Course summary:

The goal of Introduction to Gender Studies is encapsulated in the title: to introduce students to the complex, interdisciplinary field that is gender studies today. At Whitman, the Gender Studies program brings together women’s and feminist studies, men’s and masculinity studies, studies of gender itself, and LGBT/Queer studies. Together, these areas of study cover quite a bit of ground. What holds them together, though, is a shared perspective, a set of lenses through which to view and analyze more traditional fields of study like history, literature, and even the sciences. In this course, we’ll consider what those lenses look like and how they work. We’ll practice putting them on, and we’ll explore how different aspects of the world around us (and we, ourselves) change when viewed through the lenses of gender studies.

Please note: In Gender Studies 100 you will be expected to learn, contemplate, critique, and apply the different perspectives of gender studies. If you are unwilling to engage seriously with these perspectives for the duration of the semester, this is not the right course for you.

Required texts:


All texts will also be on reserve in Penrose, and you are welcome to share books with a classmate in order to keep your expenses down.
Course requirements:

Final grades in this course will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Essays (2 @ 10 points each)</td>
<td>20%</td>
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<tr>
<td>Sex and gender paper</td>
<td>20%</td>
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<tr>
<td>Gender fieldwork project</td>
<td>20%</td>
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<tr>
<td>Final exam</td>
<td>25%</td>
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<tr>
<td>Attendance and participation</td>
<td>15%</td>
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Remember to keep all papers I return to you in case there are any discrepancies at the end of the semester. If you keep your papers, you can also track your own grade!

**Essays:** These two assignments will be 4-5 pages each, and each will ask you to synthesize and respond to the concepts we’ve covered in one of the units of the course. Essay topics will be available in class one week before each essay is due; see the schedule below for exact dates.

**Sex and gender paper:** For this 4-5 page paper you will need to analyze Max Wolf Valerio’s *The Testosterone Files* in light of what you have learned in class – especially from our unit on Anne Fausto-Sterling’s book, *Sexing the Body*. You may read Valerio at any time before the paper is due, but it would be a good idea to start it sooner rather than later so that you have lots of time to think about it!

**Gender fieldwork project:** This project is an exploration of the social construction of gender in your own social circles. Your fieldwork assignment is to spend a day “performing” outside your assigned gender in some way (or, if you generally resist such norms, you may try performing *within* them). Find a behavior (activity, body language, speech pattern, dress, etc.) that is clearly marked in a culture around you as *not* something that someone of your gender should be doing, and do it! Be smart about this, though – don’t do anything that will deeply offend people or will put you in harm’s way. Observe how you feel while performing outside of your gender, and observe the responses you get from others around you. To keep this a useful experiment, you’re not allowed to tell the people you’ll be observing that this is a class project until after the project is over. To write up this project: In a 4-5 page paper, describe what you chose to do, why you did it, how you felt while conducting your “gender fieldwork,” and what kinds of reactions your project received. Then discuss what you’ve learned from your project about the construction and enforcement of gender in society and in yourself. Don’t forget: even a negative result (such as no one noticing anything) is still an interesting discovery!

**Note:** This can be an “old hat” or uncomfortable project for people who identify as genderqueer or transgendered. If that includes you, you have three options: 1) do the project as written (remember that there are many ways to challenge your socially assigned gender); 2) analyze a recent experience in which you publicly violated gender norms (in other words, use your existing experiences rather than creating a new one); 3) come see me in office hours to talk about alternative projects.

**Final exam:** This will be a cumulative, in-class exam, and will evaluate your understanding of the concepts we’ve covered in the course as well as your ability to apply them. It will most likely include short-answer questions as well as a few essays; a study guide with more specific details will be available toward the end of the semester.
Class participation: Since the readings and the class sessions in this course complement rather than repeat each other, it is extremely important that you be in class, on time and prepared, each day. Please do the day’s reading before coming to class, and be prepared to discuss and ask questions about the reading assignments. You are expected to bring the day’s reading materials, or detailed notes on the reading, to class each day. Students who miss more than four class sessions without informing me in advance will automatically lose at least 50% of this portion of their grade.
Course policies:

