



## UNIVERSITY OF NEW YORK IN PRAGUE

<b>Course :</b>	<b>SOC229 Sex &amp; Gender in a Global Perspective (3 cr. / 6 ECTS)</b>
<b>Semester:</b>	Fall 2022
<b>Prerequisites:</b>	None
<b>Instructor/Title:</b>	Iveta Hlouchova, Ph.D.
<b>Contact:</b>	<a href="mailto:ihlouchova@unyp.cz">ihlouchova@unyp.cz</a>
<b>Office hours:</b>	Appointment by email

### 1. Catalogue Description

This course will explore the comparative study of gender and sexuality across different cultures. Topics may include how different societies define femininity and masculinity, and how work, play, language, appearance, and sexual expression come to be labelled as 'appropriate' or even 'natural' for women and men. This course will examine non-binary gender systems, the variations in the sexual division of labor and economic organization, and the impact of forces such as colonialism and globalization on gender issues.

### 2. Course Purpose

What do we mean by terms such as "sex" and "gender"? And why should we care? This course is an introduction to the field of Women, Gender, and Sexuality Studies. We learn that sex and gender is not exclusively "the study of women." Rather, sex and gender are categories of analysis for examining the relations of power between individuals, from every day to political life. We investigate how beliefs about gender and sexuality emerged historically, shaped by developments such as the building of global empires, colonial processes, and state building. To do so, we focus on the historical experiences of non-western cultures as well as minorities in western societies, and then draw their continuities and discontinuities to the contemporary world.

### 3. Required Readings:

You are not required to purchase reading materials for this course. All content is available through E-learning, Perlego, or Online. For readings, see Course Schedule on pg. 3-7 and E-learning. **Reading of the selected chapters and articles that appear in the section course schedule is compulsory.**

### 4. Additional Readings

If you would like to dig deeper into this field of study, the following works on theory are a starting point.

- Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 1990.
- de Beauvoir, Simone. *The Second Sex*. Translated by Constance Borde and Sheila Malovany-Chevalier. New York: Vintage, 2011.

- Crenshaw, Kimberlé. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics." *University of Chicago Legal Forum* 1989, 1 (1989): 139-167.
- Foucault, Michel. *The History of Sexuality, Volume 1*. Translated by Robert Hurley. New York: Vintage Books, 1980.
- Laqueur, Thomas. *Making Sex: Body and Gender from the Greeks to Freud*. Cambridge: Harvard University Press, 1990.
- Pateman, Carol. *The Sexual Contract*. Cambridge: Polity, 1988.
- Riley, Denise. *Am I That Name? Feminism and the Category of Women in History*. Minneapolis: University of Minnesota Press, 1988.
- Rubin, Gayle. "The Traffic in Women: Notes on the "Political Economy" of Sex." In *Toward an Anthropology of Women*. Edited by Rayna Reiter, 157-210. New York: Monthly Review Press, 1975.
- Scott, Joan Wallach. "Gender: A Useful Category of Historical Analysis." *American Historical Review* 91, 5 (December 1986): 1053-1075.
- Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" In *Marxism and the Interpretation of Culture*. Edited by Cary Nelson and Lawrence Grossberg, 271-313. Urbana and Chicago: University Illinois Press, 1988.

## 5. Learning Outcomes

In this course, our objectives are centered on building a body of critical knowledge and skills, those being:

### Knowledge:

- presence of binary and non-binary systems of gender and sexuality
- effect of sex and gender on relations of power between individuals
- historical and cultural construction of identity and desire
- role of feminism and intersectionality in everyday and political life

### Skills:

- using research tools
- analyzing primary and secondary sources
- reading, writing, listening, and speaking in a critical manner
- discussing issues that might offend you or others

## 6. Course Schedule

Date	Topic	Readings and assignments
Week 1	<b>Introduction, conceptualization Women, Gender &amp; Sexuality Studies, alongside race, post colonialism, feminism, and intersectionality</b>	<ul style="list-style-type: none"> <li>• Fernandez, Nadine, and Deborah Amory. Chapter 1.1, "Definitions and Concepts." In <i>Sex &amp; Gender Globally</i>. SUNY Empire State College, 2018. <a href="https://courses.lumenlearning.com/suny-esc-sexandgender/">https://courses.lumenlearning.com/suny-esc-sexandgender/</a>. Online</li> <li>• Nicholson, Sarah E. and Vanessa D. Fisher (eds.), <i>Integral voices on sex, gender, and sexuality: Critical Inquiries</i>. SUNY Press, 2014. PERLEGO</li> </ul>

