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# Gender, Culture, & Society

COURSE DESIGNATOR SDNY 3028

LANGUAGE OF INSTRUCTION English

NUMBER OF CREDITS 3

CONTACT HOURS 45

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## COURSE DESCRIPTION

This course explores a range of theories and debates that surround the issue of gender in both local and international contexts. Students will be introduced to key concepts and ideas that have been applied to the study of gendered identity, and will use these to critically analyse gendered identity in both Australia and the United States. Weekly seminars will utilize historical and contemporary case studies to facilitate and understanding of how and why gender is such a critical element of past and present identity politics.

## COURSE OBJECTIVES

The aim of this course is encourage a broad reading and critical analysis of the construction of gendered identity in both Australian and international contexts. In this process, students will develop a critical understanding of how dominant discourses of gender impact on identity, subjectivity and nationhood and how the history of gender politics can inform contemporary understandings and experiences of masculinity and femininity.

## LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Understand and apply key theories and concepts to the analysis of gendered identity in both Australia and the United States.
2. Evaluate the social, economic and political factors that shape the construction of gendered identity.
3. Critically examine how conceptions of gender and sexuality are shaped by cultural context.

## METHODOLOGY

This course uses a blend of classroom and online learning strategies. The focus of the classroom component is on developing an understanding of key concepts, theories and frameworks through a lecture and student constructed activities.

## REQUIRED READING AND RESOURCES

Alexander, A, 2001. *A Wealth of Women: Australian Women's Lives from 1788 to the Present*. Potts Point, NSW: Duffy and Snellgrove.

Bulbeck, C, 1997. *Living Feminism: the impact of the women's movement on three generations of Australian Women*, Cambridge: Cambridge University Press.

Caine, Barbara (ed), 1998. *Australian Feminism: A Companion*, Oxford University Press.

Caine, B and R Pringle (eds), 1995. *Transitions: New Australian Feminisms*, London: St Martins Press.

Colling, T, 1992. *Beyond Mateship: Understanding Australian Men*, NSW: Simon and Schuster.

Connell, R.W, 2003. *Gender*, Maldon MA: Blackwell Publishers.

Cranny-Francis, A (ed). 2002. *Gender Studies: Terms and Debates*, Basingstoke: Palgrave Macmillan.

Crotty, M. 2001. *Making the Australian Male: Middle-Class Masculinity 1870-1920*, Carlton South: Melbourne University Press.

- Davis, K, M Evans and J Lorber (eds), 2006. *Handbook of Gender and Women's Studies*, London: Sage.
- Dempsey, Kenneth, 1992. *A Man's Town: Inequality between women and men in rural Australia*, Melbourne: Oxford University Press.
- Dixson, Miriam 1999. *The Real Mathilda: Women and Identity in Australia 1788 to the Present*, 4<sup>th</sup> edition, Sydney: UNSW Press.
- Essed, P, D T Goldbert and A Kobayashi (eds), 2005. *A Companion to Gender Studies*, Malden MA: Blackwell
- Grieve, N and A Burns (eds), 1994. *Australian Women: Contemporary Feminist Thought*, Melbourne: Oxford University Press.
- Lake, M, 1999. *Getting Equal: The History of Australian Feminism*, St Leonards, NSW: Allen & Unwin.
- Morgan, S, 2006. *The Feminist History Reader*, London and New York: Routledge.
- Pettman, J, 1992. *Living in the Margins: Racism, Sexism and Feminism in Australia*, Sydney: Allen and Unwin.
- Pilcher, J, 2004. *50 Key Concepts in Gender Studies*, London: Sage.
- Saunders, K and R Evans, 1992. *Gender Relations in Australia: domination and negotiation*, Sydney: Harcourt Brace Javonovich.
- Scott, Joan Wallach (ed), 1996. *Feminism and History*, Oxford and New York: Oxford University Press.
- Summers, A, 1994. *Damned Whores and God's Police: The Colonisation of Women in Australia*, Ringwood, Vic: Penguin.
- Tomsen, S and M Donaldson, 2003. *Male Trouble: looking at Australian Masculinities*, Melbourne: Pluto Press.
- Windschuttle, E, 1980. *Women, class and history: feminist perspectives on Australia 1788- 1978*, Sydney: Fontana.

