

**TITLE: Gender studies from an Intersectional perspective // Contemporary views on Gender and diversity**

LANGUAGE: English

TOTAL HOURS: 45 hours

CREDITS: 3 credits

**DESCRIPTION**

Gender studies is an interdisciplinary academic field that seeks to make sense of society through the analysis of gender roles and power dynamics in their socio-historical contexts. In addition to examining the subjective experiences of women, gender studies also explores the sociocultural structures which create and reproduce gender, drawing from disciplines such as economics, sociology, public policy, the humanities, and cultural studies.

Gender, as a social category, is created and defined by a series of relational symbolic interactions and cultural practices understood to be characterized by intersecting power dynamics which have significantly shifted a unitary concept of gender to a multiplicity of perspectives and experiences of being a woman. The Intersectional approach apprehends the complex ways in which systems and social constructions intersect over people's bodies and experiences, often leading to various discrimination and exclusions.

On the other hand, diversity is a term which entered the political agenda and the social ground as minority groups took the public space to vindicate for a space of their own. In a society increasingly concerned about the integration of diversity at all different levels- from personal relations, through the workplace and to public policy- it is imperative to have a solid conceptual and practical background on issues concerning the intersection between gender and these social categories which constitute forms of diversity such as sexuality, race, class, nationality and cultural groups.

The present course will address the main concepts surrounding the intersections of gender and other social categories, with a particular interest in cross analysing gender and feminist theory and contemporary practices. It will then explore the different intersections constructing the diversity of ways of being, bearing in mind that future professionals will face this complex range of ever-changing diversities. The course will cover a wide range of topics, from a double perspective between the USA and Spain, in particular Barcelona, with visits to relevant organizations and key actors which will present, in first person the main dilemmas and challenges regarding gender studies and practice from an intersectional perspective.

**COURSE OBJECTIVES**

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

- Conceptualize gender and diversity related topics in a cross culture and historical perspective, including Queer theory, sexual diversity and masculinities;
- Trace the evolution of feminist movements and mains issues addressed;
- Understand Intersectionality and it's applicability to diversity;
- Identify the different ways in which gender is depicted and constructed in the fields of communication, media and visual arts;

- Learn the fundamentals of sexual diversity and gender expression from a cross cultural perspective;
- Discuss the practical application of gender theory and developments to public policy and to the fight for gender equality,

## METHODOLOGY

This course will use a combination of guided lectures, classroom interaction, student's research and presentations, social media study, visit to emblematic places in the city and short class debates. This combination of methodologies aims to make a bridge between theoretical knowledge and practical tools to analyse an ever-changing reality.

## EVALUATION

Attendance to classes and field trips is mandatory; poor attendance will affect the final grade of the student as well as the everyday participation grade.

The final grade consists of six different parts: class participation, class presentations, participation in a blog, field study assignments, a midterm written exam and a final paper.

The breakdown of grades is made up as follows:

Class participation	15%
Class presentations	15%
Participation in a blog	15%
Field study assignments	15%
Midterm written exam	20%
Final paper	20%

**Class Participation:** Active class participation includes coming to class prepared and on time, having read the material for that day and show active reflection on that material, answering questions from the professor, generating questions and engaging in group activities using required reading for that day. Students are encouraged to express their opinions in class with the professor and the other students.

**Class Presentations:** Students will be required to "co-teach" a portion of one class along with the professor, in which the student will present the reading in question, note the key concepts or ideas presented, generate questions for class discussion, and provide a brief critical response to the reading.

**Participation in a blog:** The students are expected to participate in a private blog generated in the Moodle platform of the course where they will share and comment on contemporary issues through short texts, pictures or videos.

**Field study assignments:** Students will be given a short assignment to be answered in the context of the field studies taken.

**Midterm Exam:** The midterm may contain a mix of short answer and essay questions aimed to test the students' full comprehension of facts and the ability to argue his/her opinions based on class material.

The guidelines for exams are as follows:

- Any student found cheating will automatically fail this examination. Additional sanctions may be imposed.
- Talking or communicating with other students during the examination is forbidden.
- Desks must be cleared of all books, notes and papers. All unauthorized materials must be put away and remain out of sight throughout the examination.
- All telephones and electronic devices must be turned completely off during the exam.
- Students arriving later than 15 minutes will not be allowed into the classroom to take the examination, subject to the decision of the instructor.
- At the end of the examination students will remain seated until their papers are collected. No one may leave the room until excused.
- Should assistance be required, students will attract the attention of the instructor.
- Failure to follow these rules will automatically lead to failure of this examination.

