**Course Title:** Gender and Sexuality  
**Course Code:** (GI) SOCI 3001 BRGE / GEND 3001 BRGE  
**Programs Offering Course:** Global Architecture and Design, Semester Global Internship, Berlin Open Campus Block  
**Open Campus Track:** Language, Literature, and Culture  
**Language of Instruction:** English  
**U.S. Semester Credits:** 3.00  
**Contact Hours:** 45.00  
**Term:** Fall Block I 2020

### Course Description

This course will explore issues of gender and sexuality by reading, watching, and listening to contemporary gender and queer-inspired artistic productions. As we attend a variety of exhibitions, artist talks, and film screenings, or read fiction and poetry, our focus will be on how each of these "texts" construct in a specific way and thereby negotiate gender and its intersection with other axes of difference such as ethnicity, sexual orientation, or class; how they represent the human body; and how they relate multiple forms of sexuality to social categories and hierarchies. The course examines how a fictional story or a dance performance, for example, may supplement, undermine, or complicate the very interpretative categories that we as readers inevitably bring to the object of analysis. The course is also supported by site visits and presentations from relevant organizations and their staff.

### Learning Objectives

By completing this course, students will:

- Examine how conceptions of the relationship between sex, gender, and sexuality vary across time and cultures.
- Compare and contrast essentialist and constructivist conceptions of gender.
- Articulate how class, race, and ethnicity shape the experiences and expressions of gender and sexuality.
- Develop and critique conceptions of intersex, transgender, and queer identities.
- Learn to think critically about the regulation of gender and sexuality within various institutions.

### Course Prerequisites

Students should have previously completed a level 2000 course in the social sciences.

### Methods of Instruction

The methodology will be based on interpretative group work in the form of discussions about the texts read, films watched, and art objects or performances observed. The more theoretical parts of class sessions will sometimes consist of lectures as well. The first week of the course will serve to establish a basic repertoire of analytical instruments – based on current cutting-edge research – with which all participants are to familiarize themselves. This repertoire may be widened as the course proceeds, for example in cases where students feel that they need additional tools to be able to analyze more adequately a certain text, film, etc.

Evaluation will be based on conceptual clarity, self-critical skills, and the ability to relate disparate concepts, but equally to creative thinking and original critique. This applies to written- as well as oral-based components of the grade.

### Assessment and Final Grade

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Response Essays (2)</td>
<td>20%</td>
</tr>
<tr>
<td>Research Project Proposal</td>
<td>10%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>10%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
</tbody>
</table>
Course Requirements

Presentation

Students must conduct an individual 15-minute presentation on a text, film, theoretical concept, or author that will be covered in the course. They should provide a brief overview of the text, its connection to relevant literature studied in the course and a critical analysis of its interactions with issues of gender and sexuality as discussed in class. A 375-word summary handout must also be prepared for distribution to the class after the oral presentation.

Response Essays (2)

Students must submit TWO (2) essays of 1500-words each. Each essay must summarize and critically reflect on the content presented at two of the site visits and must connect with the relevant mandatory course readings. Each response essay is due at the beginning of the following week of the site visit.

Research Project Proposal
Annotated Bibliography
Research Paper

This assignment has three parts being a research paper proposal (10%); an annotated bibliography (10%) and the final research paper submission (20%). The facilitator will guide students through the process.

First students must propose a topic as a research project proposal for approval by the instructor by the end of Week 2. This will constitute 10% of the total mark for the course and be 250-words exactly. Secondly, students must submit an annotated bibliography of 750-words summarizing sources that they intend to use for their final paper. At least two readings that are studied in class must be used. This component must be submitted by the end of week three and will constitute 10% of the total mark for the course. The facilitator will provide feedback on these first two components.

The final component requires students to compose a 2000-word research paper that elaborates on the approved research proposal. A student’s work will be graded on their ability to compose a interpretative analysis or theoretical argument related to their approved research topic. At least four scholarly sources must be used, in addition to relevant images or supporting media, at least two of which may not be from the reading list for the course. Students are encouraged to utilize sources from the Annotated Bibliography. A bibliography and proper citations in APA format are required. The research paper is due at the beginning of week 6 and will constitute 20% of the total mark for the course.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Attendance

Regular class attendance is required throughout the program, and all absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent.

Attendance policies also apply to any required co-curricular class excursion or event, as well as to any required field placement. Students may not miss placement/work hours at an internship or service learning site unless approved in advance by the Academic Director and placement supervisor. All students must complete all of the
requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for academic credit.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Absences for classes will lead to the following penalties:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Minimum Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 10%</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>Participation graded as per class requirements; 3% grade penalty &amp; written warning</td>
</tr>
<tr>
<td>More than 20%</td>
<td>Automatic course failure, and possible expulsion</td>
</tr>
</tbody>
</table>

N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

**Weekly Schedule**

**Week 1**

Class: 1.1 Sex, Gender and Sexuality – An Overview

This week will be an overview of the course, the assessments and the underpinning theories to inform the learning in this course.

