

Spring 2016: GPHIL5406
Gender and Its Discontents
New School for Social Research
Tuesday 4:00-5:50 p.m.
63 Fifth Avenue, Room 304

Professor: Alice Crary (NSSR)
6. E. 16th St., Room 1115
crarya@newschool.edu
(212) 229-5707 ext. 3074
Off. hrs: Th 4-6 and by appt.

Professor: Terri Gordon (SPE)
66 W. 12th St., Room 908
gordont@newschool.edu
(212) 229-5119
Off. hrs: Th. 11-1 and by appt.

Gender and Its Discontents

Course Description

This is the required core course for the new university-wide graduate certificate in Gender and Sexuality Studies. The starting point for the course is the acknowledgement that sex- and gender-based modes of social organization are pervasive and, further, that their prominence and persistence gets reflected in sex- and gender-conscious research across the humanities, the arts, the social sciences, design and fashion, and studies dedicated to social policies and innovative strategies for social intervention. The main aims of the course are two-fold: (1) to provide a maximally in-depth survey of influential theoretical approaches to sex and gender and, in addition, (2) to capture the significance of the different approaches by discussing them in reference to a range of historically salient and politically pertinent cases.

This course is specifically focused on crafting a narrative that explains the fundamental appeal of – while also bringing out disagreements among – the following theories of gender and sexuality: standpoint theory, object relations theory, theories of intersectionality, Marxian feminisms, French feminisms, poststructuralist theory, queer theory, gender skepticism, affect theory, analytic gender theory and transnational feminist theory. The syllabus will align theoretical approaches with illustrative cases taken from historical texts, works of art and visual or material culture and journalistic sources such as documentary films. Cases will include (but not be limited to) sexual harassment and assault, transgender experience, and the French debate about the veil.

Learning Outcomes

At the end of this course, you should be able to: (1) Demonstrate a competence in, at a graduate level, interdisciplinary analysis as well as an ability to understand and evaluate work from a variety of disciplines in the area of gender and sexuality; (2) Demonstrate an understanding of, at a graduate level, how attitudes to gender affect individual experience, artistic production, artifact design, modes of social and spatial organization; (3) Demonstrate a competence in, at a graduate level, key theoretical and methodological approaches to the study of gender and sexuality; (4) Critically review the argumentative merits and moral and political significance of theoretical texts read during the semester; (5) Demonstrate the ability to write thoughtful graduate-level seminar papers on gender and sexuality that are based on original qualitative or quantitative research and involves the consultation of scholarly literatures; (6) Demonstrate the ability to, at a graduate level explain and defend views effectively and rationally.

Required Texts and Other Resources

All required and recommended course readings will be made available either in class or on our class Canvas site. If you are an *official* auditor in this class, you will have access to our course Canvas site. If you are an *unofficial* auditor, you will not have access to it. It should be possible to give unofficial auditors electronic access to course materials. If this is your situation, we can discuss arrangements after our first course meeting.

Course Requirements/Graded Activities

Participation	10%
Two posts on course materials	15%
One 5pp. paper	30%
One 8-10pp. paper	45%
<hr/>	
TOTAL	100%

Participation

Participation is mandatory. Although this is a lecture course, we will devote substantial time each session for questions and discussion. You should come to class having done the required readings for the day in question. The readings vary in length, but we will ensure that required readings are manageable, adjusting them whenever appropriate responsiveness to the dynamic of the course (or the schedules of outside speakers) calls for doing so. Each student is expected to engage in the class. There are lots of ways to contribute productively. One is to share your own reflections and questions about the course materials. Another is to try to bring out the interest of, and connections among, things others have to say. Please do not remain silent because you have concerns about the dynamics and are persuaded what you feel won't be valued. Should you feel intimidated or silenced, please let us know right away. We take classroom climate issues enormously seriously, and we are determined to make our shared space welcoming to all. If speaking publicly is for some other reason an unreasonable burden for you, please consult with us, and we will arrange for you to get credit for participation in some other way. Half of your participation grade is based on class attendance, and the other half is based on your engagement in class.