**Final paper:** Students are expected to choose one of the topics addressed in class related to social movements around the globe and write an academic paper of around 3000 words on that topic, commenting on practical examples and applying the theoretical frames previously studied.

## FIELD STUDIES

This course includes 3 field studies, with the possibility of incorporating a 4th one in moments when it is justified, such as temporary exhibitions or other events related to the course's objectives. The suggested field visits are to spaces such as NGO's and civil society organizations where social movements develop their ideas and activism, and to Town hall specific programmes.

## ACADEMIC INTEGRITY

SIS programs foster critical thinking and intellectual development of its students. In doing so, SIS requires that students introduce their original thoughts, opinions, and ideas in all of their assignments with the support of cited sources. Any violations of academic integrity- such as cheating, plagiarism, self-plagiarism, academic misconduct, fabrication, misuse or misrepresentation of research, and noncompliance - may result in an automatic "F" or immediate dismissal from the program if the student falls below the minimum number of credits required for the term; 12 credits during the semester, or 3 hours during the summer.

**Cheating:** Any action that violates the rules and guidelines given by the instructor for submitting assignments or exams.

**Plagiarism:** Any action that presents the ideas, opinions, research, etc. of another as your own.

- Directly copying another's work without citing sources
- Submitting another person's work into your own without properly citing the source(s) used.
- Paraphrasing another person's work without providing appropriate citations

**Self-Plagiarism:** Submitting a piece of one's own work to receive credit for multiple assignments in one or more class.

**Academic Misconduct:** Any act that impedes or threatens the open exchange, expression, or flow of information or fair evaluation of students. This includes intimidation and complicity in any acts or attempts to interfere with the ethical and fair submission and evaluation of student work.

**Fabrication:** Providing inaccurate or false information, including research findings, quotes, and cited sources, etc.

**Non-Compliance:** Failure to comply with the values, objectives, and procedures contained in this policy.

As SIS is accredited by Jacksonville University, students are held accountable to JU's [Academic Integrity and Code of Conduct](#). You are expected to read and understand the JU terms and regulations of Academic Misconduct.

(<https://drive.google.com/file/d/1PyZmN0EAH1o4bKVZdZxVyKw-wdiwXewx/view>)

## **ATTENDANCE POLICY**

**Semester:** Students are allowed THREE absences throughout the semester without penalty. Starting with the fourth absence, the student's FINAL GRADE will be lowered by a fraction of a letter (1/3 of a letter grade). For example, if a student has 4 absences and a final grade of B+, the grade will be lowered to a B, if 5 absences the grade is lowered to B-.

**Summer:** Students are allowed TWO absences throughout the summer without penalty. Starting with the third absence, the student's FINAL GRADE will be lowered by a fraction of a letter (1/3 of a letter grade). For example, if a student has 4 absences and a final grade of B+, the grade will be lowered to a B, if 5 absences the grade is lowered to B-.

*\*January Term students are allowed TWO absences as well.*

There are NO excused absences. If a student misses class because s/he is sick, that counts as one of the allowed absences. No excused absences and no excuses.

Quizzes, exams and participation points that are missed because of an absence cannot be recuperated.

Students that arrive late 5 minutes or more will receive a 0 for participation for the day.