Reading:


**Week 2**

Class: 2.1 Investigating Authority and Power

Beyond Binaries, Foucauldian Concepts of Power

Discussion in this class will center on how gender is tied with notions of power, and identity. The Foucauldian power/knowledge nexus will be examined. Students will also review Foucault’s notion of discourse and discipline, and examine power as productive of subjects. Subsequently, we discuss Foucault’s notion of subjection and its implications for the possibilities of resistance. We will analyze Foucault’s argument that “power” works through bodies and knowledge. Discussion will also center on how the body and sexuality are cultural constructs rather than natural phenomena.

Readings:

Press.


Due Date for Submission of the Response Essay # 1

Class:  2.2  Interconnections

Discussion in this class will focus on the manners by which the regulation of sexuality is interwoven with structures of power. We will analyze how gender stereotypes are interconnected with the regulation of sexuality and bound upon the family.

Readings:


Class:  2.3  Shared Knowledge

Students will present their individual oral presentations and distribute their summary handouts.

Due Date for Submission of the Presentation

Week 3

Class:  3.1  Confounding Boundaries: Transgender, Transsexuality, Intersexuality

In this class students will focus on the relations between feminist theory, trans and intersex theory and politics. The commonalities between trans and intersex identities will be explored. Sexuality as a category will be analyzed by looking at its shifting meanings and the ways by which it has been defined. The difference between sex, gender and sexuality and how they are interrelated will be studied.

Readings:


https://learningtrans.files.wordpress.com/2015/06/intersexuality_transgender_and_transsexuality.pdf

Due Date for Submission of the Research Paper Proposal

Class:  3.2  Representing Sexuality in Contemporary in Host Country

In this class we will focus on both the advances made regarding LGBT rights, as well as the current challenges that the LGBT community faces in host country. The 2017 debate around same-sex marriage in host country will be used as a case study in understanding how sexuality has been represented and understood in contemporary host country. Students will make a site visit to local organization.

Readings:


**Class: 3.3** Site Visit: to local organization that support LGBT awareness

### Date Due for Submission of the Annotated Bibliography

**Week 4**

**Class: 4.1** After Feminism and Queer Theory: Gender Identity


**Date Due for Submission of the Response Essay #2**

**Class: 4.2** Theoretical Departures

In this class we will discuss on how sexuality is connected to our social existence. Particular attention will be given to how gender norms are constructed, and established. We will explore how gender structures and creates the notion of biological sex, through a repeated series of acts, words, and discourses that create and define the notions of masculinity and femininity. Students will also explore how gender identities are in constant flux and socially constructed. In turn, we will analyze how spaces and places can represent very different possibilities for sexual and gender identity.

Readings:


**Class: 4.3** Site Visit /Field Study:

Students will visit a local organization that support LGBTQI families.

Reading:


**Week 5**

**Class: 5.1** Complexities of Intersectionality: Race, Gender, Ethnicity

In this class, students will discuss the intersection of race and gender and other components of social identity from an interdisciplinary perspective. It will address and respond to the unique challenges of the inter and intra relationships, particularly of women of color with feminism, locally and globally. One of the tasks will be to (re)-visit, (re)vision, (re)-counter existing theories and bodies of knowledge, as well as analyze how historical and contemporary realities of women of color are profoundly influenced by a legacy of structural inequalities that is neither linear nor logical.

Reading:


**Class: 5.2** Identity and Place
Discussion will focus on exploring the intersections of identity, place, and gender. Students will analyze how feminist scholarship reveals that those aspects of life that we typically understand as most ‘intimate’ or ‘private’ – our bodies, feelings, and desires – have been/are profoundly shaped through long and entangled transnational histories and geographies of power.

Reading:


Class: 5.3 Site Visit / Guest Speaker

Students will visit or hear a presentation from local host country organization that supports LGBTQ rights

Week 6

Class: 6.1 Contemporary Gender and Sexuality Issues in host country

Discussion will focus on contemporary issues of gender and sexuality in host country and the representation in academia and the popular sphere.

Readings:


Class: 6.2 Final Class

Concluding discussion & overview of Research Projects

Readings:


Due Date for Submission of the Research Paper

Course Materials

Readings


Connell, R. (2012). Gender, health and theory: Conceptualizing the issue, in local and world perspective. Social Science & Medicine, 74(11), 1675-1683. doi:https://doi.org/10.1016/j.socscimed.2011.06.006


Additional Resources and Recommended Readings


Online Resources

The Consortium on Race, Gender and Ethnicity (CRGE) at the University of Maryland: http://www.crge.umd.edu/
GLQ – A Journal about Lesbian and Gay Studies: http://glq.dukejournals.org/
Journal by and about trans people: http://www.originalplumbing.com/