**GENDER 208: THINKING GENDER**

**Semester 1, 2017**

**Mondays 1:00 – 3:00 p.m.** (Arts 1, Room 209)

**Tuesdays 11:00 a.m. – Noon** (Biology Building, Room 204)

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**Lecturer/Course Coordinator**:

**Dr. Carisa R. Showden**

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**Office Hours:** Mondays: 3:15 – 4:15 p.m.

Wednesdays: 1:15 – 2.45 p.m.

And by appointment

**Course Catalog Description**

Explores current issues and debates in the scholarship on gender, focusing on issues that cross disciplinary boundaries and that are subjects of current debate in gender scholarship.

**Expanded Course Description**

This course explores the interdisciplinary field of feminist theory, looking at the historical development of feminist theory across the humanities and social sciences, but emphasizing current developments in feminist theorizing around questions of identity, embodiment, gender construction, and the relationship between gender and sexuality. The primary objective of this course is for students to develop a broad understanding of a range of feminist approaches to analyzing social structures, texts, and cultural phenomena so that they can compare and apply these approaches in their written academic work and everyday life.

**Prerequisites**

30 points passed.

**Required Readings/Texts**

1. **Gay, Roxanne. 2014. *Bad Feminist: Essays*.** Harper Collins/Corsair: New York/London. Available for purchase at UBS. (Readings are *not* reprinted in the course reader.)

2. **GENDER 208 Course Reader**. Hard copy available at UBS; electronic copies of individual readings available through TALIS (accessible through course CANVAS page).





**Assessments**

* Reading Analysis I (shorter) (500-600 words)
* Reading Analysis II (comparative/longer): (900 words)
* Feminist Theory Mix Tape (1500 words)
* Final exam (2 hours)

**a) Reading Analysis I (15% of final mark)**

**Due Date: Monday March 13th (beginning of class)**

**Overview:** **Reading/argument analysis:** To develop your skills analyzing theoretical works, you will write a response to one quote that I provide you from the Week 2 readings. In this analysis, you will explain the author’s meaning in the quote (what problem are they describing, how is it related to other parts of their argument, etc.) and offer your response to the ideas the quote raised.

**See the “Reading Analysis I (shorter)” Assignment sheet on Canvas for further details on this assignment.**

**b) Reading Analysis II (25% of final mark)**

**Due Date: Monday, 10 April (beginning of class)**

**Overview: Comparative argument analysis:** Building on the skills from the first assessment, in this argument analysis, you will analyze quotes from two authors, comparing, e.g., their diagnoses of problems, the solutions they offer, their logic (etc.), as well as your response to these arguments.

**See the “Reading Analysis II (comparative)” Assignment Sheet on Canvas for further details on this assignment.**

**c) Feminist Theory Mix Tape (25% of final mark)**

**Due Date: Thursday, May 25th (by 4.00 p.m. to ARTS 1 and TurnItIn)**

**Overview: “Feminist Theory Mix Tape.”** This assessment (comprising approximately 1400 words of writing plus a creative component) will require you to think about how theory is developed in the service of making sense of every day life, how theory is something we “do” all the time, and how “theory” is expressed in a variety of cultural formats. That is, we are thinking gender and doing theory all the time, even when it’s not obvious. In this assignment you will analyze where and how “gender theory” is happening in forums where it is perhaps less obvious than in academic work.

To this end, throughout the course of the semester, you should be keeping track of events, creative works, or daily practices that illustrate key themes from the readings we do each week. In this assignment you will write up the “liner notes” for your “mix tape,” explaining why each song, poem, movie, etc. serves as a good example of the themes for the topic it is to represent. This assignment is designed to help you solidify knowledge and make connections across the course material. It will also enable you to hone your argument analysis skills as developed in the first two assessments. And it should be a great aid as you start thinking about the final exam.

**See the “Feminist Theory Mix Tape” Assignment sheet on Canvas for further details on this assignment.**

**d) Final Exam (30% of final mark)**

**Due Date: TBD by exams office**

**Overview:** Mixed short answer & essay format.Further details on the final exam will be offered later in the semester.

**Essential Policies and Procedures**

*Academic Integrity:*

 The University’s Academic Integrity policy is always in effect in this class. Specifically relevant to our course are the provisions against cheating and plagiarism.

