

IDST 116 Gender: Perspectives, Positions, & Problems
Ideas, Information, and Inquiry (Triple-I)
Fall 2022 MWF 1:25-2:15 PM
0103 Stone Center

Course Description

This course will introduce students to the complexities of gender, including its expressions, representations, and implications for society. Bringing together scholars from geography, art history, and law, it will examine the ways in which gender categories have been established, internalized, articulated, enforced, and resisted. Geography provides theoretical and methodological tools for understanding the interaction between gender, place, and power. 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

Elizabeth (Betsy) Olson, Geography
eaolson@email.unc.edu
Office: 225 Carolina Hall
Office hours: Mon 2:45-3:45 & by appointment

Maxine Eichner, Law
meichner@unc.edu
Office: 5103 Van Hecke-Wettach Hall
Office hours: Wed 3:30-4:30, Zoom:
<https://unc.zoom.us/j/91982992257> & by appointment

Cary Levine, Art History
clevine@unc.edu
Office: 110 Hanes Art Center
Office hours: Wed 11am-12pm & preferably by appointment

Teaching Assistants (TAs)

Olivia Janson
orj@unc.edu
Office hours: Wed 10-11:30am, Zoom:
<https://unc.zoom.us/j/7324629754>

Samantha Moody
smoody2@unc.edu
Office hours: Tues 11:30am-1:00pm,
Zoom:
<https://us04web.zoom.us/j/74502508182>

Rachel Sweeney
rarsween@ad.unc.edu
Office hours: Tues 10-11:30am, Zoom:
<https://unc.zoom.us/j/94804667516>

Annie Elledge
annieme@email.unc.edu
Office hours: Mon 10:00-11:30, Zoom:
<https://unc.zoom.us/j/4705034471>

Course Design

This course will be a lecture course with in-class activities supported 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 Geography—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.

Required reading

All students must access the course readings, which will be posted on our Sakai class site, in the Course Lessons section. *The assigned readings are essential to this course and must be treated accordingly.*

Ground rules

Some of the topics covered in the lectures and readings 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.

You will need your laptop in class. You are expected to only use your laptop for course-related needs (e.g., taking notes, in-class activities, etc.) only. Please do not have other windows or tabs open. TAs will monitor this.

Assignments, Check-ups, Activities, and Exams

1. **Response Papers.** Two reading response papers for **each** discipline (art history, law, geography), **six total**, of which at least **three must be completed before the midterm** (i.e., before October 19). *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 between **500 and 600 words** in length. Submit all papers electronically via the "digital dropbox" function of our **Sakai** site by **1pm on the lecture date for which the reading was assigned**.

Response Papers will be graded according to the following scale:

- 3 = meets expectations
- 2 = attempted and meets most expectations
- 1 = attempted but meets few expectations
- 0 = not attempted

2. **Online Sakai Check-ups**

- These check-ups are intended to be simply a basic knowledge check on the assigned readings.
- You can only take each check-up once, and they are to be done individually (not group-work).
- It is important NOT to open a check-up unless you have **15 minutes** in which to take the check-up; after the 15 minutes are up, the check-up will be automatically submitted for grading.
- If you accidentally open up a check-up when you are not ready to take it, because we do not have the means to reset individual check-ups, the check-up 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 check-up has 3-5 multiple-choice questions.
- Deadline: **1:00 PM before the start of the lecture topic** (see schedule below). We strongly urge you to complete check-ups well ahead of deadlines in case of unexpected problems including computer and/or internet connectivity issues.
- It is strongly recommended that, after submitting a check-up, you check the gradebook to make sure that you received credit. This will help you to keep track of the number of check-ups you complete.
- A check-up should be taken for each lecture session, covering the assigned reading(s). The average of the **best 27 check-ups** will be counted 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 **500-600-word** 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. Please refer to the “Roadmap and Tips for Art History Paper.” **Due 12:00 PM, September 28.**

4. **Interview.** Identify a person to interview about their experience of gender as seen from a geographical perspective. This person could be the same or a different gender identity from you, but should differ on at least one other aspect of identity (e.g., race, ethnicity, age, etc). It can be someone you know well or someone you have recently met. You will speak with them about an everyday place (dorm, classroom, work, home, social events, sports fields, doctor’s office, etc) and their experience of gender in this place. You should prepare a semi-structured interview guide prior to the interview which uses theories that we are studying in the class, and which helps you identify similarities and differences in your experiences of the space that you discuss. You will submit **your interview guide** and a **500-600-word** analysis of a theme or theme that you think is most interesting. Include in the report the name and email address (or phone number) of the person you interviewed. **Due 12:00 PM, October 10.**

5. **Legal paper.** Choose one of the following three topics and write a **500-600-word** 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. Please refer to the “Guide for Legal Paper.” **Due 12:00 PM, November 21.**
 - 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.