## COURSE CONTENT

SESSION	CONTENT	READINGS
1	Introduction to the Course expectations	—
2	Foundational concepts surrounding Gender, sexuality and diversity	Mikkola, M., <i>Feminist Perspectives on Sex and Gender</i> , The Stanford Encyclopedia of Philosophy (Winter 2017 Edition), Edward N. Zalta (ed.)
3	When did Gender become important? A brief history of Feminism I	Walters, M. (2005) <i>Feminism: A Very Short Introduction</i> : Chapters 6 and 7, Oxford University Press Inc., New York
4	When did Gender become important? A brief history of Feminism II	Krolokke, C. & Sorensen, A. S. (2005), <i>Gender Communication Theories and Analyses</i> , Chapter 1: Three Waves of Feminism From Suffragettes to Grrls, Sage Publications, Inc.
5	Visit to Library Francesca Bonnemaison	Clari, M. & Muñoz, M. <i>The inclusion of the Libraries of Barcelona in the cultural 'map', or how to turn a need into a virtue</i> . Communication at World library and information congress, 74th IFLA General Conference and Council, 10-14 August 2008, Québec, Canada
6	Gender across cultures and across time: An anthropological perspective	Désert, M. & Leyens, J-P. (2006). <i>Social comparisons across cultures I: Gender stereotypes in high and low power distance cultures</i> . Social Comparison and Social Psychology: Understanding Cognition, Intergroup Relations, and Culture, Serge Guimond (Ed.), Université de Clermont-Ferrand II (Université Blaise Pascal), France DOI 0.1017/CBO9780511584329.016  Quinn, N. (1977), <i>Anthropological Studies on Women's Status</i> , Annual Review of Anthropology, Vol. 6:181-225
7	Gender and Post-colonialist perspectives	hooks, b. (2003) <i>The oppositional Gaze: Black Female Spectators</i> , in Reina Lewis & Sara Mills (eds.), <i>Feminist Postcolonial Theory: A Reader</i> , New York: Routledge, pp. 207-21;  Lorde, A. (2003), <i>The Master's Tools Will Never Dismantle the Master's House</i> , in Reina Lewis & Sara Mills (eds.), <i>Feminist</i>

		<p>Postcolonial Theory: A Reader, New York: Routledge</p> <p>Mohanty, C. (1984). <i>Under Western Eyes: Feminist Scholarship and Colonial Discourses</i>. <i>Boundary 2</i>, 12/13, 333-358. doi:10.2307/302821.</p> <p>Rajan, R. S., &amp; Park, Y.-M. (2007). <i>Postcolonial Feminism/Postcolonialism and Feminism</i>. A Companion to Postcolonial Studies, 53–71. doi:10.1002/9780470997024.ch3</p>
8	Intersectionality in Gender studies	<p>Crenshaw, K. (1991). <i>Mapping the Margins: Intersectionality, Identity Politics and Violence Against Women of Color</i>, <i>Stanford Law Review</i>, 43 (6): 1241-1299;</p> <p>Collins, P. H. (2015). <i>Intersectionality's Definitional Dilemmas</i>, <i>Annual Review of Sociology</i> 41 (3): 3.1-3.20</p> <p>Knapp, G.-A. (2005). <i>Race, Class, Gender: Reclaiming Baggage in Fast Travelling Theories</i>. <i>European Journal of Women's Studies</i>, 12(3), 249–265. <a href="https://doi.org/10.1177/1350506805054267">https://doi.org/10.1177/1350506805054267</a></p>
9	Portraits of Gender in visual arts: from Ancient History to Publicity and Social Media	<p>Gill, R., (2007). <i>Postfeminism media culture, Elements of sensibility</i>. <i>European Journal of Cultural Studies</i>, 10(2), 147-166;</p> <p>Aran-Ramspott, S.; Medina-Bravo, P.; Rodrigo-Alsina, M. (2015). <i>Exploring the Spanish youth audience's interpretation of loving relationships</i>. <i>Media, Culture &amp; Society</i> 37(6): 813-833.</p>
10	Sexual diversity around the globe	<p>Rubin, G. (1992) <i>,Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality, Culture, Society, and Sexuality</i>, edited by Peter Aggleton and Richard Parker, Routledge, 2006, pp. 143-178;</p> <p>Stevens, P. (2014). <i>Culture and sexuality</i>. In <i>The International Encyclopedia of Human Sexuality</i> (eds A. Bolin and P. Whelehan). doi:10.1002/9781118896877.wbiehs110</p>
11	actical class: Research and compilation of	Online resources researched by the students