Postings

Students will be required to post brief comments on course readings at least twice during the semester. These short texts should demonstrate that you have been reading and documenting your assessments of and reactions to the material and, where relevant, its relation to your own practice or course of study. Our aim is to create a forum in which you may exchange ideas about the most salient issues raised in class. We encourage you to post on a weekly basis, if possible. The ideal is not to summarize but to express your developing understanding of argumentative and political strategies employed by authors. This assignment will be assessed on a pass/fail basis. As long as you produce the two required posts, you will get full marks (i.e., the equivalent of an A).

Short paper

This is an essay that is both exegetical and critical. You should demonstrate your grasp of the material by clearly capturing one or more positions we have discussed. You should also give expression to your independent critical take on the material. Is this a theoretically defensible

way to think about gender? What are its real-world implications? Although we will not circulate paper topics, we will discuss appropriate strategies in class, and we will be happy to meet with anyone who wants help coming up with a suitable topic.

Final paper

This is a substantive contribution to one or more of our theoretical conversations. You will be expected not only to demonstrate your appreciation of existing contributions but also to develop an original perspective and defend it on theoretical and political grounds. Where appropriate, we encourage you to develop lines of thought that bear productively on your own practice or course of study. Although we will not circulate paper topics, we will discuss appropriate strategies in class, and we will be happy to meet with anyone who wants help coming up with a suitable topic.

Contacting us

Our contact information is at the top of the first page of this syllabus. You can sign up for an appointment with either of us through Starfish. If our regular times are impossible for you, either of us can make an arrangement to meet at a time that works better. You should feel free to email us about any course-related issue, no matter how small. We are both on email regularly and can respond immediately to logistical as well as smaller substantive queries, and we can also schedule appointments to discuss larger issues. This is the best way to reach us. Please only use our phones for emergencies.

On fairness and the methods of this course

There is good evidence to suggest that implicit or unconscious bias is a serious issue in academic settings, and that it puts women and members of other underrepresented groups at a substantial disadvantage. One recommended strategy for combating implicit bias is to do anonymous assessment. With an eye to fairness, we will evaluate your work anonymously as far as possible. We will give you instructions on submitting your papers in a manner consistent with anonymous assessment when we give out the paper assignments. (See the schedule below.) Another recommended strategy for combating implicit bias is to attend carefully to how one interacts with students (e.g., what form of address is used, how often speaking time is granted and to whom, and how much time individual students spend speaking). Throughout the semester, we will monitor our own practice, both in class and in meetings with students, with an eye to being fair to all.

If you believe that there is something amiss with the evaluation of an assignment of yours, we urge you to let us know. We are open to discussion and happy to re-read assignments. Our standard practice will be for Professor Crary to assess the work of NSSR students and for Professor Gordon to assess the work of students from elsewhere in the university. However, any student may request to have their work read by either of us. In cases of a dispute, we will both read your work.

Student Course Ratings

During the last two weeks of the semester, students are asked to provide feedback for each of their courses through an online survey and cannot view grades until providing feedback or officially declining to do so. Instructors rely on course rating surveys for feedback on the course and teaching methods, so they can understand what aspects of the class are most successful in teaching students, and what aspects might be improved or changed in future. Without this information, it can be difficult for an instructor to reflect upon and improve teaching methods and course design. In addition, program/department chairs and other administrators review course surveys.

Course policies

This course will adhere to New School academic policies. These include the following:

1. Policy on attendance and lateness

- * Absences may justify some grade reduction and a total of four unexcused absences mandate a reduction of one letter grade for the course.
- * More than four absences mandate a failing grade for the course, unless there are extenuating circumstances, such as the following:
 - an extended illness requiring hospitalization or visit to a physician (with documentation)
 - a family emergency, e.g. serious illness (with written explanation)
 - observance of a religious holiday

The attendance and lateness policies are enforced as of the first day of classes for all registered students. If registered during the first week of the add/drop period, the student is responsible for any missed assignments and coursework.

