noon before class)**

- **Due: Annotated bibliography for group project (1 copy per group)**

**Unit 3: Case Studies**

M, 11/2 Historical Discussions of Gender Presentation

- Anonymous. "Thomas or Thomasine? A Case of Transvestism in Virginia, 1629." *Major Problems in the History of American Sexuality: Documents and Essays*. Ed. Kathy Peiss. New York: Houghton Mifflin, 2002. 78-80. **[court transcript] – e-reserves**
- Norton, Mary Beth. "'Searchers Again Assembled': Gender Distinctions in Seventeenth-Century America." *Women's America: Refocusing the Past*. Ed. Linda K. Kerber and Jane Sherron De Hart. 5th ed. New York: Oxford UP, 2000. 63-72. **[history] – e-reserves**

W, 11/4 Contemporary Activism [Meghan Buell's visit]

- Chess, Simone, Alison Kafer, Jessi Quizar, and Mattie Udora Richardson. 2008. "Calling All Restroom Revolutionaries." *That's Revolting: Queer Strategies for Resisting Assimilation*. Ed. Mattilda Bernstein Sycamore. NY: Soft Skull Press, 216-233. **[queer/disability studies/activism] – e-reserves**

M, 11/9            Womens' & Queer Studies (literature)

- Solis, Santiago. "Reading in the Dark - Queer crip readings of Snow White and the Seven Dwarves." *Hypatia* 22.1 (Winter 2007): 114-32. **[literary theory] – e-reserves**
- Donoghue, Emma. "The Tale of the Apple." *Kissing the Witch: Old Tales in New Skins*. New York: Joanna Cotler Books, 1997. 43-58. **[literature] – e-reserves**
- Additional (optional) reading: Peggy Orenstein. "What's Wrong with Cinderella." (*Cinderella Ate My Daughter: Dispatches from the Frontlines of the New Girlie Girl Culture*. New York, NY: Harper, 2011.) **[Film/pop culture]**

W, 11/11            Fat Studies

- Feuer, Jane. "Averting the Male Gaze: Visual Pleasure and Images of Fat Women." *Television, History, and American Culture*. Ed. Mary Beth Haralovich and Lauren Rabinovitz. Durham, NC: Duke UP, 1999. 181-200. **[television] – e-reserves**
- **Due: survey questions (1 copy per group)**

M, 11/16            Gender and the Working World

- Harris, Deborah A. and Patti Giuffre. *Taking the Heat: Women Chefs and Gender Inequality in the Professional Kitchen*. New Brunswick, NJ: Rutgers UP, 2015. [check reading for pages]. ("Bitches, Girly Girls, and Moms: Women's Perceptions of Gender Appropriate Leadership Styles in Professional Kitchens.") **[sociology] – e-reserves**

W, 11/18            **In-class writing: Paper 2 – textual analysis**

M, 11/23            Gender and the Law

- Greenberg, Karen, Daniel Pollack, and Andrea MacIver. "A National Responsible Father Registry: Providing Constitutional Protections for Children, Mothers and Fathers." *Whittier Journal of Child and Family Advocacy* 13.1 (Spring 2014): 84-108. **[law]– e-reserves**
- Maillard, Kevin Noble. "A Father's Struggle to Stop His Daughter's Adoption." *The Atlantic* (7 July 2015). Online. **[journalism]** available here:  
[\(http://www.theatlantic.com/politics/archive/2015/07/paternity-registry/396044/\)](http://www.theatlantic.com/politics/archive/2015/07/paternity-registry/396044/)

W, 11/25:            no class – Thanksgiving break

M, 11/30            Gender and Science

- Young, Iris Marion. "Throwing Like a Girl: A Phenomenology of Feminine Body Comportment, Motility, and Spatiality." *On Female Body Experience: "Throwing Like a Girl" and Other Essays*. Oxford: Oxford UP, 2005. 27-45. **[philosophy] – e-reserves**
- Additional (optional) reading: Young, Iris Marion. "'Throwing Like a Girl': Twenty Years Later." *Body and Flesh: A Philosophical Reader*. Ed. Donn Welton. Oxford: Blackwell Publishers Ltd., 1998. 286-90. **[philosophy]**
- Milam, Erika Lorraine. "Making Males Aggressive and Females Coy: Gender Across the Animal-Human Boundary." *Signs: Journal of Women in Culture and Society* 37(4): 935-959. **[history of science] – e-reserves**

W, 12/2            Group Presentations, I

M, 12/7            Group Presentations, II

- **ALL individual written components due at this time**

W, 12/9 Wrap-up

- Wade and Ferree, chapter 14
- Moore, Niamh. "Eco/Feminism and Rewriting the End of Feminism: From the Chipko Movement to Clayoquot Sound." *Women, Science, and Technology: A Reader in Feminist Science Studies*. Eds. Mary Weyer, Mary Barbercheck, Donna Cookmeyer, Hatice Ozturk, and Marta Wayne. New York: Routledge, 2013. 557-72. [sociology] – e-reserves
- **Due: autoethnography, part II**

December 17, 8-10 am (exam period) – final ex

Required assignments include:

**1) Short assignments (20%):**

- **Quizzes** about the readings: each **quiz** must be completed by NOON (via Sakai) on the day that the reading is due; the lowest 2 quiz grades will be dropped (15%)
- 2 **autoethnographies** (2-3 pages; 5% total)

**2) Short Papers (15% each for 30% total):**

- Lit review (instructions will be provided at least one week before the due date; 5-7 pages)
- Textual Analysis (will be written in class)

**3) Final Project (30%)** – this group project will be presented at the end of the semester; components are due in stages (marked on the syllabus)

**4) Final Exam (20%)**

**Grade Scale:**

- A: 95-100 [Meets highest expectations]
- A-: 90-94 [Superior work in all areas]
- B+: 87-89 [Superior work in most areas]
- B: 83-86 [Solid work]
- B-: 80-82 [More than acceptable, but 1 or 2 shortcomings]
- C+: 77-79 [Meets all basic standards]
- C: 73-76 [Meets most basic standards]
- C-: 70-72 [Meets some basic standards]
- D: 65-69 [Minimally passing]
- F: 64 or lower [Unacceptable performance]

