

IDST 190

**Gender: Perspectives, Positions, & Problems
Ideas, Information, and Inquiry (Triple-I), Fall 2019
MW 2:30-3:20 PM & recitation sections (Th or F)
Lecture: 121 Hanes Art Center**

Course Description

This course will introduce students to the complexities of gender, including its development, expressions, and implications for society. Bringing together scholars from psychology, art history, and law, it will examine the ways in which gender categories have been established, internalized, articulated, enforced, and resisted. Psychology provides models for understanding gender and its implications for relationships, achievement, and health. Legal theory considers how the law should account for such categories and their impacts on both private and public life. The history of art provides examples of gender expression, critique, refusal, and activism in relation to shifting social norms and ideals. This course will establish a foundation from which students can think critically about gender from multiple perspectives—personal, social, cultural, political, and juridical.

Faculty

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Cary Levine, Art History
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Teaching Assistants (TAs)

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Michelle Fikrig
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Course Design

This course will be a lecture course with weekly recitation sections facilitated by Teaching Assistants. It will be divided into three thematic sections, with all three faculty members contributing equally to each of these sections:

1. *Foundations*
2. *Problems, Questions, & Struggles*
3. *Recent Issues*

Learning Objectives

This course has four main goals:

1. Students will acquire knowledge of key concepts, methodologies, modes of inquiry, theoretical approaches, and issues of concern in the fields of Art History, Law, and Psychology—and how these fields overlap, converge, and diverge
2. Students will gain a beginning knowledge of the complexity of gender, its roots in social, historical, and political structures, and its relationships to personal, social, cultural, and institutional issues
3. Students will develop analytical skills that will facilitate critical, interdisciplinary thinking about the impacts of gender categories on the world around them
4. Students will be exposed to data literacy, diverse perspectives, principles of evidence, and collaboration

Required reading

All students must access the **course readings**, which will be posted on our **Sakai** class site, in the **Course Lessons** section. **Readings on the syllabus must be read prior to the date they are listed for and must be printed out and brought to recitation sections for discussion.** *The assigned readings are essential to this course and must be treated accordingly.* You will be required to participate in an informed discussion of these readings in the recitation sections.

Recitations

All students are enrolled in a recitation section, headed by one of our Teaching Assistants, who will also handle all grading. These sections will primarily be devoted to the discussion of topics covered in the lectures and readings. Some of these topics will provoke strong opinions. That means that sometimes class members will disagree with one another, and that's perfectly fine. Indeed, we hope that this course will challenge students' presumptions and positions. It is crucial that all discussions be conducted in a spirit of respect and courtesy, and we ask that students always assume goodwill on the part of their peers. The goal of these discussions is not to "win" arguments, but to gain a deeper understanding of the issues we are discussing.

Recitation sections generally maintain a no-laptop/tablet policy to help ensure that everyone is engaged with each other. Devices will normally only be used when the TA deems that a recitation activity requires them. Exceptions to this policy will be freely made for those who require accommodation. If you require such an accommodation, please consult your TA. For more on the reasons behind this policy, read this helpful [blog post](#).

Assignments, Quizzes, and Exams

1. **Response Papers.** Two reading response papers for **each** discipline (art history, law, psychology), **six total**, of which at least **three must be completed before the midterm** (i.e., before October 30). *Select the readings in which you are most interested or to which you have the strongest responses.* The goal of these papers is for you to think about and process the readings BEFORE they will be discussed in class. These papers should not solely be a summary of the readings, although you will want to summarize a point of interest before commenting on it. Think of these papers as a forum for you to: discuss a part of the readings that you agreed or disagreed with, explaining why; discuss a part of the readings that you were confused about as well as how you are trying to make sense of it; discuss any ideas the readings gave you about the topics covered; pose questions the readings generated for you; discuss connections you made between information in the readings and life experiences. Make sure your paper is specific and references the readings on which you are commenting and the page numbers from which you are pulling information; we need to be able to know that you read the material and are processing it deeply rather than superficially.

