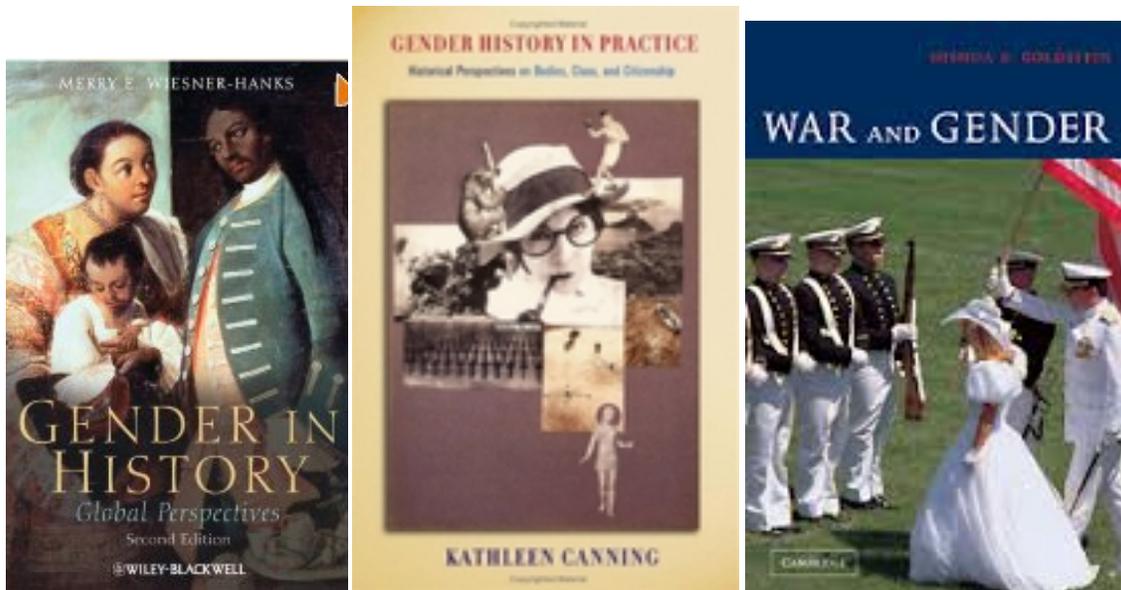


AMH 5930/06DE
Gender (Race, class & sexuality)
An Interdisciplinary, Comparative Approach
Spring 2015

PROVISIONAL SYLLABUS

Dr. Louise Newman, Associate Professor
U.S. Women's/Gender History
Office hrs, Wed, 1:00-1:45 and by appointment
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Course meets Monday, periods 11-E2 (6:15-9:10 p.m.) in Flint 13



Course Description

Studying gender encompasses the analysis of the social relations of men and women and the meanings attributed to masculinity and femininity in specific cultural settings and historical moments. Gender also offers a way of understanding how political and other forms of power operate; why and how wars are fought; what kinds of workers are fashioned and rewarded; how identities are deployed and understood; and why sexual desire and other pleasures take the form that they do. Students will be introduced both to classic works and to new studies and will be required to supplement the common

readings with material from their own geographical/disciplinary interests. The course encourages the exploration of large social/cultural processes that have transnational or global impact (egs., revolution, imperialism, economic globalization, religious conflict, sexual slavery, etc.) but students may also use the course to help them identify a narrow topic suitable for a M.A. thesis or dissertation.

Course Objectives

Upon completion of the course, students will have:

- a solid understanding of how gender emerged as an academic field of inquiry in the 1980s, spans traditional disciplines, and embraces interdisciplinary forms of analysis
- a basic grasp of the different ways that various disciplines (history, sociology, political science/international relations, and women's studies) approach the study of gender
- a preliminary theoretical comprehension of how gender assists scholars in identifying problems for consideration and offers specific approaches for analyzing those problems
- a detailed grasp of a specific subject area, or topic, chosen by the student and researched thoroughly

Possible Themes/Topics

This course adopts a comparative, interdisciplinary approach to explore topics that cross disciplinary boundaries. Thus, everyone is encouraged to draw from their disciplinary specialities to identify narrower topics and specific examples of the larger themes explored in the course. The list below is intended to be suggestive, not inclusive. UF faculty who specialize in these areas are included in parentheses.