Week 2	<b>Woman Constructions of femininity</b>	<ul style="list-style-type: none"> <li>• "The Ballad of Mulan Reading x Speedpaint (English &amp; Chinese)." September 19, 2020. Video, 9:02. <a href="https://www.youtube.com/watch?v=AVw3zDtP2E">https://www.youtube.com/watch?v=AVw3zDtP2E</a>.</li> <li>• Lan, Feng. "The Female Individual and the Empire: A Historicist Approach to Mulan and Kingston's Woman Warrior." <i>Comparative Literature</i> 55, 3 (Summer 2003): 229-245. E-learning</li> <li>• "Mulan: A Likely Hero." Myths and Legends. July 22, 2015. Audio, 27:08. <a href="https://www.mythpodcast.com/109/4-mulan-a-likely-hero/">https://www.mythpodcast.com/109/4-mulan-a-likely-hero/</a>. For transcript, see "Transcript-Mulan: A Likely Hero." Myths and Legends. July 23, 2015. <a href="https://www.mythpodcast.com/274/transcript-mulan-a-likely-hero/">https://www.mythpodcast.com/274/transcript-mulan-a-likely-hero/</a>.</li> <li>• <b>TO BE ADDED</b></li> </ul>
Week 3	<b>Man Constructions of masculinity</b>	<ul style="list-style-type: none"> <li>• Trufelman, Avery. "Suits: Articles of Interest #10." Produced by 99% Invisible. <i>Articles of Interest</i>. May 26, 2020. Podcast, Audio, 32:30. <a href="https://99percentinvisible.org/episode/suits-articles-of-interest-10/">https://99percentinvisible.org/episode/suits-articles-of-interest-10/</a>. For transcript, <a href="https://99percentinvisible.org/episode/suits-articles-of-interest-10/transcript">https://99percentinvisible.org/episode/suits-articles-of-interest-10/transcript</a>.</li> <li>• Proschan, Frank. "Eunuch Mandarins, Soldats Mamzelles, Effeminate Boys, and Graceless Women: French Colonial Constructions of Vietnamese Genders." <i>GLQ: A Journal of Lesbian and Gay Studies</i> 8, 4 (2002): 435-467. E-learning</li> <li>• <b>TO BE ADDED</b></li> </ul>
Week 4	<b>Movie analysis report</b>	<ul style="list-style-type: none"> <li>• <b>Mandatory movie analysis report on constructions of femininity, masculinity and application other sex and gender-related concepts in selected movies</b></li> </ul>
Week 5	<b>LGBTQ+ LGBTQIP2SAA</b>	<ul style="list-style-type: none"> <li>• Perry, Mary Elizabeth. "From Convent to Battlefield: Cross-Dressing and Gendering the Self in the New World of Imperial Spain." In <i>Queer Iberia: Sexualities, Cultures, and Crossings from the Middle Ages to the Renaissance</i>, 394-419. Edited by Michèle Aina Barale, Jonathan Goldberg, Michael Moon, Eve Kosofsky Sedgwick, Josiah Blackmore, and Gregory S. Hutchinson. Durham: Duke University Press, 1999. Perlego</li> <li>• Franco, Robert. "Transgressing Che: Irina Layevska Echeverría Gaitán, Disability Politics, and Transgendering the New Man in Mexico, 1964-2001." <i>Radical History Review</i> 136 (January 2020): 75-97. E-learning</li> <li>• <b>TO BE ADDED</b></li> </ul>
Week 6	<b>MIDTERM EXAM</b>	All students
Week 7	<b>Thinking about sources and how to start a story</b>	