## JOURNALS

- Australian Feminist Studies*
- Feminist Studies*
- Feminist Review*
- Gender and History*
- Gender and Society*
- Gender Issues*
- GHQ: a Journal of Lesbian and Gay Studies*
- Hecate* (Aust.)
- Intersections* (online journal from Murdoch University, devoted to gender and Asian studies)
- Journal of Interdisciplinary Gender Studies*
- Journal of Gender Studies*
- Journal of Men's Studies*
- Journal of Women's History*
- Journal of the History of Sexuality*
- History Workshop*
- Lilith*
- Sexualities*
- Signs*
- Women's Historical Review*
- Women's Studies International Forum* (online, and good for non-western material)
- Women's Studies Quarterly*

## GRADING

### PENALTIES FOR WORK SUBMITTED LATE

Assignments received after the due date will be reduced by five percent (5%) of the possible grade for the piece of work being assessed per day, up to seven (7) days after the due date. Work submitted more than seven (7) days after the due date will not be marked, unless arrangements have been made prior to the due date for an extension.

### CLASS PARTICIPATION

Your participation mark is based on your preparation for class and your input into group discussion in all classes (excluding the class of your presentation - for which you will get a separate mark). You will need to demonstrate that you have read and thought about the set material for each week. Participation in class discussion will be marked on the constructiveness of your input to the class discussion and debate.

### CRITERIA FOR GRADING AND GRADING STANDARDS

Grading Rubric		
A	93+	Achievement that is outstanding relative to the level necessary to meet course requirements.
A- B+	90-92 87-89	Achievement that is significantly above the level necessary to meet course requirements.
B	83-86	
B- C+	80-82 77-79	Achievement that meets the course requirements in every respect.
C	73-76	
C- D+	70-72 67-69	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D	60-66	
F	<59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

### GRADING FOR ASSIGNMENTS

Participation, including group facilitation	10%
Individual Research Presentation	30%
Individual Essay	30%
Group Project	30%

### SCHEDULE AND ASSIGNMENTS

Course Topics	
Week 1	<p><b>Understanding Gender</b></p> <p>In this seminar we explore key concepts, arguments and ideas on how our gendered identities are produced. We will examine a range of different approaches to the study of gender, and consider how our experiences of masculinity and femininity can be shaped by the cultural context in which we live.</p> <p><b>Film</b> <i>I Am A Girl</i> (2013). This film explores the experience of gender in a range of cultural environments, including Australia and the United States.</p>

	<p><b>Reading</b> Barker, C. 2012. "Sex, Subjectivity and Representation" in C Barker, "<i>Cultural Studies: Theory and Practice</i>: pp. 288-300, 311-324. Connell, R.W, 2002. <i>Gender</i>, Cambridge UK: Polity Press, pp. 7–10, 85–96.</p>
Week 2	<p><b>Gender and Culture: An Introduction</b> Building on last week's seminar, we begin to explore issues of gender discourse that arise in a particular national and cultural contexts and the factors which influence this discourse. Using Australia as our case study, we focus on the origins and continuation of stereotypes of masculinity and femininity. We also begin to examine the broader politics of gendered access to resources, education and employment in Australia.</p> <p><b>Reading</b> "Gender Indicators", <i>Australian Bureau of Statistics</i>: <a href="http://www.abs.gov.au/ausstats/abs@.nsf/mf/4125.0">http://www.abs.gov.au/ausstats/abs@.nsf/mf/4125.0</a></p>
Week 3	<p><b>Women on the Frontier: gender in colonial society</b> In this seminar, we begin to look at the construction of female identity in colonial society, tracing the narratives, experiences and politics of womanhood during this period. We will pay particular attention to the different experiences of colonial women in Australian and United States contexts, and look at the rise and development of the suffragette movement.</p> <p><b>Reading</b> "Women in Colonial Times", Australian Government Website: <a href="http://australia.gov.au/about-australia/australian-story/women-in-colonial-times">http://australia.gov.au/about-australia/australian-story/women-in-colonial-times</a> "Gender and Sexuality in Colonial America": <a href="http://public.gettysburg.edu/~tshannon/341/sites/Gender%20and%20Sexuality/index.html">http://public.gettysburg.edu/~tshannon/341/sites/Gender%20and%20Sexuality/index.html</a> "Votes for Women", Parliament of Australia: <a href="http://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/Publications_Archive/archive/women">http://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/Publications_Archive/archive/women</a></p>
Week 4	<p><b>Gender in Indigenous Cultures</b> The indigenous peoples of Australia have a rich and varied conception of gendered right and responsibilities, and today, Aboriginal men and women are engaged in a range of programmes and platforms aimed at improving the lives of indigenous populations. In this seminar, we will focus our examination of gender in aboriginal societies by looking at the traditional practices of Aboriginal Australians. In the second part of the seminar, we look at the particular issues and injustices indigenous women have faced in Australian society, and compare these to the global context.</p> <p><b>Reading</b> Child, B. J, 2012. "Introduction" in B.J Child, <i>Holding Our World Together: Ojibwe Women and the Survival of Community</i>, New York: Penguin. Weedon, C, 2004. "History, Voice and Representation: Aboriginal Women's Life Writing" in C Weedon, <i>Identity and Culture</i>, Maidenhead: Open University Press, pp. 46-60. Optional Reading: Moreton-Robinson, A, 2000. "Tiddas Speakin Strong: Indigenous Women's Self-Representation within Australian White Feminism", in A Moreton-Robinson, <i>Talkin' Up The White Women: indigenous women and white feminism</i>, St Lucia: University of Queensland Press, pp. 150-178.</p>
Week 5	<p><b>The Making of Masculinities</b> Australian national identity has long had a complex relationship with notions of masculinity, manhood and mateship. In this seminar, we will explore the ideals of masculinity unique to the Australia and how these are related to Australia's colonial history, environment and economy. We will use this case study as a means to ask broader questions about the influence of cultural environment on gendered identity.</p> <p><b>Film:</b> <i>The Castle</i> (1997).</p> <p><b>Reading</b> Connell, R.W, 2008. "A Thousand Miles from Kind: Men, Masculinities and Modern Institutions," <i>Journal of Men's Studies</i>, 16 (3), pp. 237-252.</p>

