

# GENDER STUDIES CAPSTONE

Carroll College | GNDR 489 | Spring 2019

Class: Monday and Wednesday 3:45–5:00 | St. Charles 017

Office Hours: Email professors for office hours appointments

Leslie Angel, Ph.D. |

Jeanette M. Fregulia, Ph.D. |

Eric Daryl Meyer, Ph.D. |

## COURSE DESCRIPTION AND LEARNING OBJECTIVES:

The Gender Studies capstone immerses students in an array of important texts and conversations, primarily from the past century, surrounding gender and sexuality. Our time together this semester will be spent in seminar-style discussions engaged with key texts, learning about all the ways that human life is tangled up with conceptions and misconceptions of gender and sexuality.

Upon completing this course students will have: (1) carried out a significant interdisciplinary research project in gender studies; (2) synthesized learning from coursework across the gender studies minor; (3) gained facility and familiarity with major texts of gender theory and utilized at least one of these texts for critical scholarly analysis; (4) understood historical developments and trajectories in theories of gender and sexuality; (5) developed communication skills necessary to discuss sensitive and controversial questions surrounding gender and sexuality with a variety of audiences.

## COURSE SCHEDULE AND READINGS:

M 1.14 Introduction and Course Syllabus

W 1.16 Starting the Conversation

- Chimamanda Ngozi Adichie, *Dear Ijeawele, Or, A Feminist Manifesto in 15 Suggestions* (New York: Anchor Books, 2017)

M 1.21 *No Class: Dr. Martin Luther King Jr. Day*

## GENDER THEORY: MAJOR TEXTS

W 1.23 Historical Perspectives on Gender

- Aristotle, “On a Good Wife,” 330 BCE
- Galen, *On the Wandering Womb*
- Gregory of Nyssa, *De hominis opificio*, (excerpt)
- Wayne Meeks, “The Image of the Androgyne: Some Uses of a Symbol in Earliest Christianity.” *History of Religions* 13, (1974): 165-208

M 1.28 Simone de Beauvoir I

- Simone de Beauvoir, *The Second Sex*, trans. by Constance Borde and Sheila Malvany-Chevallier (New York: Vintage Books, 2009), Volume I, Introduction and Parts One and Three.

W 1.30 Simone de Beauvoir II

- Simone de Beauvoir, *The Second Sex*, trans. by Constance Borde and Sheila Malvany-Chevallier (New York: Vintage Books, 2009), Volume II, Introduction and Chapters 1–7.
- **Due:** Final Project Abstracts.

M 2.4 Simone de Beauvoir III

- Simone de Beauvoir, *The Second Sex*, trans. by Constance Borde and Sheila Malvany-Chevallier (New York: Vintage Books, 2009), Volume II, Chapters 8–14 and Conclusion.

W 2.6 Michel Foucault I

- Michel Foucault, *The History of Sexuality: Volume 1: An Introduction*, trans. Robert Hurley (New York: Pantheon Books, 1978), Parts 1 and 2.

M 2.11 Michel Foucault II

- Michel Foucault, *The History of Sexuality: Volume 1: An Introduction*, trans. Robert Hurley (New York: Pantheon Books, 1978), Parts 3 and 4.

W 2.13 Final Project Student Work Day

- Reminder: SURF applications due by Friday, Feb. 15

M 2.18 Michel Foucault III

- Michel Foucault, *The History of Sexuality: Volume 1: An Introduction*, trans. Robert Hurley (New York: Pantheon Books, 1978), Part 5.

W 2.20 Audre Lorde

- Lorde, Audre. "Age, Race, Class, and Sex: Women Redefining Difference," "Eye to Eye: Black Women, Hatred, and Anger," and "The Master's Tools Will Never Dismantle the Master's House" in *Sister Outsider: Essays and Speeches* (Berkeley, CA: Crossing Press, 1984).

M 2.25 Judith Butler I

- Judith Butler, *Gender Trouble: Feminism and the Subversion of Identity* (New York: Routledge, 1990), Preface and Chapter 1.

W 2.27 Judith Butler II

- Butler, *Gender Trouble: Feminism and the Subversion of Identity* (New York: Routledge, 1990) Chapter 2.