For significant lateness, the instructor may consider the tardiness as an absence for the day. Students failing a course due to attendance should consult with an academic advisor to discuss options.

- ### 2. Policy on academic honesty and integrity. For details, you should consult <http://www.newschool.edu/policies>. Of particular importance is the policy on plagiarism. Plagiarism is the unacknowledged use of someone else's work as one's own in all forms of academic endeavor (such as essays, theses, examinations, research data, creative projects, etc.), intentional or unintentional. Plagiarized material may be derived from a variety of sources, such as books, journals, internet postings, student or faculty papers, etc. This includes the purchase or "outsourcing" of written assignments for a course. A detailed definition of plagiarism in research and writing can be found in the fourth edition of the MLA Handbook for Writers of Research Papers, pages 26-29. For further information on plagiarism, you should consult the Learning Center's website: <http://www.newschool.edu/learning-center/virtual-handout-drawer/>

3. Policies for studio assignments

Work from other visual sources may be imitated or incorporated into studio work if the fact of imitation or incorporation and the identity of the original source are properly acknowledged. There must be no intent to deceive; the work must make clear that it emulates or comments on the source as a source. Referencing a style or concept in otherwise original work does not constitute plagiarism. The originality of studio work that presents itself as "in the manner of" or as playing with "variations on" a particular source should be evaluated by the individual faculty member in the context of a critique. Incorporating ready-made materials into studio work as in a collage, synthesized photograph or paste-up is not plagiarism in the educational context. In the commercial world, however, such appropriation is prohibited by copyright laws and may result in legal consequences.

4. Policy on intellectual property rights:

Please see <http://www.newschool.edu/student-rights-and-responsibilities/other-policies>

Academic resources for students

Important resources include the *Leaning Center* (66 W. 12th Street, 6th Floor) and the office for *Student Disability Services*. In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet with us privately. All conversations will be kept confidential. Students requesting any accommodations will also need to contact Student Disability Service (SDS). SDS will conduct an intake and, if appropriate, the Director will provide an academic accommodation notification letter for you to bring to us. At that point, we will review the letter with you and discuss these accommodations in relation to this course. Student Disability Services is located at 80 Fifth Avenue, 3rd Floor. The phone number is (212) 229-5626. Students and faculty are expected to review the Student Disability Services webpage. The webpage can be found at <http://www.newschool.edu/student-disability-services> and the office is available to answer any questions or concerns.

Tentative schedule of classes and assignments (Please note that the schedule may be adjusted to accommodate outside speakers and other events.)

1. **Tuesday, January 26. *Introductions.*** Introductory remarks on the design and mechanics of the course. Introductions. Introductory remarks on the very idea of feminist theory.

Today in class we will project images of some of the thinkers whose work we will be discussing.

No required readings.

Resources:

- Frye, Marilyn, "Oppression," in *The Politics of Reality: Essays in Feminist Theory* (1983)
- hooks, bell, "Feminism: A Movement to End Sexist Oppression," in *Feminist Theory: From Margin to Center* (2000)
- Lorde, Audre, "The Master's Tools Will Never Dismantle the Master's House" (1984), in *Sister Outsider: Essays and Speeches by Audre Lorde* (2007)
- Lugones, Maria and Elizabeth Spelman, "Have We Got a Theory for You! Feminist Theory, Cultural Imperialism and the Demand for 'the Woman's Voice'," *Women's Studies International Forum* (1983)
- Moraga, Cherie and Gloria Anzaldua, "Theory in the Flesh," in *This Bridge Called My Back: Writings by Women of Color* (1984)
- Rich, Adrienne, "When We Dead Awaken" (1972), in *On Lies, Secrets and Silence: Selected Prose 1966-1978* (1995)

Unit I. Feminist Theories – as Backdrop and Dialectical Partners for Theories of Gender

2. **Tuesday, February 2. *Women's Rights and Human Rights: a Thumbnail Sketch from the Enlightenment to the 1970s***

Today in class we will project images/caricatures of the historical events and figures under discussion for this week.