	<p>“What makes a man?”, <i>Sydney Morning Herald</i>, October 12, 2012:  <a href="http://www.smh.com.au/executive-style/style/stitched-up/what-makes-a-man-20121018-27qfi.html">http://www.smh.com.au/executive-style/style/stitched-up/what-makes-a-man-20121018-27qfi.html</a></p> <p><b>Optional Reading:</b> Murrie, L, 2009. “The Australian Legend: Writing Australian masculinity/writing ‘Australian’ masculine”, <i>Journal of Australian Studies</i>, 22 (56): 68-77.</p>
Week 6	<p><b>Local and Global Feminisms</b></p> <p>Australia was one of the first countries in the world to grant the right to vote to women. While the history of feminism in Australia shares many similarities with the United States, Australia has had its own unique experiences and politics of feminist issues. Today, we overview how Australian society and politics has produced its own feminist debates, and where they can be situated in the global context of women’s activism.</p> <p><b>Reading</b></p> <p>Lake, M, 1998. 'A History of Feminism in Australia', in B Caine (ed.), <i>Australian Feminism: A Companion</i>, Melbourne: Oxford University Press, pp. 132 - 142</p> <p>LeGates, M, 2011. “Introduction: Feminism and Patriarchy” in M LeGates, <i>In Their Time: A History of Feminism in Western Society</i>, New York: Routledge, pp 1-16.</p>
Week 7	<p><b>Gender and Multiculturalism 1</b></p> <p>Non-Western and migrant peoples can face a particular set of challenges in relation to confirming to mainstream gendered values and beliefs. In this seminar our case study is an exploration of the unique problems and experiences of Muslim women in Australian society, and how these issues can challenge the universal notion of “womanhood” that is a part of contemporary identity politics.</p> <p><b>Reading</b></p> <p>Casimoro, S, P Hancock and J Northcote, 2007. “Isolation and Insecurity: Resettlement Issues Among Muslim Refugee Women in Perth, Western Australia”, <i>Australian Journal of Social Issues</i>, 42 (1): 55-69.</p> <p>Hussein, S, 2001. “On being Muslim in Australia: Reflections from the Badshani Mosque” in R.Gaita (ed), <i>Essays on Muslims and Multiculturalism</i>”, Melbourne: Text Publishing, pp. 95-118.</p>
Week 8	<p><b>Gender and Multiculturalism 2</b></p> <p>Chinese, Vietnamese and Indian women make up a considerable part of the community of women in Australian society. Following on from the previous seminar, we explore the unique historic and contemporary problems and experiences of Asian migrant women to Australia.</p> <p><b>Reading</b></p> <p>Ang, Ien, 1996. “The Curse of the Smile: Ambivalence and the ‘Asian’ woman in Australian multiculturalism”, <i>Feminist Review</i>, 52: 36-49.</p> <p>Jack, Sybil, 2012. <i>Chinese Australian Women’s Stories</i>, Drummoyn: Jessie Street National Women’s Library.</p>
Week 9	<p><b>Gender and Politics</b></p> <p>In this seminar, we explore the role of women in politics, with a particular focus on women’s trade union activism and roles of political leadership. The discourses and debates on issues of gender that surrounded Prime Minister Julia Gillard, who served from 2010-2013, will be used as a case study for this seminar.</p> <p><b>Reading</b></p> <p>Committee for the Economic Development of Australia, 2013. “Women in Leadership: understanding the gender gap”: <a href="https://www.ceda.com.au/media/310731/cedawiljune%202013final.pdf">https://www.ceda.com.au/media/310731/cedawiljune%202013final.pdf</a></p> <p>Anne Summers in conversation with Julia Gillard, Sydney Opera House, 30 September 2013.  <a href="http://annesummers.com.au/2013/10/video-of-sydney-conversation-with-julia-gillard/">http://annesummers.com.au/2013/10/video-of-sydney-conversation-with-julia-gillard/</a></p>
Week 10	<p><b>Gender and the Media</b></p> <p>Mass media play a key role in reproducing gender stereotypes and discourses, and at the same time, can be used to challenge and resist dominant social norms and ideals on masculinity and femininity. In this seminar we explore the role of mass media in perpetuating gender stereotypes and examine how both Hollywood and Australian cinema has played a key role in this process.</p> <p><b>Reading</b></p> <p>Rose, Lucas, 1998. “Dragging It Out: Tales of Masculinity from Australian Cinema, from ‘Crocodile</p>