3.4–8 *No Class!: Spring Break!*

M 3.11 Judith Butler III

- Butler, *Gender Trouble: Feminism and the Subversion of Identity* (New York: Routledge, 1990), Chapter 3.

**MASCULINITIES:**

W 3.13 Hegemonic and Aggrieved Masculinity

- R.W. Connell, "Hegemonic Masculinity," .
- Mahita Gahanan, "Toronto Van Attack Suspect..." *Time.com* 4.25.18

M 3.18 James Baldwin on Masculinity and Race

- James Baldwin, "Freaks and the American Ideal of Manhood," in *Collected Essays*, ed. Toni Morrison, (New York: Library of America, 1998) 814-29.
- James Baldwin, "Notes of a Native Son," in *Collected Essays*, ed. Toni Morrison, (New York: Library of America, 1998) 63-84.

W 3.20 Final Project Student Work Day

- **Due:** Final Project Preliminary Draft

**GENDER AND RELIGION:**

M 3.25 Why is "he" God?

- Elizabeth Johnson, "Feminist Theology and Critical Discourse About God," in *She Who Is: The Mystery of God in Feminist Theological Discourse* (New York: Crossroad, 1992), ch.2.
-

W 3.27

Women in Islam:

- Qur'an – Surah 19, Mary
- Amina Wadud, *The Qur'an and Women* (New York: Oxford University Press, 1999).

M 4.1

Sexuality and Religion:

- Craig A. Ford, "Transgender Bodies, Catholic Schools, and a Queer Natural Law Theology of Exploration," *Journal of Moral Theology*, 7 no 1 (Jan 2018), p 70-98

### **GENDER IN ECOLOGICAL PERSPECTIVE:**

W 4.3

The Sexual Politics of Meat I

- Carol Adams, *The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory*. 20th Anniversary Edition (New York: Continuum, 2010), chapters 1–5.

M 4.8

The Sexual Politics of Meat II

- Carol Adams, *The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory*. 20th Anniversary Edition (New York: Continuum, 2010), chapters 6–9, and Epilogue.

W 4.10

The Gendered Ecology of Rationalities

- Val Plumwood, *Feminism and the Mastery of Nature* (New York: Routledge, 1993), Introduction and ch. 1.

M 4.15

Final Project Student Work Day

- **Due:** Final Draft of Project

### **QUEER THEORIES**

W 4.17

Queer Art of Failure I:

- Jack Halberstam, *The Queer Art of Failure* (Durham, NC: Duke University Press, 2011), Introduction, Chapters 1–2.

M 4.22

*No Class: Easter Monday*

W 4.24

Queer Art of Failure II:

- Jack Halberstam, *The Queer Art of Failure* (Durham, NC: Duke University Press, 2011), Chapters 3–6.

M 4.29

Compulsory Heterosexuality:

- Adrienne Rich, "Compulsory Heterosexuality."

W 5.1

Course Wrap-up

### **COURSE TEXTS:**

Every student will need a copy of each of these books. Alternate editions and translations are acceptable:

Adams, Carol. *The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory*. 20th Anniversary Edition ed. New York: Continuum, 2010.

Adichie, Chimamanda Ngozi. *Dear Ijeawele, or a Feminist Manifesto in Fifteen Suggestions*. New York: Anchor Books, 2017.

Beauvoir, Simone de. *The Second Sex*. Translated by Constance Borde, and Sheila Malvany-Chevallier. New York: Vintage Books, 2009.

Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 1990.

Foucault, Michel. *The History of Sexuality: Volume 1: An Introduction*. Translated by Robert Hurley. New York: Pantheon Books, 1978.

Halberstam, Jack. *The Queer Art of Failure*. Durham, NC: Duke University Press, 2011.

Wadud, Amina. *The Qur'an and Woman: Rereading the Sacred Text From a Woman's Perspective*. New York: Oxford University Press, 1999.

All of the assigned readings for the course that are not drawn from these books will be available through Moodle.

