“We’re all born naked. The rest is drag.”
— RuPaul

“Teaching Tolerance,” Olaf Hajek, 2013

COURSE DESCRIPTION
This course examines gender and gender relations as they are enacted through people’s daily lives. Gender is a key organizing category globally, though people’s experiences and ideas about what gender is and does vary dramatically across cultural and historical contexts. Drawing on anthropology, feminist studies, and performance studies scholarship, we will investigate how people do gender and what gender does in or cultural imaginaries. This interdisciplinary perspective seeks to show how culture and society shapes specific gender distinctions and how these gender distinctions affect culture and cultural meaning around the world.

The major goal of this class is to provide you with a nuanced, holistic, and globally-informed understanding of gender. You will also develop proficiencies in written and verbal academic analyses of gender, both in informal and formal formats. Lastly, you will
be able to apply your theoretical knowledge from class to ideas, events, and experiences outside the classroom.

GRADING AND ASSIGNMENTS
Participation & Attendance (15%)
At Carleton, we are lucky to have small classes where students and professors can critically engage each other and class material in a substantial manner. But, that can only happen if we come to class, come to class prepared, and contribute to class in an effective manner. We will collaborate to decide what preparedness and effectiveness mean in our classroom at the beginning of the term.

You are expected to be present in class on a regular basis; failure to do so will adversely affect your grade. If you are more than five minutes late or if you leave before the conclusion of class without prior permission, you will be counted absent.

Show & Tell Presentation (15%)
Once during the term, you will work in a team of two students to prepare a 10-minute presentation for the class. Using that day’s course readings, you will help the class critically analyze a cultural object or current event of your own choosing and not mentioned in the readings. Your role will be to warm up the class for the main discussion. Get students thinking and excited about the topic, connect the day’s subject matter to our everyday lives, to what is currently going on in the country or around the world.

Both team members are expected to contribute equally to this assignment, and you will receive individual grades for your work here. This assignment will require some planning ahead, and you must consult with me at least one day before your presentation. Before you meet with me, you need to finish all the readings assigned for the day of your presentation and discuss your plan with your team. In class, you will provide a brief introduction to the item/event, connecting it to a reading, theory, or topic raised in the course.
1. Your item may be an image (or a group of images), poem, a newspaper article, a chart, an everyday household item. If you choose to use a youtube video, its presentation in class should not take more than 3 minutes.
2. Your goal is to get the class thinking and talking. Consequently, your entire presentation should be no more than 10 minutes.

Midterm Project: Gender Generationally (20%): DUE May 2, 4 pm
You will interview two people from two different generations and ask them about their understandings of gender. Based on your analysis of these interviews, you will write a 5-6-page paper reflecting on shifts in gender and gender roles over time. More details will be announced in class.
Final Research Paper (50%): Proposal DUE May 9, Final Paper DUE June 10
This is a ten-page library research paper on a topic of your choice. You should clear your topic with me. The topic should allow you to make reference to concepts and readings we will have discussed in class. By no later than Thursday of Week 6 (May 9) at 4pm, you should have turned in your paper proposal and preliminary bibliography. The proposal should be one typed page describing your topic, how you will organize your ideas in the paper, and what theories or concepts you will explore, apply, or develop in your paper. It should be accompanied by a preliminary bibliography of 8-10 items in Chicago citational style. I would be happy to discuss any aspect of this proposal with you during office hours. The proposal and bibliography will count as 10% of your grade and allow me to give you feedback early enough to be useful. The final paper will count as 40% of your grade and is due Monday, June 10 by 4pm in hardcopy.

GRADE SCALE:

A+ 97–100%  C+ 77–79%
A  93–96%  C  73–76%
A– 90–92%  C– 70–72%
B+ 87–89%  D+ 67–69%
B 83–86%  D 63–66%
B– 80–82%  D– 60–62%
F  < 60%

REQUIRED TEXTS:


COURSE MATERIALS ASSISTANCE
I recognize the potential financial burden of books and printing. If you need assistance to cover course expenses, please speak with me.

ACADEMIC INTEGRITY
You are expected to adhere to Carleton’s code of academic honesty. Even in the event of participating in team projects, your final work should still reflect your own ideas and other people’s ideas should always be credited. If you have any questions regarding this policy please visit http://apps.carleton.edu/campus/doc/integrity/or come speak to me. Failure to follow Carleton’s expectation will result in a failing grade and formal action with the administration.