Students with disabilities: If you have a disability and need my help in making this course fully accessible to you, please feel free to contact me, either in person or through the Academic Resource Center (527-5213). I’ll be happy to help in whatever way I can. If you suspect you have a learning difference but have not had your suspicions confirmed, the Academic Resource Center can help you to identify that difference and figure out how to adjust your learning style accordingly. *The only thing wrong with a learning difference is an inflexible educational system.*

Inclusive language: Inclusive language is the use of accurate and unbiased gender terminology, and it is required in this course. It’s important for a number of reasons. For one thing, language shapes how people think. When religious studies was considered to be the study of the beliefs of *man*, for instance, people (usually male scholars) tended to study male writers, male believers, male religious leaders, and so on simply because it didn’t occur to them to study women as well. As a result, they had a less accurate understanding of religion than we have today. “Humanity” and “humans” are gender-inclusive terms; “man” and “men” are not.

Non-inclusive language also can be misleading, inaccurate, or vague. Traditional formal English, for example, requires that you use the singular pronoun “he” as a generic pronoun. Thus, you might say that “when a new member is initiated into the secret society, he must undergo several hours of ordeals.” People who read that sentence are left wondering whether “he” includes women or whether this secret society is for men only. The solution? When you use singular generic terms (like “one,” “anyone,” “a person,” etc.), use the combined pronoun “she or he.” Or, for a less awkward sentence, simply use a plural noun (“people,” “initiates,” “members,” etc.), because English has a non-gendered plural pronoun (“they”).

I am always happy to help you find more inclusive language for what you want to say – see me in office hours if you’d like assistance with this.

“Late fees”: Late projects and papers will receive half credit. Without prior arrangements, there will be no make-ups for the final exam.

Academic dishonesty: Honesty is an integral part of academic learning; any form of cheating expresses gross disrespect for the efforts of your teacher, the hard work of your classmates, and your own privilege in having access to a quality education. I will not hesitate to report and pursue incidents of suspected academic dishonesty, including plagiarism and copying others’ assignments. *The maximum penalty for academic dishonesty is permanent expulsion from Whitman.*

This class is an educational safe zone. It welcomes and respects the viewpoints of students of all sexual orientations and genders as well as all races, ethnicities, religions, social statuses, and abilities. All members of this learning community are expected to treat each other with respect and dignity, and to listen especially carefully to the voices of cultural and social minorities.
Course Schedule

→ Watch for the arrows! They tell you when an assignment is due.

Guide to abbreviations
Supp. = Supplemental reading (handouts or URL’s available in class or on CLEo)
FT = Feminist Theory Reader
CT = Colonize This!
MA = Manhood in America
SB = Sexing the Body
QS = Queer Studies

UNIT 1 – FEMINIST AND WOMEN’S STUDIES

Week 1: Introductions, first-wave feminism
Tuesday, 1/16: What is feminism?
   Film: A Room of One’s Own (dir. Patrick Garland, 1995, 53 min.)
Thursday, 1/18: Beginnings – first-wave feminism
   Read: Syllabus
   Supplemental packet – Mary Wollstonecraft, Seneca Falls declaration,
   Sojourner Truth, Lucy Stone and Henry B. Blackwell, Elizabeth Cady
   Stanton, Anna Julia Cooper
   FT – Aflatun

Week 2: Second-wave feminism
Tuesday, 1/23: Early second-wave feminism
   Read: FT – Beauvoir, Martinez, Kreps, “No More Miss America!”, Bunch,
   Combahee River Collective
Thursday, 1/25: Theorizing in the second wave
   Read: FT – Lim, Wittig, Hartsock
   Supp – Gilligan

Week 3: From second-wave to third-wave
Tuesday, 1/30: Intersections and coalitions
   Read: FT – hooks, Yamada, Anzaldúa, Lorde, Rich
   Supp – Walker
Thursday, 2/1: Transitions
   Read: FT – Delphy, Collins, Haraway, Mohanty

Week 4: Third-wave feminism
Tuesday, 2/6: Theorizing the third wave
   Read: FT – Basu, Correa and Petchesky, Butler
Thursday, 2/8: Living the third wave
   Read: Supp – Budgeon
   FT – Lee
   CT – Introduction, López, Austin
   Film: Killing Us Softly (dir. Jean Kilbourne, 2000, 34 min.)
Week 5: Feminism today
	Monday, 2/12: Movie Night! *The Way Home* (dir. Shakti Butler, 1998; 92 min.)
	Tuesday, 2/13: Living the intersections
		Read: CT – Group A – Horn-Miller, Mody, Darraj, Leong
			Group B – Sethi, Hurdis, Salaam, Riley
	Thursday, 2/15: Feminism in Walla Walla – Panel discussion
		Read: CT – Weiner-Mahfuz, Smith, Brooks, Balli
	Topics for Essay #1 available in class