Each paper should be **two pages (double-spaced)** in length. Submit all papers electronically via the "digital dropbox" function of our **Sakai** site by **12pm on the lecture date for which the reading was assigned.**

2. Online Sakai quizzes

- Sakai quizzes have been organized in the “Course Lessons” section of the site.
- These quizzes are intended to be simply a basic knowledge check on the assigned readings.
- You can only take each quiz once, and they are to be done individually (not group-work).
- It is important NOT to open a quiz unless you have **10 minutes** in which to take the quiz; after the 10 minutes are up, the quiz will be automatically submitted for grading.
- If you accidentally open up a quiz when you are not ready to take it, because we do not have the means to reset individual quizzes, the quiz will be considered a drop.
- It is "open-book," however, if you have not thoroughly done your readings beforehand, you may run out of time to accurately answer the questions. Our advice is to thoroughly read all materials and then have them on hand.
- Each quiz has 3-5 multiple-choice questions
- Deadline: **12:00 PM before the start of the lecture topic** (see schedule below). We strongly urge you to complete quizzes well ahead of deadlines in case of unexpected problems including computer and/or internet connectivity issues
- It is strongly recommended that, after submitting a quiz, you check the gradebook to make sure that you received credit. This will help you to keep track of the number of quizzes you complete
- A quiz should be taken for each lecture session, covering the assigned reading(s). The average of the **best 21 out of 27 quizzes** will be count toward your final grade

3. **Museum Visit.** Visit the Ackland Museum, select one work of art, and closely examine it in terms of “gender.” Write a **two-page (double-spaced)** gender-based reading of the work of art. Be sure to apply some of the ideas we’ve discussed in class and in the assigned readings.

Make a critical, informed argument about the work and its representation of gender. You can choose a work of art from any time-period. Just be sure that you are: 1) approaching this assignment through the lens of gender; and 2) basing your argument on the evidence presented by/in the work of art you choose. **Due 12:00 PM, September 27.**

4. **Interview.** Identify a person to interview about different life domains through the lens of gender. This person could be the same or a different gender identity from you, but should differ on at least one other aspect of diversity (e.g., race/ethnicity, age – for example, someone other than a college-aged person). Ask about their experiences as a gendered individual in relationships, school, work, athletics, health, etc., as well as from growing up and in the day-to-day now. You should prepare 7 or 8 questions in advance of your interview, including ones that are informed by the readings, discussions, and lectures, but also be ready to respond to what the individual is sharing about their experiences by asking follow-up questions. The submitted product of this interview will be a **two-page (double-spaced)** report highlighting the themes and experiences that you thought were particularly interesting related to gender. Include in the report the name, phone number, and email address of the person you interviewed. **Due 12:00 PM, October 11.**

5. **Legal paper.** Choose one of the following three topics and write a **two-page (double spaced)** legally-informed argument. *Be sure to apply some of the ideas we've discussed in class and refer to one or more of the assigned readings.* Except for identifying a Supreme Court case in option (c), there is no expectation that you will do any extra research, but rather will apply the legal reading you have done in the course. **Due 12:00 PM, November 22.**
 - a. Should employers legally be able to impose different grooming and dress standards on male and female employees or does this violate title VII's prohibition on sex discrimination? Please take a position and develop an argument on this issue.
 - b. A public school system is thinking about setting up two same-sex high schools for students, one for girls and the other for boys, and plans to teach each in a manner that is pedagogically suited to that gender. It asks you to evaluate whether its plan will violate the constitutional guarantee against sex discrimination. Please take a position and explain your reasoning.
 - c. Identify a Supreme Court case that will be reviewed during the current term of the Court that has some bearing on gender issues other than the cases that have been assigned for this course. Briefly describe the case, and then either: (a) explain how one or more approaches to gender and the law that we've discussed this semester is relevant to that case (you need not apply the precise legal framework of the area of law that the case concerns); or (b) explain how the resolution of this case could implicate some of the gender issues we've discussed this semester.

4. **Midterm & Final Exam.** The format of the exams will likely combine multiple choice and short-essay questions. The exam will cover information from readings and from class.
 - Bring a #2 pencil & scantron (available at Student Stores). Fill out your scantron information (i.e. name, PID; no sequence # needs to be filled out) before coming to class. Be careful not to bend/rip the scantron (or you may not get a score back).
 - Bring one blue book for the essay section (available at Student Stores).

- Any cell phones or electronic devices must be put away and not accessed during the entirety of the exam.
- Policy on missing or being late to an exam: If you are late for an exam such that someone has finished before you arrive, you will not be allowed to take the exam. If you are late for an exam but no one has finished before you arrive, you may take the exam, but do note that no additional time will be given to complete it. If you have a University Approved Absence, you may be eligible for a makeup exam, but you must get permission from the instructors *well in advance*.