 As outlined on page two of the Academic Integrity Policy, **cheating** includes copying another student’s work (regardless of whether they know you are copying), submitting work someone else has completed for you or completed in a previous term, and misrepresenting disability or temporary illness in order to gain special consideration.

 **Plagiarism** occurs when students submit the work of someone else without acknowledgement. If you borrow (verbatim or in your own rephrasing) the ideas/words of someone else, you must cite them in your essays and exams.

 Do not engage in plagiarism or cheating. If you have any question about what constitutes either cheating or plagiarism, please see me!

 The full text of the Academic Integrity Policy can be found here: <https://policies.auckland.ac.nz/policy-display-register/student-academic-conduct-statute.pdf>

*Electronic Communications (e-mail):*

 Like your other professors, I will sometimes email you (through CANVAS) with important updates about the class. **Set your CANVAS settings to receive updates at least once per day or you will miss time-sensitive information. It is your responsibility to check CANVAS or re-set your message notifications and be aware of information updated for you through CANVAS.**

 When you email me, please include your full name in your message.

*No Electronic Devices to be used in the classroom—please no texting during class; please no laptops out during class (and please see me within the first week if you have questions or concerns about this policy)*:

 Unless you have a disability requiring the use of computers to take notes, you will be asked to put away your computers and use a pen (or pencil) and paper to take your lecture notes. This is to facilitate attention and learning, as the research is consistent and clear in showing that students learn and retain more when they hand write their notes than when they type them. (Why? See, for example, [A Learning Secret: Don't Take Notes With a Laptop](http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/))

 By the same token, please put away your phones (and tablets, and whatever else you’re getting your SnapChat notifications and Instagram feeds on). Texting during class is rude, and it also distracts you—and your peers—from the course material.

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**Schedule of Meetings and Readings:**

 Note: Required readings are listed first. You are expected to read this material (it is ‘testable’ material), even if we are not able to cover all of it in lecture and discussion. Other readings, marked “recommended readings” are precisely that: recommended. You may find them interesting and helpful in understanding the course topics. I may refer to them in lecture, but you are not required to know the material beyond what I refer to in lecture.

 Some weeks have more readings than others because readings are of different lengths and difficulty level. Weeks with longer and/or denser readings will have fewer required readings listed; those that have shorter and more “accessible” readings will list more requirements.

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| **Dates & Topics** | **Readings** |
| **Week 1:**Monday 6 March&Tuesday 7 March**Power, Oppression, Privilege and the Uses of Feminist Theory** | * Ahmed, Sara. 2010. “Feminist Killjoys (And Other Willful Subjects).” *The Scholar and Feminist Online* 8(3): [Feminist Killjoys](http://sfonline.barnard.edu/polyphonic/print_ahmed.htm)
* Lorde, Audre. 1984. “The Masters Tools Will Never Dismantle the Master’s House.” In *Sister Outsider: Essays and Speeches by Audre Lorde*. Trumansburg, NY: The Crossing Press: 110-113.
* hooks, bell. 1989. “Feminist Theory: A Radical Agenda.” In *Talking Back: Thinking Feminist, Thinking Black*. Boston: South End Press: 35-41.
* Roxanne Gay: from *Bad Feminist* (3 essays pgs. ix-19): “Feminism (n.): Plural”; “Feel Me, See Me. Hear Me. Reach Me”; “Peculiar Benefits”

Recommended Reading:* Young, Iris Marion. 1990. “Five Faces of Oppression.” Chapter 2: *Justice and the Politics of Difference*. Princeton: Princeton University Press: 39-65.
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| **Week 2:**Monday 13 March&Tuesday 14 March**Gender, Power, and Embodiment****Reading Analysis I paper due at the beginning of class on Monday 13th March** | * Bartky, Sandra. 1990. “Foucault, Femininity and the Modernization of Patriarchal Power.” Chapter 5: *Femininity and Domination: Studies in the Phenomenology of Oppression*. New York: Routledge: 63-82.
* Spade, Dean. 2006. [2000]. “Mutilating Gender.” In Susan Stryker and Stephen Whittle, eds. *The Transgender Studies Reader*. New York: Routledge: 315-332.
* Fausto-Sterling, Anne. 2012. Chs 1, 2, and 10 of *Sex/Gender: Biology in a Social World*: “A Genderless Future?”’ “Of Spirals and Layers”; “Epilogue: The Future of Gender (and Sex).” New York: Routledge: 1-11; 119-123.
* Butler, Judith. 1993. “Critically Queer.” Chapter 8 of *Bodies that Matter: On the Discursive Limits of ‘Sex.’* New York: Routledge: 223-242.