Required readings:

- “Declaration of Sentiments and Resolutions,” Women’s Rights Convention, Seneca Falls, 1848, <http://ecssba.rutgers.edu/docs/seneca.html>
- Sojourner Truth, “Ain’t I a Woman?” Women’s Rights Convention, Akron, Ohio 1851
- Simone de Beauvoir, “Introduction” to *The Second Sex* (1949 / 2011)
- Wollstonecraft, Mary, “Of the Pernicious Effects Which Arise from the Unnatural Distinctions Established in Society,” Chapter 9 of *Vindication of the Rights of Women* (1792), available at www.bartleby.com/144/9.html

Additional resources:

- Anonymous, “A Word to the Wives,” 1955, a thirteen minute film, available at <https://www.youtube.com/watch?v=q7EN8CkMY0A>
- Anthony, Susan B. “Constitutional Argument: Speech After Being Convicted for Voting in the 1872 Presidential Election”
- De Beauvoir, Simone, “Childhood” from *The Second Sex* (1949 / 2011)
- “Equal Rights Amendment,” <http://www.gpo.gov/fdsys/pkg/GPO-CONAN-1992/pdf/GPO-CONAN-1992-8.pdf>
- Friedan, Betty, *The Feminine Mystique* (1963), Chapter 1 (“The Problem That Has No Name”) (See also <http://new.livestream.com/TheNewSchool/feminine-mystique>, a video of a symposium on *The Feminine Mystique* organized by Laura Auricchio and Claire Potter in 2012).
- Grimke, Angelina. “Human Rights Not Founded on Sex,” in *Letters to Catherine Beecher*, Isaac Knapp, 1838
- Mill, John Stuart, *The Subjection of Women* (1869), Chapter 1
- Rosler, Martha, “Semiotics of the Kitchen,” 1975, a six-minute film, available at <https://www.youtube.com/watch?v=3zSA9Rm2PZA>
- Taylor, Harriet, excerpt from “The Enfranchisement of Women” (1851), available at <http://womhist.alexanderstreet.com/awrm/doc15.htm>

3. Tuesday, February 9. *From Consciousness Raising and Standpoint to Intersections Within Feminist Theory*

Today in class we will look at a clip from *Anita: Speaking Truth to Power* (dir. Frieda Mock, 2013)

Required readings:

- Crenshaw, Kimberlé, “Whose Story is it, Anyway? Feminist and Antiracist Appropriations of Anita Hill,” in Toni Morrison, ed., *Race-ing Justice, En-Gendering Power: Essays on Anita Hill, Clarence Thomas and the Construction of Social Reality* (1992)
- Nina Totenberg, “Introduction” to *The Complete Transcripts of the Clarence Thomas-Anita Hill Hearings, October 11, 12, 13, 1991* (1994)

Additional resources:

- Cameron, Barbara, “Gee – You Don’t Seem Like an Indian from the Reservation,” in *This Bridge Called My Back: Writings by Radical Women of Color* (1984)

- Crenshaw, Kimberlé, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color" (This is available online at http://socialdifference.columbia.edu/files/socialdiff/projects/Article__Mapping_the_Margins_by_Kimblere_Crenshaw.pdf) (1993)
- Hartsock, Nancy, "The Feminist Standpoint: Developing the Ground for a Specifically Feminist Historical Materialism," in Sandra Harding and Merrill Hintikka, eds., *Discovering Reality: Feminist Perspectives on Epistemology, Metaphysics, Methodology, and Philosophy of Science* (1983)
- hooks, bell, "Feminism and Racism" (2000)
- MacKinnon, Catharine, "Consciousness Raising," in *Toward a Feminist Theory of the State* (1991)
- Moraga, Cherrie, "La Guera," in *This Bridge Called My Back* (1984)
- Spelman, Elizabeth, "Introduction" in *Inessential Woman: Problems of Exclusion in Feminist Thought* (1990)
- Williams, Patricia, "On Being the Object of Property," *Signs: Journal of Women in Culture and Society* (1988)
- Yamato, Gloria, "Something about the Subject Makes it Hard to Name," in *Making Face, Making Soul, Haciendo Caras: Creative and Critical Perspectives by Feminists of Color* (1990)
- Young, Iris Marion, "House and Home: Feminist Variations on a Theme," in *Intersecting Voices* (1997)