Grading

Grades will be determined according to the following percentages:

Midterm: 20%

Final exam: 25%

Quizzes: 10%

Museum assignment (art history): 10%

Interview assignment (psychology): 10%

Legal paper assignment (law): 10%

Response Papers: 7.5%

Class Participation (recitations): 7.5%

Final grades will be determined using the following grading scale:

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	60-66%
F	Below 60%

Resources

For readings, additional course information, and class updates...

Readings, additional information about course components, and class updates will be posted on Sakai (<https://sakai.unc.edu/welcome/>) which can be accessed with your onyen and password.

For assistance with writing and academics...

The Writing Center (919-962-7710, located in SASB North, Suite #0127, <http://writingcenter.unc.edu>) is a good resource with writing consultants specifically trained to help students improve their writing. A range of other academic services are available to you as part of the Center for Student Success and Academic Counseling with most of them headquartered in the Student Academic Services Building North (<http://cssac.unc.edu/>).

For assistance regarding a disability...

In compliance with UNC policy and federal law, qualified students with disabilities are eligible to receive reasonable accommodations so that they may have equal access to educational programs and activities as well as to educational opportunities. If you need accommodations because of a disability, if you have emergency medical information to share with us, or if you need special arrangements in case the building must be evacuated, please inform the instructors as soon as possible after class or in our offices. To request academic accommodations (for example, a notetaker), students must register with the Office of Accessibility Resources & Service (919-962-8300; <https://ars.unc.edu/>), the office responsible for reviewing documentation about disabilities and for helping to plan accommodations consistent with course requirements. We will accommodate the special needs of individuals upon receiving official notice from this office.

Honor Code

Academic integrity and honesty are fundamental to the activities and principles of a university. Students are expected to fully comply with the Honor Code (see <http://studentconduct.unc.edu/honor-system>). Consistent with the Honor Code, it is expected that any individual work you submit in this course will be *your own* work. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the instructors. Any suspected violation of the Honor Code will be submitted to the Undergraduate Honor Court for investigation with possible penalties including failure of the course and university disciplinary action.

CLASS SCHEDULE

Note: The syllabus, including topics, readings, assignments, exams, and due dates, is subject to change. Any changes will be announced in class and on Sakai. Students are responsible for keeping themselves informed about any changes.

Wednesday, August 21 - Introduction

PART I: FOUNDATIONS

Psychology: Becoming Gendered

Monday, August 26 – Gender socialization

READING: Basow, “Gender socialization, or how long a way has baby come?”; Klass, “Breaking gender stereotypes in the toy box”

Wednesday, August 28 – Gender similarities, differences, and stereotypes

READING: Kaatz & Carnes, “Stuck in the out-group: Jennifer can’t grow up, Jane’s invisible, and Jante’s over the hill”; Klein, “Fighting the gender stereotypes that warp biomedical research”; Safronova, “Gender stereotypes banned in British advertising”

Art History: The “problem” of women in a men’s club

Wednesday, September 4 – A gendered history of art

READING: Nochlin, “Why Have There Been No Great Women Artists?”

Monday, September 9 – Early attempts to break through

READING: Selections from *Art and Sexual Politics*, responses to “Why Have There Been No Great Women Artists?”

Law: The Legal Fight for Sex Equality

Wednesday, September 11 – Separate Spheres, Nature, and Women’s Place

READING: Sir William Blackstone (1769); Declaration of Sentiments, Seneca Falls Convention (1848); Bradwell v. Illinois (U.S., 1872); U.S. v. Anthony (1873); Goesaert v. Cleary (U.S., 1948); T. Coates, *The Great Schism* (2011)

Monday, September 16 – Anchoring Sex Equality in the Law

READING: Title VII of the Civil Rights Act of 1964; Diaz v. Pan American World Airways (5th Circuit, 1971); Frontiero v. Richardson (U.S., 1973); Craig v. Boren (U.S., 1976); United States v. Virginia (U.S., 1996); B. Cooper, “Black, Queer, Feminist, Erased from History” (2015)

PART II: PROBLEMS, QUESTIONS, & STRUGGLES

Psychology: The Quest for Well-Being

Wednesday, September 18 – Gender and mental health

READING: Rosenfield & Mouzon, “Gender and mental health”