Recommended Readings:* Fausto-Sterling, Anne. 2012. Ch. 9 of *Sex/Gender: Biology in a Social World* , “The Developmental Dynamics of Pink and Blue”. New York: Routledge: 112-118.
* Bornstein, Kate. 2006 [1995]. “Gender Terror, Gender Rage.” In Susan Stryker and Stephen Whittle, eds. *The Transgender Studies Reader*. New York: Routledge: 236-243.
* Haraway, Donna. 1985. “A Manifesto for Cyborgs: Science, Technology and Socialist Feminism in the 1980s.” *Socialist Review* 80: 65-108.
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| **Week 3:**Monday 20 March&Tuesday 21 March**2nd Wave Feminism: Women, Gender, Sex, and Power****Guest Lecturer:** **Assoc. Professor Kathy Smits, Politics & International Relations** | * Friedan, Betty. 1983[1963]. “The Problem That Has No Name” (excerpt from *The Feminine Mystique*). New York: Dell, pp. 15 – 32.
* Davis, Angela Y. 1998. “Violence Against Women and the Ongoing Challenge to Racism.” In *The Angela Y. Davis Reader*, Joy James, ed. Oxford: Blackwell Publishers: pp. 138-148.
* MacKinnon, Catharine A. 1987[1983]. “Not a Moral Issue” (excerpt from *Feminism Unmodified*). Cambridge, MA: Harvard University Press: pp. 146-162.
* MacKinnon, Catharine A. 1987[1984]. “Difference and Dominance: On Sex Discrimination” (excerpt from *Feminism Unmodified*). Cambridge, MA: Harvard University Press: pp. 32-45.
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| **Week 4:**Monday 27 March&Tuesday 28 March**Gender and Political Power: Democracy, Equality, and Political Representation** **Guest Lecturer:** **Assoc. Professor Jennifer Curtin, Politics & International Relations** | * Phillips, Anne. 2010 [1998]. “Quotas for Women.” In Sarah Childs and Mona Lena Krook, eds, *Women, Gender, and Politics: A Reader.* Oxford University Press: 185-191.
* Murray, Rainbow. 2014. “Quotas for Men: Reframing Gender Quotas as a Means of Improving Representation for All” *American Political Science Review* 108 (3) 520-532 DOI: [http://dx.doi.org.ezproxy.auckland.ac.nz/ 10.1017/S0003055414000239](http://dx.doi.org.ezproxy.auckland.ac.nz/%2010.1017/S0003055414000239)

Recommended Reading:* Mansbridge, Jane. 1999. “Should Blacks Represent Blacks and Women Represent Women? A Contingent Yes.” *Journal of Politics* 61(3): 628-657
 |
| **Week 5:**Monday 3 April&Tuesday 4 April**Post-Feminism, 3rd Wave Feminism, and into the 4th Wave: Agency, Power, and Politics**  | * Wolf, Naomi. 1993. *Fire with Fire: The New Female Power and How it Will Change the 21st Century*, Chs. 9 and 10: “Two Traditions” and “Core Mythology of Victim Feminism.” Auckland: Random House, 147-163.
* Wong, Kristina Sheryl. 2003. “Pranks and Fake Porn: Doing Feminism My Way.” In *Catching a Wave: Reclaiming Feminism for the 21st Century*, Rory Dicker and Alison Piepmeier, eds. Boston: Northeastern University Press: 294-307.
* Roxanne Gay, *Bad Feminist* (selected essays from the “gender and sexuality” section):
	+ “How to be Friends with Another Woman”
	+ “Girls, Girls, Girls”
	+ “Garish, Glorious Spectacles”
	+ “The Careless Language of Sexual Violence”
	+ “The Spectacle of Broken Men”