4. Tuesday, Feb. 16. *Psychoanalysis and French Feminism*

Today in class we will project images of deeply-embedded cultural myths from Bram Dijkstra's *Idols of Perversity: Fantasies of Feminine Evil in Fin-de-Siècle Culture* (Oxford, 1988)

Required readings:

- Cixous, Hélène. "The Laugh of the Medusa," *Signs*, Vol. 1, No. 4 (1976): 875-93.
<http://www.jstor.org/stable/3173239>
- Irigaray, Luce. "This Sex Which is Not One," in *This Sex Which is Not One* (1985)
- Kristeva, Julia. "Woman is Never What We Say" (1974 interview / 1996 translation)

If you are not familiar with psychoanalytic theory please also read the following short texts, which will provide the background necessary to understand the readings above:

- Freud, Sigmund. "Some Psychological Consequences of the Anatomical Distinction between the Sexes" (1925)
- Lacan, Jacques. "The Mirror Stage" (1949)

Additional resources:

- Beauvoir, Simone, "Introduction" to *The Second Sex* (1949) (This text is required for Week 2.)
- Chodorow, Nancy, "Gender, Relation and Difference in Psychoanalytic Perspective," in Zanardi, Claudia, ed., *Essential Papers in Psychoanalysis* (1990)
- Cixous, Helene, "The Newly Born Woman" (1986)
- Spivak, Gayatri Chakravorty. "French Feminism Revisited: Ethics and Politics," in

Feminists Theorize the Political, eds. Judith Butler and Joan W. Scott (Routledge, 1992): 54-85.

5. **Tuesday, February 23rd. *Marxian and Socialist Feminisms***

Claire Potter will visit our class today.

First posting must be up by class time today

Required readings:

Hartmann, Heidi, "The Unhappy Marriage of Marxism and Feminism: Towards a More Progressive Union" (1979), in Lydia Sargent, ed., *Women and Revolution: A Discussion of the Unhappy Marriage Between Marxism and Feminism* (1981)

Fraser, Nancy, "Feminism, Capitalism and the Cunning of History," *New Left Review* (2009)

Scott, Joan W. "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91, no. 5 (1986), 1053-75.

Additional Resources:

Arruzza, Cinzia, *Dangerous Liaisons: The Marriages and Divorces of Marxism and Feminism* (2013)
Chapter 1

Barrett, Michelle, "Capitalism and Women's Liberation," in Linda Nicholson, ed., *The Second Wave: A Reader in Feminist Theory* (1997)

Davis, Angela, "The Approaching Obsolescence of Housework: A Working-Class Perspective," in *Women, Race and Class* (1981)

Hartsock, Nancy, "The Feminist Standpoint: Developing the Ground for a Specifically Feminist Historical Materialism," in *Discovering Reality* (1983) (This text is also listed as a resource for week 3.)

Bhavnani, Kum-Kum and Margaret Coulson, "Transforming Socialist-Feminism: The Challenge of Racism" in *Feminist Review* (2005)

Lukács, Georg, "Reification and the Standpoint of the Proletariat," in *History and Class Consciousness* (1923 / 1972)

Parker, Pat, "Revolution: It's Not Neat or Pretty or Quick," in *This Bridge Called My Back: Writings by Radical Women of Color* (1984)

Marx, Karl, "Estranged Labor" from *Economic and Philosophic Manuscripts of 1844*

Unit II. Theories of Gender

6. **Tuesday, March 1st. *Performativity and other Gender-Related Themes from Poststructuralism and Postmodernism***

In class, we will look at images from Cindy Sherman's Untitled Film Stills Series.