LATE AND MAKE-UP POLICY
Please note that I am very strict about due dates. Unless you have a legitimate excuse for turning in an assignment late or missing an exam, I will either not accept the assignment or deduct points from your grade. Although I am certainly sympathetic to emergencies, I do ask you to try to let me know what is happening before the assignment or exam comes around in order to avoid misunderstandings.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services office (Henry House, 107 Union Street) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact disability@carleton.edu or call Jan Foley, Student Accessibility Specialist (x4464) or Chris Dallager, Director of Disability Services (x5250) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

WRITING ASSISTANCE
The Writing Center, located in 420 4th Libe, has peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours and more information can be found on the writing center website. You can reserve specific times for conferences in 420 4th Libe by using their online appointment system. Walk-ins are welcome, though writers with appointments have priority.

If you are a second language writer and believe you might benefit from working individually with a writing consultant on a regular basis this term, email Renata Fitzpatrick, Multilingual Writing Coordinator, call her at x5998, or stop by her office in 420D 4th Libe. She can arrange once- or twice-a-week meetings between you and a writing consultant throughout the term.
STUDENT HEALTH
Peabody urges you to make yourself—your own health and well-being—your priority throughout this term and your career here. If you are having difficulties maintaining your well-being, feel free to contact me and/or pursue other resources, such as the Student Health and Wellness Service Center or the Counseling Center at Johns Hopkins.

CREATING AN INCLUSIVE & COMPASSIONATE CLASSROOM

My primary goal as an educator and a scholar is to foster a joy for learning and prepare students for their future professional paths. Although joyful, the process is not necessarily always fun or easy. Learning is a convoluted process that is difficult, as it requires us to push our intellectual limits, take risks, and face our—and others’—legacies straight on. The “reward” that results from this process is not always readily apparent and it may take years to manifest.

I also believe that learning should not be painful or hurtful to those involved in the process. I can assure you that I make a conscious effort to consider the possible consequences or impacts of what happens in my courses. The problem is that even though I try to avoid these situations, it is very difficult for anyone to be error-free. Trying to accommodate or predict the reactions of a diverse and ever-changing group of individuals that venture to take my classes is impossible and overwhelming at times.

For these reasons, a belief in the academic process and a commitment to creating a compassionate learning space, I avoid an explicit policy of providing trigger warnings in my courses. I will give some background of the readings and will certainly give a heads up when certain kinds of difficult material approaches but I will not give trigger warnings. In a nutshell, the fundamental reason is that what might to you merit an obvious trigger warning may not be for others and vice versa. For example, a common occurrence in my courses is that issues of sexual violence depicted in a North American context will elicit multiple requests for trigger warning, yet material that discusses extreme cases of violence and genocide in regions of the world that we refer to as the Global South are consumed by most with a dry analytical stance and almost no consideration or acknowledgement of the emotional implications this may have to others in the room (including the instructor or visitor).

This is a very delicate issue and there is no magic bullet. What I ask you is to engage in this journey with me and trust me (and this may mean giving me or your peers multiple chances). I will definitely address issues that are brought to my attention in a constructive manner. I do my best to teach and model the manner in which difficult material can be engaged within the classroom, but more importantly please know that I am willing to learn with you, but this can only happen in a compassionate and honest environment. I hope you are willing to learn with me as well!
READING SCHEDULE

- Assigned readings are due in class on the day listed.
- Please bring a copy of the readings to class IN HARD COPY.
- All readings, podcasts, and required films will be posted online.
- This schedule is subject to change. Please check one our class webpage for the most up-to-date readings and assignments. Any changes will also be announced in class or via email.

Week 1  Gender Systems
2-Apr  Gender and Sex


Week 2  Evidencing Gender: Science and Proof

11-Apr  NO CLASS

Week 3  Evidencing Gender: Science and Proof


Week 4  Gender and the State/Gender at the Intersections

**Week 5**  
**Gender at the Intersections/The Gender of Settler Colonialism**

30-Apr  


2-May  


**Week 6**  
**The Gender of Settler Colonialism**

7-May  

9-May  
Guest Speaker

**Week 7**  
**Ritual, Religion, and Masculinity**

14-May  
Flex Day

16-May  

**Week 8**  
**Ritual, Religion, and Masculinity**

21-May  

23-May  


**Week 9**  
**Breaking the Binary**

28-May  

**Week 10**

4-Jun  **Flex Day**