## COURSE REQUIREMENTS AND GRADING:

---

### ASSIGNMENTS:

- Readings:  
Students should print off each assigned reading in advance and bring this printed copy to class. Because this is a text-based class, the learning goals require that students make time to read every text attentively, with a pen in hand, leaving thoughts, notes, and questions in the margins. Students who practice these kinds of active reading habits will be able to participate more creatively in class discussions and will find themselves better-prepared for class conversation. Reading is hard work!

- Reading Distillations:  
For every assigned reading, students will be responsible to bring to class a one-sentence (no longer than 30 words!) distillation of the major argument of the reading. This assignment requires each student to think carefully about the reading as a whole and discern the main points, then express them for herself in a clear and direct fashion. These distillations will be collected each class and will also play a role in our discussions. The distillations will be evaluated on the following basis: “√+” = 10 points; √ = 9 points; √- = 6 points; no submission = 0 points.

Students are welcome (but not required) to write a short paragraph explaining their own particular distillation of the assigned text. Doing so may help students to engage in the class discussion.

Each student may “skip” 2 distillations during the semester with no penalty. Students who are absent from class should turn in their distillation via email before class (to both Prof. Fregulia and Prof. Meyer).

- Participation:  
This will be a seminar-style class. In seminars, most of the learning occurs through (1) solitary reading and (2) group discussion. Active participation in class discussions will be an integral part of meeting the learning objectives for the course and, accordingly, weighted heavily in the course grade.

Class participation presupposes careful and thorough preparation and serious intellectual involvement in class discussion. Students should come to class not only having read the text, but having underlined, taken notes, and scanned over the marked text at least one additional time after the initial reading. On the basis of such preparation, students should be prepared for an intensive, text-focused discussion.

Expectations for class participation are that every member of class will be able to contribute with remarks and citations that are on-topic and reflect solid preparation for class. A student who meets that baseline will receive a grade in the B range for their participation portion. Students whose contribution is notably lacking—for instance, those who speak very little, who give no evidence of having done the reading carefully, who consistently change the topic in a disruptive way, or whose primary contributions are jokes or personal anecdotes—will receive a participation grade in the C or D range. Students who distinguish themselves through some particular service—such as shaping the discussion by building connections to comments from others, serving as a resource for navigating the text, or making a special effort to draw in quieter classmates—will qualify themselves for a participation grade in the A range.

Participation grades will be updated at regular intervals during the semester.

- Spring Fever Planning and Leadership

Students will be expected to attend all planning meetings to help prepare for the week of Spring Fever events to be held on Feb. 11-15. If you are unable to make a meeting, please contact Dr. Angel at [redacted] to reschedule a separate meeting and/or to arrange to assist with planning as needed. In addition to aiding in the planning and organization of the week of events ahead of time, students in this course are also expected to assist in the leadership of the Spring Fever events during the week of Feb. 11<sup>th</sup>. This may take different forms depending on the experience and interest of the student and is to be arranged with Dr. Angel outside of class time, no later than January 31<sup>st</sup>. Please note that planning and leadership before and during Spring Fever events will be included in your participation grade in the course.

- Final Project

As a capstone course, this class is meant to give each student the opportunity to draw together, through her own unique perspective and expertise, everything that she has learned through Gender Studies minor coursework.

Under the supervision and guidance of course instructors, students will complete a significant research project with a substantial connection to issues of gender. We encourage students to use this project as an opportunity to do interdisciplinary research based in each student's major. Each project should follow the research methods and standards of the student's academic discipline with integrity. There are several student work days built into the course schedule, which will allow class time for collaboration and constructive feedback on these research projects.

The final form of the project will be a SURF presentation (either a presentation or a poster), so the deadlines and benchmarks for the project will be oriented around that timeline. The collaborative aspect of the final projects requires that each student brings Part of the final evaluation of the project will be based on how well each student met the benchmarks and deadlines over the course of the semester.