Recommended Readings:* Schippers, Mimi. 2003. “Rocking the Gender Order.” In *Catching a Wave: Reclaiming Feminism for the 21st Century*, Rory Dicker and Alison Piepmeier, eds. Boston: Northeastern University Press: 279-293.
* Butler, Jess. 2013. “For White Girls Only?: Postfeminism and the Politics of Inclusion.” *Feminist Formations* 25(1): 35-58.
* Showden, Carisa R. 2009. “What’s Political About the New Feminisms?” *Frontiers: A Journal of Women Studies* 30(2): 166-198.
* Henry, Astrid. 2003. “Feminism’s Family Problem: Feminist Generations and the Mother-Daughter Trope.” In *Catching a Wave: Reclaiming Feminism for the 21st Century*, Rory Dicker and Alison Piepmeier, eds. Boston: Northeastern University Press: 209-231.
* Mane, Rebecca L. Clark. 2012. “Transmuting Grammars of Whiteness in Third-Wave Feminism: Interrogating Post-race Histories, Postmodern Abstraction, and the Proliferation of Difference in Third-Wave Texts.” *Signs* 38 (1): 71-98.
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| **Week 6:**Monday 10 April&Tuesday 11 April**Thinking Masculinity Beyond Heteronormativity****Reading Analysis II paper due at the beginning of class, Monday 10 April** | * Potts, Annie and Jovian Parry. 2010. “Vegan Sexuality: Challenging Heteronormative Masculinity through Meat-free Sex.” *Feminism and Psychology* 20(1): 53-72.
* Pascoe, C. J. 2005. “‘Dude, You're a Fag’: Adolescent Masculinity and the Fag Discourse.” *Sexualities* 8: 329-346.
* hooks, bell. 2004. “Don’t Make Me Hurt You: Black Male Violence.” Chapter 4 of *We Real Cool: Black Men and Masculinity*. New York: Routledge, 47-66.

Recommended Readings* Burke, Kelsy and Amy Moff Hudec. 2015. “Sexual Encounters and Manhood Acts: Evangelicals, Latter-Day Saints, and Religious Masculinities.” *Journal for the Scientific Study of Religion* 54(2): 330-344.
* Connell, R. W. 2005. “Change Among the Gatekeepers: Men, Masculinities, and Gender Equality in the Global Arena.” *Signs* 30(3): 1801-1825.
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| MID-SEMESTER TEACHING BREAK |
| **Week 7:**Monday 1 May&Tuesday 2 May**Postcolonial, Decolonial, and Transnational Critiques of Feminist Conceptions of Gender (Studies)** | * Simmonds, Naomi. 2011. “Mana Wahine: “Decolonising Politics.” *Women’s Studies Journal* 25(2): 11-25.
* Hua, Julietta and Holly Nigorizawa. 2010. “US Sex Trafficking, Women’s Human Rights and the Politics of Representation.” *International Feminist Journal of Politics*, 12 (3-4): 401-423.

Recommended Readings:* Anzaldúa, Gloria. 1990. “La Conciencia de la Mestiza: Towards a New Consciousness.” In *Making Face, Making Soul (Haciendo Caras): Creative and Critical Perspectives by Feminists of Color*, ed. Gloria Anzaldúa. San Francisco: Aunt Lute Books: pp. 377-389.
* Mohanty, Chandra Talpade. 1991. “Under Western Eyes: Feminist Scholarship and Colonial Discourses.” In Chandra Talpade Mohanty, Ann Russo, and Lourdes Torres, ed. *Third World Women and the Politics of Feminism*. Bloomington: Indiana University Press: 51-80.
* Lugones, Maria . 2010. “Toward a Decolonial Feminism” *Hypatia* 25 (4): 742-759.
* Connell, R. W. 2004. “Globalisation, Imperialism, and Masculinities.” *Handbook of Studies on Men and Masculinities*, M. S. Kimmel, J. Hearn, and R. W. Connell, eds. Thousand Oaks, CA: Sage Publications: 71-89.
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| **Week 8:**Monday 8 May&Tuesday 9 May**Gender, Agency, and Critiques of Identity Politics** | * Mahmood, Saba. 2010 [2001]. “The Subject of Freedom, from *The Politics of Piety*.” Excerpted in *Feminist Theory: A Reader, 3rd edition*, Wendy K. Kolmar and Frances Bartkowski, eds. New York, McGraw Hill: 553-562.
* Singh, Jakeet. 2015. “Religious Agency and the Limits of Intersectionality.” *Hypatia* 30(4): 657-674.
* Crenshaw, Kimberle. 1994 [1991]. “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color.” Excerpted in *The Public Nature of Private Violence: The Discovery of Domestic Abuse*, M.A. Fineman & R. Mykitiuk, eds. New York: Routledge: pp. 93-118.
* Roxanne Gay, Bad Feminist (3 essays from the section on Race and Entertainment, pp. 218-232; 250-253):
	+ “Surviving Django”
	+ “Beyond the Struggle Narrative”
	+ “When Less is More”

