**Foundations in Gender Studies I.**

**Fall 2018-19**

**Department of Gender Studies, CEU**

**Instructor:** Eva Fodor (fodore@ceu.hu)

Class website on CEU’s e-learning platform

**Course description**

This is an introductory course, which is designed to familiarize you with some of the basic concepts and arguments in the broad interdisciplinary field of “gender studies”. The first part of the course will address different understandings of the concept of sex/gender/feminism in order to introduce students to the variety of ways in which, throughout the past decades, thinking about these concepts has changed. In the second part of the course we will explore argumentations on the meaning of patriarchy, the woman question and women’s emancipation. We’ll follow a historical path of feminist theorizing originating from western Anglo-Saxon countries reviewing liberal/neo-liberal, socialist/Marxist, radical, post-colonial/post-socialist views on a variety of topics. We’ll identify the key assumptions and claims in each set of argument and try to follow how they got transformed as they traveled to different locations and through time. By the end of the course students will have read and be able to use some of the basic theories and concepts in gender studies in a nuanced way informed by their scholarly critique and history.

**Learning goals and outcomes**

The course provides students with the basic concepts in the field of gender studies. Students will acquire the most important theories and arguments put forth (primarily) by “western” scholars whose work is considered foundational in the field. In terms of skills, student will learn and practice how to formulate arguments, how to read, understand and critically analyze scholarly texts and how to write short essays on the topics reviewed in the course.

**Assessment:**

Your grade will comprise of the following elements (with some % added, which is just for your information. I will handle percentages loosely.)

* Active participation in class, which demonstrates your familiarity with the material assigned (15%)
* Completing 6 of the 11 mini assignments on time (20%).
* First exam - about (25%)
* Second exam – about (40%)

**Format**

In most weeks we will spend the first session in the week in a seminar discussion where **all students are expected to actively contribute**. **Please prepare for this.** During the second session I will start by giving a lecture to summarize the main points and I hope to hear your reactions and continue the discussion we had started in light of the lecture, your readings and further thinking for the rest of the class. This means that all readings are due for session 1 (you must come to class having read the assigned readings and prepared to discuss them) and all mini assignments are due for session 2 (before class) of the week you choose to complete it.

**Exams:**

There are two exams in this course. Both should be submitted by the deadline specified, the dates are non-negotiable. Late papers will be penalized by deducting a step (going from A to A-) each 12 hours you are late. Both exams will be take-home essays, which are meant to demonstrate your familiarity with the material as well as your analytical skills. You will get a few short answer questions (which require 2-3 paragraph answers) and also asked to write longer (max 3-pages) essays in response to questions closely related to the material we have covered. You will not need to do extra readings but you will have to be conversant with the topics and theories we discuss. The first exam will be about 6-8 pages in length, the second about 10-12 pages.

**Mini assignment:**

Each week except for the last one you have the option of completing a mini assignment. You must complete any 6 of the 11 offered. The assignments are posted on our class website, they are not listed in this syllabus. The idea is to think further, debate and expand on the readings we did for class into directions you are interested in. The assignments typically require some reading, research and/or thinking work and short written comments or posts. They should not be longer than one-two double spaced pages. You will not get graded on these assignments, but I will evaluate them with respect to their depths, creativity and precision, as well as relationship and successful linkages to the class material(s). In some instances you can work in groups and this will be indicated in the assignment.

**Plagiarism:**

Make sure you avoid plagiarism or even the vague possibility of plagiarism. Note that copying from the internet or even taking ideas from internet sources without proper citation is also a form of plagiarism, not only copying from paper based texts. Paraphrase other people’s arguments whenever possible and add proper citations from the original text. Quote only if absolutely necessary. Students who plagiarize will get a warning first, and if I encounter another incident of plagiarism they will fail the course.

**A note on learning disabilities:**

You will have to read a lot and complete take home essays in this course. If you have a documented learning disability and need extra time or help to do these types of tasks, please let me know in advance and we’ll find a way to accommodate your needs.

**A note on e-etiquette:**

A number of recent research papers have shown that classroom learning is compromised when students use laptops and other electronic devices (such as ipads, smart phones, etc) during lectures and discussions in the classroom. Therefore, please keep your electronic devices (including phones, laptops, ipads, tablets, etc) turned off and tucked away as their use is not permitted in class. The only exception is an electronic reader should you prefer to read the text on one of these (NOT a multifunctional tablets though.) Please use old fashioned, paper based note taking and consider purchasing the very reasonably priced reader or read the papers in the library and take notes.