5pp. paper assignment discussed in class today

Required readings:

Butler, Judith, "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory," *Theatre Journal* (1988)

Additional resources:

Beauvoir, Simone, "Introduction" to *The Second Sex* (1949) (This text is required for Week 2.)

Bordo, Susan, "Feminism, Postmodernism and Gender Skepticism," in Linda Nicholson, ed., *Feminism/Postmodernism* (1989)

Butler, Judith, "Subjects of Sex/Gender/Desire," in *Gender Trouble* (1990)

----- "Critically Queer" (1993)

Fausto-Sterling, Anna, "The Five Sexes: Why Male and Female are Not Enough," in *The Sciences* (1993)

Fraser, Nancy and Linda Nicholson, "Social Criticism without Philosophy: An Encounter Between Feminism and Postmodernism," in *Feminism/Postmodernism* (1989)

Irigaray, Luce, "Questions," in *This Sex Which is Not One* (1985)

Monique Wittig, "One is not Born a Woman" (1979) and "The Straight Mind" (1978) in *The Straight Mind and Other Essays* (1992)

Zerilli, Linda, "Doing without Knowing: Feminism's Politics of the Ordinary," *Political Theory* (1998)

Visual Resources

The Complete Untitled Film Stills Cindy Sherman

<http://www.moma.org/interactives/exhibitions/1997/sherman/>

7. Tuesday, March 8th. *Gesture, Form, and Queer Desire*

Ricardo Montez will visit our class today/a combined class

PLEASE NOTE: Today's class will meet in a different location because we will be doing a joint session with a class of Professor Ricardo Montez

5pp. paper due before class today

Required Readings

"Gestural Pleasure," "The Form-Pleasure," and "The Line's Desire" from Jean-Luc Nancy, *The Pleasure in Drawing*

"Gesture in Mambo Time" from Juana María Rodríguez, *Sexual Futures, Queer Gestures, and Other Latina Longings*

"Queerness as Horizon: Utopian Hermeneutics in the Face of Gay Pragmatism" and

"Ghosts of Public Sex: Utopian Longings, Queer Memories" from José Esteban Muñoz, *Cruising Utopia: The Then and There of Queer Futurity*

8. Tuesday, March 15th. *Masculinity Studies*

Today, Fabio Parasecoli, Associate Professor and Director of the Food Studies Initiative will visit our class and talk to us about the development of Masculinity Studies and also, specifically, about masculinity, food and body image.

We will do a quick, anonymous midterm survey at the end of class.

Required Readings

Connell, RW, "Hegemonic Masculinity: Rethinking the Concept"

Parasecoli, Fabio, "Hard Bodies"

Shugart, Helene, "Managing Masculinities: The Metrosexual Moment"

Additional Resources

Aarseth, Helene and Bente Marianne Olsen, "Food and masculinity in dual-career couples"

Flood, Michael, "Men, Sex, and Homosexuality: How Bonds between Men Shape Their Sexual Relations with Women"

Grogan and Richard, "Body Image"

***Tuesday, March 22nd: SPRING BREAK**

9. Tuesday, March 29th. *Post-Humanist Theory and New Materialisms*

Today in class we will look at a clip from *Battlestar Galactica* (created by Glen A. Larson)

Required Readings

Ahmed, Sara, "Imaginary Prohibitions: Some Preliminary Remarks on the Founding Gestures of the 'New Materialism,'" in *European Journal of Women's Studies* (2008)

Haraway, Donna J., "A Cyborg Manifesto: Science, Technology and Socialist-Feminism in the Late Twentieth Century" (1985), in *Simians, Cyborgs and Women: The Reinvention of Nature* (1991).