Week 8	Sex, gender, and political ideologies	<ul style="list-style-type: none"> <li>• <b>TO BE ADDED</b></li> </ul>
Week 9	Sex, gender, and religion and spirituality	<ul style="list-style-type: none"> <li>• <b>TO BE ADDED</b></li> </ul>
Week 10	Sex, gender and violence and armed conflict (1)	<ul style="list-style-type: none"> <li>• <b>TO BE ADDED</b></li> </ul>
Week 11	Sex, gender and violence and armed conflict (2)	<ul style="list-style-type: none"> <li>• Gueye, Khalil. <i>Les âmes brisées: Dans l'enfer des femmes, filles, et petites filles victims des viols sexuels en RDC</i>. Kinshasa: UNFPA. 2006. Video, 32:00. <a href="https://www.youtube.com/watch?v=caLAMVI3-k8">https://www.youtube.com/watch?v=caLAMVI3-k8</a>. Online (Warning: This documentary contains graphic images of sexual violence. For English, click CC, then click Settings and select English subtitles.</li> <li>• Warner, Gregory and Nick Fountain. "The Congo We Listen To." Produced by <i>NPR Rough Translation</i>, August 28, 2017, Podcast, Audio 41:26. <a href="https://www.npr.org/2017/10/17/545879897/the-congo-we-listen-to">https://www.npr.org/2017/10/17/545879897/the-congo-we-listen-to</a>. For transcript, <a href="https://www.npr.org/transcripts/545879897">https://www.npr.org/transcripts/545879897</a>. Online</li> <li>• Optional: Heaton, Laura. "What Happened in Luvungi?" <i>Foreign Policy</i> (March-April 2013): 32-36, 10.</li> <li>• <b>TO BE ADDED</b></li> </ul>
Week 12	Sex as a commodity, beauty	<ul style="list-style-type: none"> <li>• Modern Girl Around the World Research Group. "The Modern Girl Around the World: Cosmetics Advertising and the Politics of Race and Style." In <i>The Modern Girl Around the World: Consumption, Modernity, and Globalization</i>. Edited by Alys Eve Weinbaum, Lynn M. Thomas, Priti Ramamurthy, Uta G. Poiger, Madeleine. Yue Dong, and Tani E. Barlow. 26- Durham: Duke University Press, 20-54. Perlego.</li> <li>• <i>Vogue Italia</i>. "Black Issue." July 2008. Online</li> <li>• <b>TO BE ADDED</b></li> </ul>
Week 13	Health care, sports	<ul style="list-style-type: none"> <li>• <b>TO BE ADDED</b></li> </ul>
Week 14	Podcasts listen + Q&A	All students
Week 15	<b>Final exam</b>	All students

## 7. Course Requirements and Grading – the course will be graded based on:

Class participation & engagement	15%
Midterm Exam	15%
Memos/policy papers (5)	20%
Podcast	25%
Movie analysis report	5%
Final Exam	<u>20%</u>
Total	100%

### **Class participation & engagement (15%)**

A large part of the course depends on lively discussion of the reading assignments and lectures. Approximately 50 – 70 minutes of the class will be set aside for discussion of the reading assignments. The instructor will use workshop and seminar style approach in classes aimed at interaction with students and encouraging their active participation to create an active learning environment. The tasks assigned and completed in the class will range from asking questions with the goal of fostering discussion on studied topics, to using different techniques of active student participation (turn to your neighbor technique, once around the seminar room technique, elevator speech, role reversal) to small group exercises, debates and role playing. Since active participation comprises 15% of the overall evaluation of the students' performance in this course, students are strongly encouraged to actively and engage in constructive discussions and other in-class tasks (freeriding will be noted and will not be tolerated). The instructor is interested in hearing your own well-reasoned, evidence-based views, ideas, and opinions. Reluctance to participate actively is likely to result in a mediocre mark and disruptive activity (late arrival, chat, etc.) will result in a low mark (and in extreme cases with the inability to successfully graduate from the course).

Attendance is compulsory and will be considered as a part of the class engagement and active participation grade. Any student missing more than 20% of the classes (3 full classes, 9 individual hours of classes) will have fallen the course unless special circumstances took place.

### **Midterm exam (15%)**

Testing the students' preparation, knowledge, and understanding of discussed topics until the date of the midterm exam in class, **asking 5 open questions and 5 true/false questions**. Students are strongly encouraged to read relevant required readings, assigned texts, and study materials provided by the instructor in the class, including presentations (unless specifically stated otherwise). The exam questions will aim to inquire about the students' ability to describe, analyze and critically reflect specific topics or issues (such as arguments of a scholar Y, concepts, etc.), and to think creatively and innovatively (such as outline a range of possible solutions to a problem Z). The aim of the exam is to assess the progress of students in the first half of the course and to evaluate the students' grasp of the most important topics, their understanding of it, and their critical-analytical and reasoning skills.

### **Memos/policy papers (5) (20%)**

Students are required to write 5 memos/policy papers to successfully graduate from the course. Failure to submit 3 or more position papers automatically means failing the entire course. More details can be found in a separate document in the course folder at the online UNYP e-learning platform. The goal of the memos/policy papers is not to try to find the “right” answer, as rarely such a thing exists. The memos/policy papers give students an opportunity to develop their own argumentation skills through a structured, facts-based critical-analytical reflection of a given problem, and to learn how to work with literature (proper citations, not just copying statements of others but critically reflecting them through presentation of your own objective, fact-based analytical opinion). Memos/policy papers are based on role-playing and should enable students to develop understandings of other people’s motivations, decision-making and perspectives. Presentation of student’s memos/policy papers in class and the relevant discussion about is a part of this portion of the final grade. The memos/policy paper must be submitted on eLearning every Sunday 23:59 prior to a respective class.

### **Podcast (25%)**

Each student will have to produce an original podcast. A good story – something that forces you to critically listen, and see, in a new way – is at the heart of good history/herstory. This kind of a story also makes a good podcast. Drawing from skills in research, synthesis, and analysis, the final project in this course will be to produce a podcast episode. See the relevant document titled “Assignment Guide: Podcasts” on eLearning. Deadline: 5 December 23:59.