**Missing a class**:

If you cannot attend a class because of an illness or another acceptable reason, you are expected to inform the teacher in advance (either in person or through email) and provide documentation.

**If you need help:**

Students come with different levels of preparation to our MA program. Some of you will have read many of these readings, some may not have even seen any of them. Some of you are native speakers of English, others learnt it in school (as did I). That’s all OK. I hope to create an environment where all of you feel comfortable to contribute and I will make sure no one dominates the class discussion. (Please try not to dominate the class discussion ☺). In case you do feel uncomfortable, let me know and we can try to work out any problems you may have.

Some of the readings are quite difficult and I still find new ideas as I read them over and over again for our sessions each year. I will help you understand the key terms, concepts and arguments in my lectures, but if that’s not enough be pro-active in trying to get more help. Three sources are easily available: first, try to find out the meaning of key terms online, most are explained at length as what we are reading is really classic mainstream stuff. Second, more important: do help each other. Form study groups and discuss the readings, ask your classmates if something is unclear, ask your friends if they need help if you see them struggling. Last but not least you can always ask me – over email or in person. I remember reading these texts for the first time and not making heads or tails of them. So I can probably help and I would certainly like to try.

**Detailed schedule**

**Part 1: Intro to the concept of gender and gender studies**

**Week 1: Gender, social construction and beyond**

Required readings:

* Oakley, A. (1972). Sex and Gender. In *Sex, Gender, and Society* (pp. 158–172). New York, NY: Harper Colophon Books.
* Lorber, J. (1993). Believing is Seeing: Biology as Ideology. *Gender & Society*, *7*(4), 568–581.
* Meadow, T. (2010). “A Rose is a Rose”: On Producing Legal Gender Classifications. *Gender & Society*, *24*(6), 814–837.
* Scott, J. W. (2010). Gender: Still a Useful Category for Analysis. *Diogenes*, *225*, 7–14.

**Week 2: “Doing” and “undoing” gender**

Required readings:

* West, C., & Zimmermann, D. (1987). Doing Gender. *Gender & Society*, *1*(2), 125–151.
* Risman, B. J. (2009). From Doing to Undoing: Gender as We Know It. *Gender & Society*, *23*(1), 81–84.
* Schielt, K., & Westbrook, L. (2009). Doing Gender, Doing Heteronormativity: “Gender Normals,” Transgender People, and the Social Maintenance of Heterosexuality. *Gender & Society*, *23*(4), 440–464.

**Week 3: A feminist canon?**

Required readings:

* Connell, R. (2014). Rethinking Gender from the South. *Feminist Studies*, *40*(3), 518–539.
* Nicholson, L. (2015). Feminism in “Waves”: Useful Metaphor or Not? *New Politics*, *12*(4), 1–7.
* Newman, L. M. (1999). Evolution, Woman’s Rights, and Civilizing Missions. In *White Women’s Rights: The Racial Origins of Feminism in the United States* (pp. 22–55). New York & Oxford: Oxford University Press.

**Part 2: Historical overview of ideas about women and gender**

**Week 4 : “Early” feminisms and liberalism**

Required readings:

* Wollstonecraft, M. (originally 1793). *A Vindication of the Rights of Wom*an. (selections from chapters 2, 3 ,4 12).
* Okin, S. M. (1999). Justice, Gender, and the Family. In J. Kourany, J. P. Sterba, & R. Tong (Eds.), *Feminist Philosophies* (2nd ed., pp. 313–331). Upper Saddle River, NJ: Prentice Hall.
* Markovitz, S. (2009). Occidental Dreams: Orientalism and History in *The Second Sex*. *Signs*, *34*(2), 271–294.
* Watch this interview with Betty Friedan: The problem with no name <https://www.youtube.com/watch?v=RRICe6iivU8>

**Week 5: Radical attacks on the status quo**

Required readings:

* Eisenstein, Z. R. (1981). Friedan’s *Feminine Mystique* and the Changing Politics of NOW. In *The Radical Future of Liberal Feminism* (pp. 175–200). Boston: Northeastern University Press.
* Firestone, S. (originally 1970). Excerpts from *The Dialectics of Sex.*  In J. Kourany, J. P. Sterba, & R. Tong (Eds.), *Feminist Philosophies* (2nd ed., pp. 353–359). Upper Saddle River, NJ: Prentice Hall.
* Dworkin, A. (1981). *Pornography: Men Possessing Women*. London: The Women’s Press Ltd. (Read Chapter 1: Power)
* BBC Documentary on women’s movement in US and UK