Additional Resources

Barad, Karen, "Posthumanist Performativity: How Matter Comes to Matter," in Stacey Alamo and Susan Hekman, *Material Feminisms* (2008)

Braidotti, Rosi "Post-Humanism: Life Beyond the Self," Chapter 1 of *The Posthuman* (2013)

Davis, Noela, "New Materialism and Feminism's Anti-Biologism: A Response to Sara Ahmed," in *European Journal of Women's Studies* (2009)

Haraway, Donna J., "Otherwordly Conversations, Terran Topics, Local Terms" (1992), in *Material Feminisms* (2008)

Massumi, Brian, "The Autonomy of Affect," in *Cultural Critique* (1995)

Ruth Leys, "The Turn Toward Affect: A Critique," in *Critical Inquiry* (2011)

Tuana, Nancy, "Viscous Porosity: Witnessing Katrina," in *Material Feminisms* (2008)

Van der Tuin, I., "Deflationary Logic: Response to Sara Ahmed's 'Imaginary Prohibitions: Some Preliminary Remarks on the Founding Gestures of the 'New Materialism'" (2008)

Wolfe, Cary, "What is Posthumanism?" the Introduction to *What is Posthumanism?* (2009)

10. Tuesday, April 5th. *Transgender Experiences and its Implications for Theory*

Today's session is generously sponsored by the Arcus Foundation and by Gender and Sexuality Studies. We will have as a guest lecturer Paisley Currah, Professor of Political Science at Brooklyn College and the Graduate Center of the City University of New York (CUNY).

Required Readings

Stone, Sandy, "The Empire Strikes Back: A posttranssexual manifesto," *Transgender Studies Reader*, pp. 221-235.

Stryker, Susan, "An Introduction to Transgender Terms and Concepts," from *Transgender History* (Seal, 2008)

TSQ: Transgender Studies Quarterly, Vol. I, nos 1/2: "Brown Bois," "Child," "Cisgender," "Film," "Intersex," "Monster," "Performativity," "Subaltern," "Surgery," "Transgender," "Transition," "Umbrella" and "Wrong Body."

Additional Resources

Amal, Kike and Susan Stryker, excerpt from *Bordered Lives: Transgender Portraits from Mexico*, (This book won't be published until February.)

Butler, Judith, "Undiagnosing Gender," in Paisley Currah et al., *Transgender Rights* (2006)

Currah, Paisley and Susan Stryker, "Introduction" to the first issue of *Transgender Studies Quarterly* (2014)

Currah Paisley, "Gender Pluralisms under the Transgender Umbrella," in *Transgender Rights* (2006)

Kubchandani, Kareem, "Staging Transgender Solidarities at Bangalore's Queer Pride," in *Transgender Studies Quarterly* (2014)

Meyerowitz, Joanne, "A 'Fierce and Demanding' Drive," in *The Transgender Studies Reader*, p.362-386.

Spade, Dean, Chapter 1 of *Normal Life: Administrative Violence, Critical Trans Politics and the Limits of Law* (2011)

Teich, Nicholas M., "What Does it Mean to be Transgender?: An Introduction to the Term," in *Transgender 101: A Simple Guide to a Complex Issue* (2012)

III. Gender in Practice

11. Tuesday, April 12th. *Gender in an Image-Suffused World*

Margot Bouman will visit our class today

A focal point of discussion will be work of the artist Amie Siegel

Required Readings

Doane, Maryanne, "Film and the Masquerade: Theorizing the Female Spectator."

Foucault, Michael, "What is an Author?"

Additional Resources

Mulvey, Laura. "Visual Pleasure and Narrative Cinema," *Screen* 16, no. 3 (1975), reprinted in *Visual and Other Pleasures*, 2nd edition (2009).

Mulvey, Laura, "The Death Drive: Narrative Movement Stilled."

Nochlin, Linda. "Why Have There Been No Great Women Artists?," (1970), reprinted in *Women, Art and Power* (1988).

Silverman, Kaja. "Fassbinder and Lacan: A Reconsideration of Gaze, Look, and Image," in *Male Subjectivity at the Margins* (Psychology Press, 1992).

Ukeles, Mierle Laderman, "Maintenance Art Manifesto: Proposal for an exhibition 'care'" (1969).

