



**Class Participation:** The tone and dynamic of our class are in part up to students; discussion proceeds more easily and in more useful fashion (and is more enjoyable) when students come to class prepared. Informed participation includes making connections between our discussions, readings, and relevant current events; listening to others and responding to their comments; taking an active part in class exercises; asking questions about readings and lectures; and *not monopolizing the conversation* - making room for someone else to speak. I will not summarize lectures, readings, or discussions via email, but I am very happy to discuss readings, lectures, and the like during office hours. Active discussions and comments on e-course system for the course will be counted towards class participation points. Remember that participation is worth 20% of your final course grade.

**Attendance:** You are allowed 2 absences, no questions asked. After that, each absence may reduce your final course grade by as much as 1 letter grade. Accruing more than 5 absences risks failure in the class. Arriving late or leaving class early counts as 1/2 of an absence. I do not differentiate between excused and unexcused absences, so it's a good idea to save your 2 absences for illnesses, out-of-town events, or family emergencies.

**Assignments:** Due dates are final, and all assignments are due before class begins. If you are absent the day a written assignment is due, you will receive a 10% deduction in assignment grade for each day that the assignment is not turned in.

**Journal:** You will be writing 10 short journal entries over the course of the semester (see due dates in the course schedule). For each entry, you should select a reading that you find particularly interesting or relevant to your experience. On the first page, you will be asked to comment on and critique the reading (asking yourself what the piece does well and what questions remained unanswered). On the second page, you should apply the insights you've gained from reading and reflecting on the piece by analysing a cultural artefact, phenomenon or social practice that you encounter outside of the classroom. Offer a brief description, and then discuss how this reading has enhanced or changed your perspective on the phenomena identified. Your journal grades will be based on your level of engagement with / understanding of the readings, and the completeness of your discussion and analysis.

**Theoretical essay or Applied Project:** You will have a choice for your final assignment whether to write theoretical essays using gender and feminist theories **or** to design and implement anti-violence project for the 16 Days Campaign Against Gender Violence this year. Guidelines for the final paper/project will be distributed in the 3<sup>rd</sup> week of semester.

**Class Discussion Principles:** As with any serious scholarly endeavor, the point of our inquiry is critical understanding -- not advocacy of personal positions. Our views will diverge, to be sure. We are free to disagree with each other, even intensely, so long as we do so **respectfully**. *Ground comments about news events, personal experiences, and the like in course materials*. Please present your position(s) clearly and support them with evidence. Please do not interrupt one another (or me). Refrain from talking with others during lectures or while others are speaking. Make an effort to learn one another's names; direct comments to each other directly, rather than through me as a communication conduit. I expect *all* of us to be reflexive about our positions and feelings, opening them to the same degree of scrutiny that we apply to others'. Please keep in mind principles of inclusion and non-discriminatory language.

### ACADEMIC INTEGRITY

**The AUCA Code of Academic Honesty is written in the university handbook, and you are all at least formally aware of the meaning of cheating and plagiarism. If you have any questions, concerns or unsure about what to do in a particular case, please come to me for advice. I will be happy to help you work through any difficulties or uncertainties, particularly those**

regarding proper citation of sources. **DO NOT** assume that if you break the Code of Academic Honesty unknowingly, you will be penalized. It is your responsibility to understand the Code and to abide by it. Any deviation from the Code will result in a failure on the exam or assignment in question. Two violations will result in a failure for the course.

### Class Schedule:

Note: The schedule is subject to minor modifications. If this is the case you will be informed during the classes or via email in advance.

<b>Weeks</b>	<b>Class Themes and Assignments</b>
<b>Week 1</b> Wed, Aug 24 Sat, Aug 27	<b>Introduction to the Course</b> Intro to the course, revision of the syllabus hooks (1994) Chapter 1 “Engaged Pedagogy” in <i>Teaching to Transgress</i>
<b>Week 2</b> Wed, Aug 31 Sat, Aug 3	<b>Introduction to Gender</b> <b>DAY OFF:</b> Beauvoir (1949) “Introduction” to <i>The Second Sex</i> Lorber (1994) “Night to his Day” Messner (2000) “Barbie Girls versus Sea Monsters: Children Constructing Gender”.
<b>Week 3</b> Wed, Sep 7 Sat, Sep 10	<b>Social Construction of Gender</b> Lorber (1992) “Believing is Seeing: Biology as Ideology” Martin (2004) “Gender as Social Institution” <b>DUE: JOURNAL ENTRIES 1&amp;2</b>
<b>Week 4</b> Wed, Sep 14 Sat, Sep 17	<b>Conceptualizing Masculinity</b> Hearn and Collinson (1994) “Theorizing Unities and Differences Between Men and Between Masculinities.” Kimmel (1994) “Masculinity as Homophobia: Fear, Shame and Silence in the Construction of Gender Identity.”
<b>Week 5</b> Wed, Sep 21 Sat, Sep 24	<b>Gender and Sexuality</b> Rubin (1984) “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality.” Jackson (2005) “Social Complexity of Heteronormativity: Gender, Sexuality and Heterosexuality.” <b>DUE: JOURNAL ENTRY 3</b>
<b>Week 6</b> Wed, Sep 28 Sat, Oct 1	<b>Intersectionality of Gender with Class and Race/Ethnicity</b> Collins (1999) “Moving beyond gender. Intersectionality, situated standpoints and black feminist thought.” Fine et al (1998) “(In) Secure Times: Constructing While Working-Class Masculinities in the Late 20 <sup>th</sup> Century” Shields (2005) “Gender: An Intersectionality Perspective” <b>DUE: ESSAY QUESTION and PROJECT THEME</b> <b>DUE: JOURNAL ENTRY 4</b>
<b>Week 7</b> Wed, Oct 5 Sat, Oct 8	<b>Gender-Based Violence</b> <u>FILM:</u> Epstein (2003) V-Day Documentary “Until The Violence Stops” United Nations (2010) “Report of the Special Rapporteur on violence against women, its causes and consequences, Rashida Manjoo, Mission to Kyrgyzstan” HRW (2006) “Reconciled to Violence: State Failure to Stop Domestic Abuse and Abduction of Women in Kyrgyzstan.” <u>FILM:</u> Pierce (1999) “Boys Don’t Cry” or Pierson (2003) “Soldier’s Girl” HRW (2008) “These Everyday Humiliations: Violence Against Lesbian, Bisexual Women, and Transgender Men in Kyrgyzstan.” <b>DUE: JOURNAL ENTRY 5</b>
<b>Week 8</b>	<b>Beyond the binary?</b>