	expressions of Gender diversity across the Globe	
12	Queer theory and LGBT+	<p>Pilcher, J. &amp; Whelehan, I.(2004), <i>Fifty Key Concepts in Gender Studies</i>, SAGE Publications Ltd.;</p> <p>Selected Texts from Butler, J. (2004), <i>Undoing gender</i>, Routledge;</p> <p>Rich, A. (1980). <i>Compulsory Heterosexuality and Lesbian Existence</i>. <i>Signs</i>, 5(4), 631-660. Retrieved from <a href="http://www.jstor.org/stable/3173834">http://www.jstor.org/stable/3173834</a></p> <p>Diamond, L. &amp; Pardo, S. &amp; Butterworth, M. (2011). <i>Transgender Experience and Identity</i>, Handbook of identity, theory and research (603-628), Springer 10.1007/978-1-4419-7988-9_26.</p>
13	<b>Visit to the LGBT Centre of Barcelona – Barcelona Townhall</b>	—
14	MIDTERM REVIEW	—
15	MIDTERM	—
16	The construction and perpetuation of masculinity	<p>Kimmel, M. (2015), TED Talk: Why is Gender Equality good for everyone, men included, retrieved from <a href="https://www.ted.com/talks/michael_kimmel_why_gender_equality_is_good_for_everyone_men_included?language=en">https://www.ted.com/talks/michael_kimmel_why_gender_equality_is_good_for_everyone_men_included?language=en</a> (15 mns);</p> <p>Katz, J. (2011) <i>Advertising and the Construction of Violent White Masculinity: From BMWs to Bud Light</i>. In <i>Gender, Race and Class in Media: A Critical Reader</i>, edited by Gail Dines and Jean M. Humez. Thousand Oaks: Sage, 261-269.;</p> <p>Connell, R. W., &amp; Messerschmidt, J. W. (2005). <i>Hegemonic Masculinity: Rethinking the concept</i>. <i>Gender &amp; Society</i>, 19(6), 829–859. doi:10.1177/0891243205278639</p>
17	Masculinity across cultures	Duncanson, Claire. (2015). <i>Hegemonic masculinity and the possibility of change in gender relations</i> . <i>Men and Masculinities</i> 18(2): 231-248;



		Rodríguez-del-Pino, J. A., <i>A Farewell to the Iberian Spanish Macho? An Analysis of Masculinity in Spain. Conversations with Experts</i> , Revista Crítica de Ciências Sociais, 118   2019, 5-24.
18	Gender based violence	<p>Crenshaw, K. (1991). <i>Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color</i>. Stanford Law Review, 43(6), 1241. doi:10.2307/1229039</p> <p>Ferrer-Pérez, Victoria &amp; Bosch-Fiol, Esperanza. (2013). <i>Gender Violence as a Social Problem in Spain: Attitudes and Acceptability</i>. Sex Roles. 70. 506-521. 10.1007/s11199-013-0322-z.</p>
19	Gender and race: two forms of oppression?	<p>J. Celeste Walley-Jean. (2009). <i>Debunking the Myth of the “Angry Black Woman”: An Exploration of Anger in Young African American Women</i>. Black Women, Gender Families, 3(2), 68-86. Retrieved from <a href="https://www.jstor.org/stable/10.5406/blacwomegendfami.3.2.0068">https://www.jstor.org/stable/10.5406/blacwomegendfami.3.2.0068</a></p> <p>Combahee River Collective (1977) <i>A Black Feminist Statement</i>. In Words of Fire: An Anthology of African American Feminist Thought ;</p> <p>Somerville, S. B. (1998). <i>Scientific Racism and the Emergence of the Homosexual Body</i>. In Women. Culture and Society: A Reader (pp. 77-94)</p>
20	Gender mainstreaming in Europe and the USA: Public policy as a tool for change	<p>Selected Texts from United Nations (1995), <i>The Beijing Declaration and Platform for Action</i>, available at <a href="https://beijing20.unwomen.org/~/media/headquarters/attachments/sections/csw/pfa_e_final_web.pdf">https://beijing20.unwomen.org/~media/headquarters/attachments/sections/csw/pfa_e_final_web.pdf</a>;</p> <p>United Nations Resolution 2014/2, (2014) <i>Mainstreaming a gender perspective into all policies and programmes in the United Nations system</i>, available at <a href="https://www.un.org/ga/search/view_doc.asp?symbol=E/RES/2014/2">https://www.un.org/ga/search/view_doc.asp?symbol=E/RES/2014/2</a>;</p> <p>O'Connor, Julia. (2014). <i>Gender mainstreaming in the European Union: broadening the possibilities for gender equality and/or an inherently constrained exercise?</i>, Journal of International and</p>