### **Movie analysis report (5%)**

Each student will have to produce an original report that must include an appropriate bibliography and format. Deadlines, topics, and length will be fixed in the first weeks of the course. Those students who failed to fulfil the requirements that will be provided would fail and would not score any point for this part of the evaluation. Please, note that this include missing the deadlines to turn in the papers. Any form of plagiarism will be punished severely according to UNYP policies, that includes copying and pasting from the Internet or paraphrasing (sources of information must always be properly identified). Deadline: 30 September 23:59.

### **Final Exam (20%)**

Testing the students’ preparation, knowledge, and understanding of discussed topics from the class after the midterm exams until the final exam in class, **asking 5 open questions** and **5 true/false questions**. Students are strongly encouraged to read relevant required readings, assigned texts and study materials provided by the instructor in the class, including presentations (unless specifically stated otherwise). The exam questions will aim to inquire about the students’ ability to describe, analyze and critically reflect specific topics or issues (such as arguments of a scholar Y, concepts, etc.), and to think creatively and innovatively (such as outline a range of possible solutions to a problem Z). The aim of the exam is to evaluate the students’ grasp of the most important topics, their understanding of it, and their critical-analytical and reasoning skills.

## Grading scale

Letter Grade	Percent (%)	Generally Accepted Meaning	Notes
A	95-100	Outstanding work	
A-	90-94		
B+	87-89	Good work, distinctly above the average	
B	83-86		
B-	80-82		
C+	77-79	Acceptable Work	
C	73-76		
C-	70-72		
D+	67-69	Work that is significantly below average	Credits for the course will not transfer to ESC
D	63-66		Credits for the course will not transfer to ESC
D-	60-62		Credits for the course will not transfer to ESC
F	0-59	Work that does not meet the minimum standards for passing the course	No credits awarded

## 8. Key UNYP Policies

### Attendance:

-It is your responsibility to show up to class on time. If you are late, you will be marked as absent for that hour. **If you miss more than 9 (nine) hours of class for any reason, you will automatically fail the entire course. Pay strict attention to this. This class policy is standard UNYP policy.**

### Academic Honesty

- The university's rules on academic dishonesty (e.g., cheating, plagiarism, submitting false information) will be strictly enforced. Please familiarize yourself with the **student honor code** or ask your instructor for clarification.
- For examinations: copying from your neighbor, communicating with another student, using a phone or anything similar will result in you failing the exam.
- In assignments, properly note your sources with academic citations. Copying and pasting from the Internet without accurately citing the source may be considered plagiarism. Students may be required to submit papers electronically, which

could mean an automated check for plagiarism via the Turnitin resource. Students may also be required to defend the content of a paper orally to an instructor as a check on authorship.

- This list is not exhaustive, so please review the Student Code carefully and ask the instructor for clarification if you have questions. Violators will face serious penalties, including possible dismissal from the university.

## 9. General Requirements

- Students are expected to attend each class session and participate in a positive way. Through the course, we may discuss topics and opinions that some of us may find unfamiliar, sensitive, or offensive. **We examine these topics to understand them – not to condone or assault.** The instructor expects students to engage with the content and your colleagues with **respect**. Please talk to me if you feel uncomfortable, if you have questions, or if you need help.
- Students are expected to come to class fully prepared to discuss homework readings, projects, or cases.
- Students are expected to turn in homework assignments at the beginning of the class period on the day they are due. Failure to do so (late submission) will result in 50% grade deduction.
- Students are expected to leave their mobile phones, beepers, pagers, and so forth switched off.
- Students may not use laptops or netbooks for any reason other than taking notes. **Do not** surf the Web during class time. If you do, you will lose the privilege to use a laptop or netbook.
- In the event of illness or emergency, contact your instructor **in advance** to determine whether special arrangements are possible.

## 10. European Credit Transfer and Accumulation System (ECTS)

- Students who complete the course will receive 6 ECTS credits, which are the equivalent of 3 American credits. (In other words, 2 ECTS credits equal 1 American credit hour.)
- Further, 1 ECTS credit corresponds to 25-30 hours of work. Thus, a 6-credit ECTS course (equivalent to a 3-credit American course) will total 150-180 projected work hours.

## 11. Technology Expectations

Assignments, excluding those that are carried out exclusively in class, must be completed on a computer. Students are assumed to be familiar with the use of the Internet and with the gathering of data from the Worldwide Web. This will be a necessary tool for carrying out some of the course assignments (i.e., long essay or class presentations). We will also use Zoom, as necessary, and Flipgrid to record and submit podcasts.



*Revised: Hlouchova, 14 March, 2022*