- **Theoretical innovations:** the usefulness of gender for understanding how power is deployed; the usefulness of multiple axes of analysis (intersectionality, classic form of which was race, gender and class); critique of biological determinism and other forms of essentialism; critique of the scientific method & objectivity; gender as performativity; deconstruction as a method to understand how gender is implicit in language/texts/art/symbolic representations; interpellation of subjects and the power of the gaze; reproduction of labor, difference versus discrimination in social, economic, legal and political processes; critique of liberalism & democracy's failure to address difference and subordination; critique of choice and consent; critique of public/private spheres; problems of agency, who speaks for whom, subaltern responses; critique of binaries in gender & sexuality;

- theorizing international developments-- modernity/postmodernity (**Daniel O'Neill, Melissa Hyde, Trysh Travis, Debra King, Stephanie Smith**)
- **Pedagogical Concerns/Feminist Theory:** How to teach about an “Other;” how to engage in nonhierarchical forms of teaching/learning.
 - **Nation building, citizenship, social movements and the emergence/creation of modern states,** imagined communities, ethical judgments, basis for policy-making, extension of rights in democracies; definition of the individual’s role to the state in different forms of government; role of sport and other leisure activities in making patriotic citizens; problems of creating transnational “feminist” movements; social movements (**Kendal Broad, Louise Newman, Sheryl Kroen, Paul Ortiz, Dan Smith**)
 - **Global Politics,** women’s participation in global politics, non-western, third world perspectives (**Anita Anantharam, Anita Spring, Luise White**)
 - **Biological Determinism: Does Sex/Gender have a History?** Biological determinism, acquired traits versus inherited traits, Social Darwinism, social constructionism (**Louise Newman**)
 - **Formation of historical memories** (which involves many forms of communication & media—memoir, oral history, films, music, art, photography, museums, etc.); use of historical memories in policy-making (**Paul Ortiz**)
 - **Households and families,** history of and patriarchal forms, gender roles, procreation, sexuality, parenting (**Connie Shehan, Bill Marsiglia**)
 - **Western imperialism, colonialism** including U.S./European men's and women's participation in the colonial project and their relations with colonized peoples (also see postcolonial theory below) (**Jessica Harland-Jacobs**)
 - **18/19th century religious & labor systems:** commerce & trade, Atlantic World, slavery, industrialization (**Jon Sensbach, Michelle Campos**)
 - **20/21st century forms of globalization/religious conflict/cultural exchange,** capitalism, Marxism (**Sheryl Kroen**)
 - **International relations/war--** war and peace, foreign policy, economics, security, activism, the environment, development, human rights, nationalism and identity, human security, post-war reconstruction, “trafficking,” technology and the information revolution. (**Laura Sjoberg**)
 - **Literature, media, film and culture,** feminist film/theory, women’s literature, children’s literature (also see postcolonial theory and literature) (**Marsha Bryant, Kenneth Kidd, Anastasia Ulanowicz, Mauren Turim**)

- **Postcolonial theory and literature**, African/Africana diaspora studies, Asian American Studies, Cuban literature (**Apollo Amoko, Mark Reid, Malini Schueller, Tace Hedrick**)
 - **Sexuality**, movements for sexual liberation, emergence of bisexual, lesbian, gay and trans identities, lesbian and gay studies (**Benjamin Wise, Kim Emery, Jodi Schorb**)
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Required Readings

Required readings take the form of **common readings** assigned by the instructor, which everyone will read and which will serve as the basis for the first hour of discussion; and additional **individualized readings** chosen by each student, which will serve as the basis for the second hour of student presentations and discussion. Students must obtain approval from the instructor for their individualized readings. The common readings are available electronically through Course Reserves or will be emailed to the course listserv in the form of pdfs. Students must download and print out hard copies of the common readings and bring them to class with them in order to be allowed to participate in class discussions.