Monday, September 23 – Gender and mental health

READING: Chernik, “The body politic”; Hesse, “We need to talk about why mass shooters are almost always men”

Wednesday, September 25 – Gender and relationships/communication

READING: Shulman, “A marriage agreement”; Parker-Pope, “Gay marriage, same but different”; McDonnell & Wesche, “Are we there yet? Gender and equality in couple relationships”

Monday, September 30 – Gender and work/achievement

READING: Damour, “Why girls beat boys at school and lose to them at the office”; Ribeiro, “One way to close the ‘motherhood pay gap’ is job sharing”; Williams, “How women can escape the likability trap”; Lombrozo, “Speaking out about women and power,” Krawcheck, “The cost of devaluing women”; Miller & Fremson, “Forget about the stigma’: Male nurses explain why nursing is a job of the future for men”

Art History: Embracing the “feminine”

Wednesday, October 2 – Critiquing the patriarchy and its (art) history

READING: Export, “Women’s Art: A Manifesto”; Tucker, “Bypassing the Gallery System”

Monday, October 7 – Radical feminist art and the body

READING: Chicago and Shapiro, “Female Imagery”; Rose, “Vaginal Iconology”

Wednesday, October 9 – Art and “women’s work”

READING: Mainardi, “Quilts The Great American Art”; Lippard, “Household Images in Art”

Monday, October 14 – Problems with “femininity”

READING: Mainardi, “A Feminine Sensibility?”; Broude and Garrard, excerpt from *The Power of Feminist Art*

Law: The “Difference” Debate

Wednesday, October 16 – The Pregnancy Dilemma: Equal Treatment vs. Special Treatment

READING: Stephanie Wildman, *Pregnant and Working: The Story of California Federal Savings and Loan Association v. Guerra* (U.S., 1987)

Monday, October 21 – Differences or Dominance?: Radical Feminists’ Take on Sex Equality

READING: Marilyn Frye, *Sexism* (1983); Catharine MacKinnon, *Difference and Dominance* (1984)

Wednesday, October 23 – The Relationship between Sex and Gender

READING: *Price Waterhouse v. Hopkins* (U.S., 1989); *Jespersen v. Harrahs* (9th Circuit, 2006); Mary Anne Case, *Disaggregating Gender from Sex and Sexual Orientation* (1995)

Monday, October 28 – Intersectionality and Anti-Essentialism

READING: Trina Grillo, *Anti-Essentialism and Intersectionality*; Patricia Cain, *Feminist Jurisprudence: Grounding the Theories*; Devon Carbado and Mitu Gulati, *The Fifth Black Woman* (2001).

WEDNESDAY, OCTOBER 30: MIDTERM EXAM

PART III: RECENT ISSUES

Psychology: In the news

Monday, November 4 – Sex education and reproductive health

READING: TBD (to be identified from recent news coverage)

Wednesday, November 6 – Gender identity

READING: TBD (to be identified from recent news coverage)

Monday, November 11 – Social media

READING: TBD (to be identified from recent news coverage)

Art History: Complicating the field

Wednesday, November 13 – The social construction of gender

READING: Barry and Flitterman-Lewis, “Textual Strategies: The Politics of Art Making”

Monday, November 18 – The “problem” of race and gender

READING: Piper, “The Triple Negation of Colored Women Artists”

Wednesday, November 20 – Masculinity and the question of male feminism

READING: Kahane, “Male Feminism as Oxymoron”

Law: Gender Complexities

Monday, November 25 – Are LGBT and Trans Discrimination Prohibited by Sex Discrimination Law?

READING: Bostock v. Clayton (11th Circuit, 2018); Zarda v. Altitude Express (2nd Circuit, 2018); EEOC v. Harris Funeral Homes (6th Circuit, 2018)

Monday, December 2 – Tempest In a Toilet Bowl – On Bathrooms and Gender

READING: Several news articles on HB2 and other bathroom laws; Gavin Grimm v. Gloucester County School Board (Eastern District of Virginia, 2018); Terry Kogan, Public Restrooms and Trans Identity (2017)

Wednesday, December 4 – Gender and Sexual Assault on Campus

READING: Several news articles on Title IX, and on sexual assault and single-sex clubs on campus; Catharine MacKinnon, Sexuality, Pornography, and Method (1989)

FRIDAY, DECEMBER 6 at 4:00 PM: FINAL EXAM