12. Tuesday, April 19th. *Gender in the Global Scene: the Veil in France as Case-Study*

Today in class we will project images of work by Iranian artist Shirin Neshat

Second posting must be up by class today

Required Readings

Kramer, Jane, "Taking the Veil: How France's Public Schools Became the Battleground in a Culture War," in *The New Yorker*, November 22, 2004

Chrisafis, Angelique, "Muslim Women Protest on First Day of France's Face Veil Ban," in *The Guardian*, April 11, 2011

Abu-Lughod, Lila, "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others," in *American Anthropologist* (2002)

Additional Resources

Berenin, Laure "Accounting for French Feminism's Blindness to Difference: The Inescapable Legacy of Universalism", NYU Symposium: "Feminism/s Without Borders: Perspectives from France and the United States", Oct 2009

Butler, Judith, "Introduction (Precarious Life, Grievable Life)" and "Sexual Politics, Torture, and Secular Time" in *Frames of War* (2010)

Crosby, Emily, "Faux Feminism: France's Veil Ban as Orientalism," in *Journal of International Women's Studies* (2014)

Naber, Nadine, "Transnational Anti-Imperialism and Middle East Women's Studies," in *Jadaliyya* (2 Jul 2013) <http://www.jadaliyya.com/pages/index/12584/transnational-anti-imperialism-and-middle-east-wom>

Sharp, Diamond, "Bridging the Disconnect: Unveiling the Hijab and Islamic Feminism," available at http://youngchicagoauthors.org/girlspeak/features_bridging_the_disconnect_unveiling_the_hijab_and_islamic_feminism_by_diamond_sharp.htm

Steans, Jill "Gender, Feminism and International Relations," in *Gender in International Relations*, Cambridge, Polity Press (1998 / 2013)

Wali, Adriane Choukour, "France and Islamic Feminism: Intersectionality in the Republic," in *Open Democracy* (2014)

Audio and Visual Resources

Shirin Neshat, Gladstone Gallery

<http://www.gladstonegallery.com/artist/shirin-neshat/#&panel1-1>

Shirin Neshat, "Speechless," *Without Boundary: Seventeen Ways of Looking* (MoMA, 2010).

<https://itunes.apple.com/us/podcast/shirin-neshat.-speechless./id437505592?i=315496771&mt=2>

Shirin Neshat, "Eroticism in Women of Allah," *Without Boundary: Seventeen Ways of Looking* (MoMA, 2010).

<https://itunes.apple.com/us/podcast/shirin-neshat.-eroticism-in/id437505592?i=315496770&mt=2>

13. Tuesday, April 26th. *Torture and Terror*

8-10pp. paper assignment discussed in class today

Required Readings

Elaine Scarry, "The Structure of Torture: The Conversion of Real Pain into the Fiction of Power," in *The Body in Pain*

Ariel Dorfman, *Death and the Maiden*

14. Tuesday, May 3rd. *Gender, Fashion and the Body*

Today we will have as a guest lecturer Francesca Granata, Assistant Professor of Fashion Studies at Parsons

All students do course ratings this week in class

Required Readings:

Arnold, Rebecca, Chapter 3, "The Eroticized Body," in *Fashion, Desire, and Anxiety: Image and Morality in the 20th Century*, New Brunswick, N.J., Rutgers University Press, 2001

Entwistle, Joanne, "Power Dressing and the Construction of the Career Women," recently republished in Malcolm Barnard, *Fashion Theory: A Reader*

Additional Resources

Nead, Lynda, "Theorizing the Female Nude," *The Female Nude: Art, Obscenity and Sexuality*, London, Routledge, 1992

Russo, Mary J., "Introduction," *The Female Grotesque: Risk, Excess, and Modernity*, New York, Routledge, 1995

15. Tuesday, May 10th. *Conclusions*

For our last class, we will have a small reception and a summary discussion about strengths and weaknesses of the course.

8-10pp. paper due by class time today