	Dundee' to 'Priscilla Queen of the Desert", <i>Journal of Australian Studies</i> , 22 (56): 138-146.
Week 11	<p><b>Lesbian, Gay, Bisexual and Transgendered Identity</b> Gay, lesbian, bisexual and transgendered people (LGBT) have experienced a unique history of oppression and activism. This seminar will examine this history on a comparative scale. First, we will explore how the fight for LGBT rights in Australia can be paralleled to the activism in United States, and second, we will examine how the Australian cultural context has played a role in shaping the actions and achievements of the LGBT community.</p> <p><b>Reading</b> Westbrook, L and K Schilt, 2014. "Doing Gender, Determining Gender", <i>Gender and Society</i> 28 (1): 32-57.</p> <p>Willett, Graham, 2000. "Living" in <i>Living Out Loud: A History of Gay and Lesbian Activism in Australia</i>, Allen and Unwin, University of Melbourne Press, pp 3-19.</p> <p>Janis Wilton and Joseph Eisenberg, 'Unpleasant pictures by foreign named artists: Australian Responses to Émigré Artists', <i>Art &amp; Australia</i>, Vol. 30, No. 4, Winter, 1993.</p>
Week 12	<p><b>Current Issues and Debates: group presentations</b> In this seminar, groups will present their research material on current issues and debates in the politics of gender in Australia and the United States.</p>

### PARTICIPATION AND GROUP FACILITATION 10%

Participation is a vital part of your grade. Students are expected to come prepared to class, having completed any set readings, and to participate actively and critically in class discussions and in related online activities. Note that this is a mark for participation, NOT attendance (which is compulsory). Facilitation includes actively encouraging and participating in class discussion of readings and lecture content.

### INDIVIDUAL PRESENTATION

Length: 15 minutes

Due: TBA

Students will give a presentation on one of the weekly topics. In this presentation, students are to overview key issues and theories in relation to their assigned topic, including a summary of the week's readings. Students are also expected to provide their own original information and research on the topic, which will form the basis of a research essay to be submitted two weeks after the presentation.

### RESEARCH ESSAY

Length: 2000 words

Due: Two weeks after Individual Presentation

For this assignment, students are asked to provide a written essay following their individual research presentation. This should be in the form of an academic essay and include bibliographic references.

### GROUP PRESENTATION

Students will be assigned to work in groups of 3-4, in which they will develop their own research idea on the topic of "Current Issues and Debates: Gender in Australia and the United States". Groups will be assigned in Week 3, and will work with the course coordinator to develop their topic throughout the semester. The group presentation will be a 15 minute seminar in the final week of semester.

*Instructions for submitting written work*

- Leave a space and a half between lines.
- Double-sided printing is acceptable. *You must submit hardcopy – written work will not be accepted by email.*
- Leave a wide left hand margin (3cm minimum) for the marker's comments.
- Number and staple together all pages.
- Ensure your name is clearly written on each essay page.
- Use the Harvard (in text) citation and referencing system.
- Make sure you retain a copy of your work at all times in case of lost or misplaced essays.

### ATTENDANCE POLICY

Students must attend all classes and gallery visits and be able to certificate genuine absences. Any absence should be

justifiable in terms only of illness, religious holiday or an internship interview.

## **UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES**

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

### **SCHOLASTIC DISHONESTY**

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

### **STUDENT CONDUCT**

The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.