		Comparative Social Policy. 30. 69-78. 10.1080/21699763.2014.888012.
21	minist activist expressions and Barcelona's feminist movement	<p>Dean J, Aune K. (2015) <i>Feminism Resurgent? Mapping Contemporary Feminist Activisms in Europe</i>. Vol. 14, Social Movement Studies;</p> <p>Ryan, L. (2006). <i>A Case Apart: The Evolution of Spanish Feminism, Feminisms Within and Without</i>, Publisher: national Women Studies Centre, Galway, Editors: Rebecca Pelan;</p> <p>Núñez Puente, S. (2018), Femen in the current Spanish political context: feminist activism and counterhegemonic modes of representation. <i>Journal of Spanish Cultural Studies</i>, 19(1)</p> <p>Barcelona Town Hall, 2016–2020 Plan for Gender Justice, available at <a href="https://ajuntament.barcelona.cat/dones/sites/default/files/documentacio/plan-for-gender-justice-2016-2020_ang.pdf">https://ajuntament.barcelona.cat/dones/sites/default/files/documentacio/plan-for-gender-justice-2016-2020_ang.pdf</a>;</p>
22	<b>Visit to Ca la Dona</b>	Ca la Dona, the city's feminist meeting, at point <a href="https://www.barcelona.cat/infobarcelona/en/ca-la-dona-the-citys-feminist-meeting-point_625105.html">https://www.barcelona.cat/infobarcelona/en/ca-la-dona-the-citys-feminist-meeting-point_625105.html</a>
23	the backlash against Gender diversity and feminist visibility	<p>Sarah Banet-Weiser &amp; Kate M. Miltner (2016) <i>#MasculinitySoFragile: culture, structure, and networked misogyny</i>, <i>Feminist Media Studies</i>, 16:1, 171-174, DOI: 10.1080/14680777.2016.1120490</p> <p>Kane, E. (2006). <i>No Way My Boys Are Going to be like That! Parents' Responses to Children's Gender Nonconformity</i>. <i>Gender and Society</i>, 20(2), 149-176. Retrieved from <a href="http://www.istor.org/stable/27640879">http://www.istor.org/stable/27640879</a></p> <p>Selected Texts from Kimmel, M. S. (2013), <i>Angry white men: American masculinity at the end of an era</i>. New York :Nation Books</p>
24	<b>MIDTERM REVIEW</b>	
25	<b>STUDENT PRESENTATIONS</b>	

\*Number of sessions and order of assignments may vary depending on term.

## BIBLIOGRAPHY

### Required Readings

- Aran-Ramspott, S.; Medina-Bravo, P.; Rodrigo-Alsina, M. (2015). Exploring the Spanish youth audience's interpretation of loving relationships. *Media, Culture & Society* 37(6): 813-833.
- Barcelona Town Hall, 2016–2020 Plan for Gender Justice, available at [https://ajuntament.barcelona.cat/dones/sites/default/files/documentacio/plan-for-gender-justice-2016-2020\\_ang.pdf](https://ajuntament.barcelona.cat/dones/sites/default/files/documentacio/plan-for-gender-justice-2016-2020_ang.pdf);
- Butler, J. (2004), *Undoing gender*, Routledge;
- Ca la Dona, the city's feminist meeting, at [https://www.barcelona.cat/infobarcelona/en/ca-la-dona-the-citys-feminist-meeting-point\\_625105.html](https://www.barcelona.cat/infobarcelona/en/ca-la-dona-the-citys-feminist-meeting-point_625105.html)
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- Families, 3(2), 68-86. Retrieved from <https://www.jstor.org/stable/10.5406/blacwomegendfami.3.2.0068>
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- United Nations Resolution 2014/2, (2014) *Mainstreaming a gender perspective into all policies and programmes in the United Nations system*, available at [https://www.un.org/ga/search/view\\_doc.asp?symbol=E/RES/2014/2](https://www.un.org/ga/search/view_doc.asp?symbol=E/RES/2014/2);
- Walters, M. (2005) *Feminism: A Very Short Introduction: Chapters 6 and 7*, Oxford University Press Inc., New York

**Recommended videos:**

- The mask you live in (Documentary), The representation project;
- Intersexion (Documentary) at <https://www.youtube.com/watch?v=QQdOp3COFsS>