Common Readings (Provisional)

- **Canning**, Kathleen. "Gender History: Meanings, Methods, and Metanarratives," in *Gender History in Practice: Historical Perspectives on Bodies, Class and Citizenship*. Cornell University Press, 2006, pp. 3-62.
- **Duncan**, Carol. "Art Museums and the Ritual of Citizenship," in *Exhibiting Cultures: The Poetics and Politics of Museum Display*, ed. Ivan Karp and Steven D. Lavine.
- **Ehehabuddin**, Elora. "Gender and the Figure of the 'Moderate Muslim': Feminism in the Twenty-First Century" in *The Question of Gender: Joan W. Scott's Critical Feminism*. Ed. Judith Butler and Elizabeth Weed. Bloomington: Indiana University Press, 2011, pp. 102-142.
- **Launius**, Christie and Holly Hassel, authors of the upcoming book, *Threshold Concepts in Women's and Gender Studies* (Table of Contents and Preface. pdf).
- **Martinez**, Katharine and Kenneth L. Ames, eds. *The material culture of gender, the gender of material culture* (Winterthur, Del: Henry Francis du Pont Winterthur Museum. Hanover: Distributed by University Press of New England, 1997. E161,M354,1997
- **Najmabadi**, Afsaneh. *Women with Mustaches and Men Without Beards: Gender and Sexual Anxieties of Iranian Modernity*. Berkeley: University of California Press, 2005.

- **Pateman**, Carole, *The Sexual Contract* (Stanford, 1988) or "Feminist Critiques of the Public/Private Dichotomy" in *Public and Private in Social Life*, eds. S. Benn and G. Gaus (1983).
- More common readings to be added.

Individual Readings

- to be chosen by the student, subject to instructor's approval, in the second week of the semester.

Recommended Readings (to be expanded)

(These books/selections will prove immensely useful to those interested in these subject areas.)

- **Butler**, Judith and Elizabeth Weed, eds. *The Question of Gender: Joan W. Scott's Critical Feminism*. Bloomington: Indiana University Press, 2011. HQ1075,Q47, 2011.
- **Henderson**, Sarah L. and Alana S. Jeydel. *Women and Politics in a Global World*. 3rd edition, New York: Oxford University Press, 2014.
- **Sjoberg**, Laura. *Gendering Global Conflict: Towards a Feminist Theory of War*. New York: Columbia University Press, 2013.
- **Stearns**, Jill. *Gender & International Relations: Theory, Practice and Policy*. 3rd edition. Polity Press, 2013.
- **Tong**, Rosemarie. "Multicultural, Global, and Postcolonial Feminism," in *Feminist Thought: A More Comprehensive Introduction* 3rd ed. (Boulder: Westview, 2009), pp. 200-236.
- **Wiesner-Hanks**, Merry E. *Gender in History: Global Perspectives*. 2nd ed. (Chicester, U.K.: Wiley Blackwell, 2011).

General Course Policies

- Students are expected to arrive on time, be attentive and respectful during class, and remain until class is over. Habitual or severe lateness will be treated as an "absence" and penalized with grade deductions. If something unexpected comes up that prevents a student from attending class, the student should notify the professor immediately, either by email or text: 352 318-9796.

- In general, no late work will be accepted unless accompanied by documentation from the Dean of Students or Health Services offices. However, in the case of exceptional or unforeseen circumstances, students needing an extension of a deadline may request one from the instructor in advance of the deadline.
 - Cell phones should be turned off before entering the classroom. Computers (laptops, tablets) are permitted, but students caught using them inappropriately-- e.g., emailing or using social media-- will be asked to leave the classroom and will be counted as absent from the session.
 - Students requesting accommodation for disabilities must register with the Dean of Students Office (<https://www.dso.ufl.edu/>) and obtain proper documentation to be submitted to the instructor during the first week of the semester. **Instructors are not obligated to grant accommodations after the first week of the semester.**
 - Students are expected to provide feedback on the quality of instruction in this course. These evaluations are conducted online <<https://evaluations.ufl.edu>>, typically during the last two weeks of the semester. Summary results of these assessments are available to students at <<https://evaluations.ufl.edu>>.
 - All students must adhere to the University of Florida's standards of academic honesty. UF students are bound by The Honor Pledge, which states: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) also specifies a number of behaviors that are in violation of this code and the possible sanctions that may be applied to those found guilty of violating the code. Students are obligated to report any condition that facilitates academic misconduct to appropriate personnel (usually the instructor). If you have any questions or concerns, please consult with the instructor or TAs in this class. A copy of the student code of conduct may be found at <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>. Information explaining conflict resolution procedures is available at <<https://www.dso.ufl.edu/sccr/conflict-resolution/>>.
 - Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
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Graded assignments (1000 total points)

Graded assignments include

- class participation and oral presentations (approx 20% of course grade)
- short writing exercises (approx 20% of course grade)
- design of course syllabus and website (using Wordpress, Canvas or a course Wiki) (approx 30% of course grade)
- research/writing of a longer essay (3000-4500 words or 10-15pp). (approx 30% of course grade)/ This assignment could take the form of a literature review that would help you prepare for a qualifying exam or the form of a research-based essay that would help you develop a topic for a seminar paper or M.A. thesis.