UNIT 2 – MEN'S AND MASCULINITY STUDIES

Week 6: Roots of U.S. masculinities
	Tuesday, 2/20: Beginnings
		Read: MA Introduction, Ch. 1
		Film: *I am a Man* (dir. Byron Hurt, 1998, 60 min.)
	Thursday, 2/22: Nineteenth- and early twentieth-century masculinities
		Read: MA Ch’s 2, 3
	⇒ Essay #1 due in class

Week 7: Twentieth century masculinities
	Tuesday, 2/27: Gender shifts
		Read: MA Ch’s 4, 5
	Thursday, 3/1: Mid-century masculinities
		Read: MA Ch’s 6, 7

Week 8: Contemporary masculinities
	Tuesday, 3/6: Masculinities and feminism
		Read: MA Ch’s 8, 9
		Film: *Tough Guise* (dir. Jackson Katz, 1999, 82 min.)
	Thursday, 3/8: Angry white men?
		Read: MA Ch. 10
	Topics for Essay #2 available in class

SPRING BREAK: MARCH 10 THROUGH MARCH 25

UNIT 3 – THE SOCIAL CONSTRUCTION OF GENDER AND SEX

Week 9: How many sexes are there?
	Tuesday, 3/27: Sexes and genders
		Read: SB Ch’s 1, 2
	Thursday, 3/29: Intersexuality (Possible guest speaker)
		Read: SB Ch’s 3, 4
	⇒ Essay #2 due in class
Week 10: Explaining sex and gender through biology and chemistry
  Tuesday, 4/3: Biology and gender
  Read: SB Ch’s 5, 6
  Thursday, 4/5: Chemistry and gender
  Read: SB Ch’s 7, 8 (to p. 216 only)
  Film: 100 Percent Woman (dir. Karen Duthie and Diana Wilson, 2004, 60 min.)

Week 11: Science – nature or nurture?
  Tuesday, 4/10: Undergraduate conference – no class. Extra credit opportunity!
  Thursday, 4/12: The biological and the social
  Read: Finish SB
  ➔ Sex and gender paper due in class

Unit 4 – LGBT and Queer Studies

Week 12: Queer communities, queer studies
  Tuesday, 4/17: The Q word – Queer lives and communities (Guest panel)
  Read: CT – Piepzna-Samarasinha
  FT – Gopinath, Aguilar-San Juan
  QS – Chase
  Thursday, 4/19: Queer histories
  Read: QS – Umphrey, Duggan, Howard

Week 13: Queer publics (and privates?)
  Tuesday, 4/24: Queer identities
  Read: QS – Cohen, Hale, Brody
  Thursday, 4/26: Queer publics
  Read: QS – Shah, Halberstam, Berlant and Warner
  Film: The Brandon Teena Story (dir. Susan Muska and Gréta Olafsdóttir, 1998, 88 min.)
  Note: One segment of this documentary includes audio-taped excerpts from a sheriff’s interview with a rape survivor. If you are particularly sensitive to sexual violence, you may want to check out the reserve copy in Penrose and watch it on your own (and fast-forward through that section). I will not take roll on this day, but I will expect you to be familiar with the film.
  Thursday, 4/26: Extra credit opportunity! Joan Wallach Scott, “Cover Up: French Gender Equality and the Islamic Headscarf” (time and location TBA)

Week 14: Sex, gender, and society
  Tuesday, 5/1: Transnational sexualities
  Read: QS – Robertson, Gopinath, Boellstorff
  Film: Shinjuku Boys (dir. Kim Longinotto and Jano Williams, 1995; 53 min.)
  Thursday, 5/3: Social constructions of gender and desire
  Read: QS – Kipnis, Kulick
Week 15: Gender fieldwork projects
   Tuesday, 5/8: Discussion of fieldwork projects, course evaluations
   → Gender fieldwork project write-up due in class

Final Exam: Friday, May 11, 2:00-4:00, in Olin 343 (our regular room).