<https://www.youtube.com/watch?v=EOsLjbpHV8M>

**Week 6: The concept of patriarchy- the question of male power**

Required readings:

* Pateman, C. (1988). Introduction and What’s Wrong with Prostitution? In *The Sexual Contract*. Cambridge: Polity Press.
* Fraser, N. (1993). Beyond the Master/Subject Model: Reflections on Carole Pateman’s Sexual Contract. *Social Text*, *37*, 173–181.
* hooks, b (nd). Understanding Patriarchy. http://imaginenoborders.org/pdf/zines/UnderstandingPatriarchy.pdf

**Week 7: Marxist/ socialist feminism**

Required readings:

* Bebel, A. (1988). Woman and Socialism (originally: Die Frau und der Sozialismus, 1879). In A. S. Rossi (Ed.), *The Feminist Papers: From Adams to de Beauvoir* (pp. 496–505). Boston, MA: Northeastern University Press.
* Dalla Costa, M. (1971). Women and the Subversion of Community (online, see link on class website).
* Hartmann, H. (1981). The Unhappy Marriage of Marxism and Feminism. Towards a More Progressive Union. In L. Nicholson (Ed.), *The Second Wave. A Reader in Feminist Theory* (pp. 97–122). New York & London: Routledge.
* Rosa Luxemburg’s speech on women’s suffrage and class struggle, 1912

<https://www.marxists.org/archive/luxemburg/1912/05/12.htm>

**Midterm exam will be posted online and due this week.**

**Week 8: State socialist feminism**

Required readings:

* Zetkin, K. Lenin on the “Women’s Question”. Read it from here (read both parts):

https://www.marxists.org/archive/zetkin/1920/lenin/zetkin1.htm

and

https://www.marxists.org/archive/zetkin/1925/lenin/zetkin2.htm

* Zimmermann, S. (2010). Gender Regime and Gender Struggle in Hungarian State Socialism. *Aspasia: International Yearbook for Women’s and Gender History of Central Eastern and Southeastern Europe*, *4*(1), 1–24.
* Einhorn, B. (1993). The Woman Question: The Legacy of State Socialism. In *Cinderella Goes to Market: Citizenship, Gender and Women’s Movements in East Central Europe* (pp. 17–38). London: Verso.

**Week 9: Under “Western” Eyes**

Required readings:

* Mohanty, C. T. (1991). Under Western Eyes: Feminist Scholarship and Colonial Discourse. In C. T. Mohanty, A. Russo, & L. Torres (Eds.), *Third World Women and the Politics of Feminism* (pp. 51–80). Bloomington & Indianapolis: Indiana University Press. (originally published in 1984).
* Cerwonka, A. (2008). Traveling Feminist Thought: Difference and Transculturation in Central and Eastern European Feminism. *Signs*, *33*(4), 809–832.
* Dietze, G. (2014). Decolonizing Gender – Gendering Decolonial Theory: Crosscurrents and Archaeologies (online, see link on class website).

**Week 10: Catching the next wave**

Required readings:

* Snyder, R. C. (2008). What is Third-Wave Feminism?  A New Directions Essay. *Signs*, *34*(1), 175–196.
* Read this brief blog entry as a summary: <http://www.rebeccawalker.com/blog/2009/09/04/third-wave-an-accurate-and-succinct-rendering>
* Koyama, E. (2003). The Transfeminist Manifesto. In R. Dicker & A. Piepmeier (Eds.), *Catching a Wave: Reclaiming Feminism for the 21st Century* (pp. 244–259). Boston, MA: Northeastern University Press.

**Week 11: Neo-liberal feminism/ business feminism/ post-feminism**

Required readings:

* Fraser, N. (2009). Feminism, Capitalism and the Cunning of History. *New Left Review*, *56*, 97–117.
* Repo, J. (2016). Gender Equality as Biopolitical Governmentality in a Neoliberal European Union. *Social Politics*, *23*(2), 307–328.
* Rottenberg, C. (2014). The Rise of Neoliberal Feminism. *Cultural Studies*, *28*(3), 418–437.
* Wlliams, C. (2013). The Glass Escalator Revisited: Gender Inequality in Neoliberal Times. *Gender& Society*, 27 (5), 609-629.

**Week 12: Summary**

Required readings:

* Gill, R. 2017. “The affective, cultural and psychic life of postfeminism: A postfeminist sensibility 10 years on” European Journal of Cultural Studies, 20(6):606-626.

**Take home exam questions will be posted online on our class website by 4pm, December 7, 2017. The exams are due online at midnight Dec 14, 2017.**