Specific assignments, along with allocation of points, will be determined by week 4 in consultation with seminar participants. Instructions and grading rubrics will be distributed separately, at least one week in advance of deadlines.

Grading Scale

Letter grades for the course will be assigned according to the following point scale:

Letter Grade	Total Points	GPA Equivalent
A	950-1000	4.0
A-	900-950	3.67
B+	875-899	3.33
B	850-874	3.0
B-	800-849	2.67
C+	775-799	2.33
C	750-774	2.0
C-	700-749	1.67
D+	675-699	1.33
D	650-674	1.0
D-	600-649	0.67
E	<600	0

Overview of weekly schedule

Class meets Mondays from 6:15-9:10 p.m. Because this time slot includes the dinner hour, students are permitted to bring food to class with them, which they may eat during a break that will take place roughly from 7:30 to 8:00.

Class discussions will be allowed to flow freely and not held to a particular timetable, but the following format may prove useful.

6:15-7:30 Discussion of the common reading

7:30-8:00 Break (Individual conferences held with the student presenter(s).)

8:00-9:00 Presentation/discussion led by students on their individual readings.

9:00-9:10 Instructor introduces next's week's topics and common readings

Due to holidays, class will **NOT** be held on the following dates:

January 19 (MLK holiday)

February 16 (President's Day)

March 2 (Spring Break)

Overview of topics

Week 1. No class meeting because the spring semester begins on Tuesday, Jan 6.

Week 2. Introduction (Mon, Jan 12)

Week 3. MLK holiday—no class (Mon, Jan 19)

Week 4. Using Gender to Study Political Movements, Revolution and Reform-- 19th /20th century conundrums (Jan 26)

Week 5. Nonwestern understandings/visual codes (Feb 2)

Week 6. February 9

Week 7. Presidents Day—no class (Feb 16)

Week 8. Feb 23

Week 9. Spring Break—no class (Mar 2)

Week 10. March 9

Week 11. March 16

Week 12. March 23

Week 13. March 30

Week 14. April 6

Week 15. April 13

Week 16. April 20 (Last day of class)

Detailed schedule of readings and assignments

Week 1. No class meeting because the spring semester begins on Tuesday, Jan 6.

A reading assignment (see below) has been sent to participants via email so that we can hold a full-fledged discussion on January 12 (Week 2).

- Christie Launius and Holly Hassel, authors of the upcoming book, *Threshold Concepts in Women's and Gender Studies* (Table of Contents and Preface. pdf)
- Kathleen Canning. "Gender History: Meanings, Methods, and Metanarratives," 3-62. (available on ARES)
- Individual reading chosen by each student, which explains the impact that gender has had on a particular field/topic of interest.

In preparation for the discussion next week, you may want to make a list of questions that have engaged scholars in your field. Also please make a list of 5-10 key texts that anyone professing to be a specialist on gender in your field would be expected to know. Research a few of those texts (book reviews are very helpful for this purpose) so you can explain to your peers why these books are deemed to be so significant.

Week 2. (Monday, January 12) Introduction

What does gender offer scholars as a theoretical tool and subject of inquiry?

When and how did gender emerge as a bonafide field of academic inquiry?

What are the key texts in gender studies that all specialists (in your field) would be expected to know?

- Readings listed in Week 1 above will be discussed in class this week.
 - Students will meet individually with the instructor in the upcoming days, (Jan 14-21) to determine the individualized portion of their syllabus.
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Week 3. MLK holiday—no class (Monday, January 19)

In lieu of class, students will individualize their syllabus and email a final copy to the instructor (lnewman@ufl.edu) by Friday, January 23, 5p.m.