Wed, Oct 12 Sat, Oct 15	<p>Wilchins (2004) 3 Chapters of the “Queer Theory, Gender Theory” Butler (2004) “Beside Oneself: On the Limits of Sexual Anatomy” in <i>Undoing Gender</i></p> <p style="text-align: right;"><b>DUE: JOURNAL ENTRY 6</b> <b>Oct 11<sup>th</sup>: International Coming Out Day</b></p>
<b>FALL BREAK October 17-21</b>	
<p><b>Week 10</b> Wed, Oct 26 Sat, Oct 29</p>	<p style="text-align: center;"><b>Back to the Biology? (Intersexualities)</b></p> <p>Preves (2001) “Sexing the Intersexed: An Analysis of Sociocultural Responses to Intersexuality.” Chase (2003) “Hermaphrodite with Attitude: Mapping the Emergence of Intersex Political Activism.” <u>FILM: Puenzo (2007) “XXY”</u></p> <p style="text-align: right;"><b>DUE: JOURNAL ENTRIES 7&amp;8</b></p>
<p><b>Week 11</b> Wed, Nov 2 Sat, Nov 5</p>	<p style="text-align: center;"><b>Gender and the Body</b></p> <p>Mulvey (1975) “Visual Pleasure and Narrative Cinema.” Bordo (1999) “Beauty (Re)Discovering Male Beauty.” Shakespeare (1996) “The body line controversy”: a new direction for Disability Studies.” McRuer and Wilkerson (2003) “Crippling the (Queer) Nation.”</p> <p style="text-align: right;"><b>DUE: ROUGH DRAFT ESSAY and PROJECT DESCRIPTION</b></p>
<p><b>Week 12</b> Wed, Nov 9 Sat, Nov 12</p>	<p style="text-align: center;"><b>Gender Scholarship and Colonial Discourses</b></p> <p>Mohanty (1988) “Under Western Eyes: Feminist Scholarship and Colonial Discourses.” Kamp (2009) “Women's Studies and Gender Studies in Central Asia: Are We Talking to One Another” Edgar (2006) “Bolshevism, Patriarchy, and the Nation: The Soviet “Emancipation” of Muslim Women in Pan-Islamic Perspective.”</p> <p style="text-align: right;"><b>DUE: JOURNAL ENTRY 9</b></p>
<p><b>Week 13</b> Wed, Nov 16 Sat, Nov 19</p>	<p style="text-align: center;"><b>Gender Order and Inequality in Central Asia</b></p> <p><u>Guest Lecture: Dr. Ibraeva “Family Transformations in Kyrgyzstan”</u> Connell (1987) “Gender Regimes and the Gender Order” in <i>Gender and Power</i> <u>Guest Lecture: Sultanalieva S., AFP “Situation of LGBT people in Kyrgyzstan”</u> Wilkinson &amp; Kirey (2010) “What's in a name? The personal and political meanings of 'LGBT' for nonheterosexual and transgender youth in Kyrgyzstan”</p> <p style="text-align: right;"><b>DUE: JOURNAL ENTRY 10</b> <b>Nov 20<sup>th</sup>: Transgender Day of Remembrance</b></p>
<p><b>Week 14</b> Wed, Nov 23 Sat, Nov 26</p>	<p style="text-align: center;"><b>Gender Politics and Resistance</b></p> <p>Butler (2004) “End of Sexual Difference?” in <i>Undoing Gender</i> Miller (2004) “Sexuality, violence against women, and human rights: Women make demands and ladies get protection.”</p> <p style="text-align: right;"><b>DUE: OUT-OF-CLASS PROJECT EVENTS</b> <b>Nov 25<sup>th</sup>: Int'l Day for the Elimination of Violence Against Women</b></p>
<p><b>Week 15</b> Wed, Nov 30 Sat, Dec 3</p>	<p style="text-align: center;"><b>Feminisms</b></p> <p>Digby (1998) “Introduction” in <i>Men Doing Feminism</i>. Moghadam (2002) “Islamic Feminism and Its Discontents: Towards a Resolution of the Debate.”</p> <p style="text-align: right;"><b>DUE: OUT-OF-CLASS PROJECT EVENTS</b></p>
<p><b>Week 16</b> Wed, Dec 7 Sat, Dec 10</p>	<p style="text-align: center;"><b>Feminisms Cont.</b></p> <p>Scott-Dixon (2006) “Towards Transfeminisms”</p> <p style="text-align: right;"><b>PRESENTATIONS</b> <b>Dec 10<sup>th</sup>: United Nations Human Rights Day</b></p>
<b>Week 17</b>	<b>DUE: FINAL DRAFT ESSAY or PROJECT REPORT</b>