**Recommended Readings:*** Roxanne Gay, *Bad Feminist* (2 essays from the section on Race and Entertainment, pp. 233-249):
	+ “The Morality of Tyler Perry”
	+ “The Last Day of a Young Black Man”
* Alarcón, Norma. 1990. “The Theoretical Subject(s) of *This Bridge Called My Back* and Anglo-American Feminism.” In *Making Face, Making Soul (Haciendo Caras): Creative and Critical Perspectives by Feminists of Color*, ed. Gloria Anzaldúa. San Francisco: Aunt Lute Books: pp. 356-369.
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| **Week 9:**Monday 15 May&Tuesday 16 May**Gender, Agency, and Power in Religious Theory and Practice****Guest Lecturer: Melissa Inouye, History and Asian Studies** | * Brekus, Catherine. 2011. “Tanner Lecture: Mormon Women and the Problem of Historical Agency.” *Journal of Mormon History* 37(2): 59-87.
* “Lights and Shades” (excerpts). *The Young Woman’s Journal*.
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| **Week 10:**Monday 22 May&Tuesday 23 May**Intersectionality, Agency, and Veiling in the Ancient Mediterranean World****Guest Lecturer:** **Dr. Maxine Lewis, Classics and Ancient History**Reminder:**“Mix Tape” Assignment due this week: Thursday 25 May by 4.00 p.m. (to ARTS 1 and TurnItIn)** | * ​Lle​​wellyn-Jones, Lloyd. 2003. *Aphrodite's Tortoise: The Veiled Woman of Ancient Greece. The Classical Press of Wales: Swansea*. (pp. 1-21 and 155-165)
* Clela​nd, Liza; Davies, Glenys; Lle​​wellyn-Jones, Lloyd. 2007. *Greek and Roman Dress from A to Z*. Routledge: Oxford and New York. (pp. 205-206)
* Blundell, Sue. 2002. 'Clutching at Clothes' in *Women's Dress in the Ancient Greek World*. Ed. Lloyd Llewellyn-Jones. Duckworth and the Classical Press of Wales: London (selection from chapter, pp. 158-161).
* Cairns, Douglas. 2002. 'The Meaning of the Veil in Ancient Greek Culture' in *Women's Dress in the Ancient Greek World*. Ed. Lloyd Llewellyn-Jones. Duckworth and the Classical Press of Wales: London (pp73-93).
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| **Week 11:**Monday 29 May&Tuesday 30 May**Popular Culture & Celebrity Feminism** | * Juliet Williams. 2014. “’Same DNA, but Born This Way’: Lady Gaga and the Possibilities of Postessentialist Feminisms.” *Journal of Popular Music Studies* 26(1): 28-46.
* Brady, Anita. 2016. “Taking Time Between G-String Changes to Educate Ourselves: Sinead O’Conner, Miley Cyrus, and Celebrity Feminism.” *Feminist Media Studies*. DOI: <10.1080/14680777.2015.1137960>
* Weidhase, Nathalie . 2015. “’Beyoncé Feminism’ and the Contestation of the Black Feminist Body.” *Celebrity Studies* 6(1): 128-131.
* Roxanne Gay, *Bad Feminist* (selected essays from the “Gender and Sexuality” and “Politics, Race, and Gender” sections):
	+ “What We Hunger For”
	+ “Some Jokes are Funnier than Others”
	+ “Dear Young Ladies Who Love Chris Brown”
	+ “Blurred Lines, Indeed”
	+ “The Trouble with Prince Charming”
	+ “The Alienable Rights of Women”
	+ “Bad Feminist: Take One”
	+ “Bad Feminist: Take Two”

Recommended Reading:* Prügl, Elisabeth. 2015. “Neoliberalising Feminism.” *New Political Economy* 20(4): 614-631.
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| **Week 12:**Tuesday 6 JuneCourse Review & Wrap-Up*NB: Monday is Queen’s Birthday. We only meet on Tuesday this week.* | *No readings assigned for this week.* |