Here are more specific requirements for the project:

- Length: 12-15 page paper (for students doing SURF oral presentations) or 7-10 page paper (for students doing SURF posters).
- Sources: A research project of this scope should draw substantially upon at least 10–12 scholarly sources. Substantial engagement with sources means that sources are not only cited, but analyzed and put in conversation with one another. The number of sources necessary for an excellent project may vary significantly depending on the academic discipline (and its conventions) and the specific project. Student papers should conform to the formatting and citation standards of their academic discipline.
- Theory: Each student's project should engage substantially with at least one of the theoretical sources assigned for the capstone course. Students are, of course, encouraged to draw on materials encountered in other Gender Studies courses from prior semesters where relevant.
- Benchmarks/deadlines:
  - January 30<sup>th</sup> - Title and Abstract for Final Project (250 words max)
  - February 15<sup>th</sup> – SURF registration deadline
  - March 20<sup>th</sup> – Preliminary Draft Due
  - April 15<sup>th</sup> – Project Final Draft Due
  - April 25<sup>th</sup> – SURF presentations

RELATIVE WEIGHT OF ASSIGNMENTS:

Participation	40%
Reading Distillations	20%
Final Project	40%

GRADING SCALE:

The grading scale used in this course is as follows:

A 93-100; A- 90-92; B+ 87-89; B 83-86; B- 80-83; C+ 77-79; C 73-76; C- 70-72; D 60-69; F 60 or below.

## COURSE POLICIES:

---

### EMAIL:

When we need to communicate with you outside of class to pass along instructions, study materials, or other items, we will use your “\_\_\_\_\_@carroll.edu” email address. You are expected to check this account on a regular (preferably daily) basis.

### ACADEMIC INTEGRITY:

In an academic community where plagiarism and cheating are tolerated, transformative learning is undermined and the grades that you work so hard to earn become meaningless. We take the integrity of our academic community very seriously and we encourage you to take the same attitude. Even *one* instance of plagiarism or cheating is grounds for *failing the course*.

While it is your responsibility to ensure that your work meets the standards of academic honesty set forth in the “Carroll Code of Student Conduct” (see <https://www.carroll.edu/public/academic-integrity-policy>), we are more than happy to help you do so prior to assignment due dates.

### LATE WORK:

Assignments are due in hard copy at the beginning of class on the due date. Late papers will be marked down by one-third of a letter grade (i.e. A- to B+), and papers more than one day late will be marked down an additional one-third of a letter grade (B+ to B) for every day that they are late. Since there are printers available in many locations on campus, a broken printer is not a sufficient excuse for a late assignment.

### ATTENDANCE:

- Class discussion of course readings plays a critical part of accomplishing the learning objectives of this course. Therefore, regular attendance is expected of all students. If you expect to be absent for any reason, please notify the instructors of your absence as soon as possible.
- *Two* absences over the course of the semester will not directly affect a student’s grade. *Three* or more absences over the course of the semester will lower a student’s grade in the course by one-third of a letter grade (i.e. a B+ becomes a B). *Five* absences in a semester will lower a student’s grade by an entire letter grade (i.e. a B+ becomes a C). A student who misses more than 6 class meetings (three full weeks of class) will not pass the course. Students will not be directly penalized for participating in college sanctioned events (e.g. athletics), but missing class inevitably has indirect consequences.

### EXTERNAL STIMULI:

- Food and drink, in small quantities, are permitted so long as they do not become a distraction to you or others.
- Cell phones must be invisible and silent during class (i.e. set to vibrate in a pocket or bag).
- Computers are not to be used during class except by special permission. Students who wish to have their notes in electronic form are encouraged to type up their class notes as a form of review. Tablets with the assigned readings are permitted, so long as the tablets are only used to access the assigned readings.

### DISABILITIES:

Students who require reasonable modifications, special assistance, or accommodations for documented disabilities (e.g.: ADHD, Autism Spectrum Disorder, Learning, Physical, or Psychiatric) should *promptly* direct their request to Kevin Hadduck in the Academic Success and Disability Services Office (Borromeo Hall, room 115, 406.447.4504, [khadduck@carroll.edu](mailto:khadduck@carroll.edu)). All discussions will remain confidential. Please visit <https://www.carroll.edu/academic-resource-center/disability-services> for additional information. In the interest of fairness, the only accommodations made for exams and assignments will be those arranged through the ASDS Office (i.e. no *ad hoc* or last minute arrangements).

### SYLLABUS SUBJECT TO REVISION:

This syllabus is subject to revision throughout the course and students are responsible for any changes made. All changes to the syllabus will be announced in class and the most current version of the syllabus will always be posted on Moodle.