6. **Activities.** There will be in-class activities spread throughout the semester. Each instructor will design/assign these activities for their sections and may have a different total number of them. Please be attentive to instructor differences. The overall grade for this will weigh the total activities for each discipline equally.

7. **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.
- These exams will be taken on Sakai, so please be sure to bring your laptop.
 - 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%
- Check-ups: 10%
- Museum assignment (art history): 10%
- Interview assignment (geography): 10%
- Legal paper assignment (law): 10%
- Response Papers: 10%
- In-class Activities: 5%

Final grades will be determined using the following grading scale:

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|----|-----------|
| 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% |

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.

INTRODUCTION

Monday, August 15

Wednesday, August 17

Friday, August 19

PART I: FOUNDATIONS

Geography: The geography of gender and why “where” matters: three propositions

Monday, August 22 – Proposition 1: Gender creates spaces

READINGS: Listen (or read transcript for) Ezra Klein Show, “Gender is complicated for all of us”

<https://www.nytimes.com/2022/08/05/opinion/ezra-klein-podcast-kathryn-bond-stockton.html?showTranscript=1>

Wednesday, August 24 – Proposition 2: Space produces gender

READINGS: McDowell and Sharp, A Feminist Glossary (entires: Gender; Femininity; Binary/binary oppositions); Burgess et al, “Impact of the Covid-19 Pandemic on transgender and gender diverse health care”

Friday, August 26 – Proposition 3: Intersectionality has a geography

READING: Boussalem, Iqbal and Hopkins (2021) Chapter 20: Intersectionality

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

Wednesday, Monday, August 29 – A gendered history of art

READING: Gill Perry, “Introduction: gender and art history”; Guerilla Girls, “Introduction and Conclusion to the Guerilla Girl’s Bedside Companion to the History of Western Art”

Wednesday, August 31 – Early attempts to break through

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

Friday, September 2 – Lingering tensions and questions

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 7 – 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); T. Coates, *The Great Schism* (2011)

Friday, September 9 – Anchoring Sex Equality in the Law

READING: Handout on U.S. Court System; How to Read a Judicial Opinion Handout; *Goesaert v. Cleary* (U.S., 1948); Title VII of the Civil Rights Act of 1964; *Diaz v. Pan American World Airways* (5th Circuit, 1971); B. Cooper, “Black, Queer, Feminist, Erased from History” (2015)

Monday, September 12 – The Struggle Over Constitutional Sex Equality
READING: Reed v. Reed (U.S., 1971); Craig v. Boren (U.S., 1976);
United States v. Virginia (U.S., 1996)

PART II: PROBLEMS, QUESTIONS, & STRUGGLES

Art History: Embracing the “feminine”

Wednesday, September 14 – Critiquing the patriarchy and its (art) history
READING: Export, “Women’s Art: A Manifesto”; Tucker, “Bypassing
the Gallery System”

Friday, September 16 – Radical feminist art and the body
READING: Chicago and Shapiro, “Female Imagery”; Rose, “Vaginal
Iconology”

Monday, September 19 – Art and “women’s work”
READING: Mainardi, “Quilts The Great American Art”; Lippard,
“Household Images in Art”

Wednesday, September 21 – Problems with “femininity”
READING: Mainardi, “A Feminine Sensibility?”; Broude and Garrard,
excerpt from *The Power of Feminist Art*

Geography: Theorizing difference from the global to the body

Friday, September 23 – Critiquing global feminism: The West and the Rest
READING: Mohanty (1985) *Under Western Eyes: Feminist Discourses
and Colonial Scholarship*

Wednesday, September 28 – Crossing national boundaries
READING: Silvey and Parrenas (2020) *Thinking policy through migrant
domestic workers’ itineraries*

Friday, September 30 – Everyday places and gendered spaces
READING: Doan (2010) *The tyranny of gendered spaces – reflections
from beyond the gender dichotomy*

Monday, October 3 – Bodies
READING: Gokariksel and Secor (2015) *Islam on the Catwalk*

Law: The “Difference” Debate

Wednesday, October 5 – 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)

Friday, October 7 – Activity TBD

Monday, October 10 – Differences or Dominance?: Radical Feminists’ Take on Sex
Equality
READING: Marilyn Frye, *Sexism* (1983); Catharine MacKinnon,
Difference and Dominance (1984)

Wednesday, October 12 – The Relationship between Sex and Gender Pt. 1
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)

Friday, October 14 – The Relationship between Sex and Gender Pt. 2

READING: Bostock v. Clayton County, Georgia (U.S. 2020)

Monday, October 17 - 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 19: MIDTERM EXAM

PART III: RECENT ISSUES

Geography: It's gender all the way down

Monday, October 24 – The intimate life of geopolitics

READING: Smith (2021) Ch. 11: Intimate Geopolitics

Wednesday, October 26 – Wait...is citizenship (still) gendered?

READING: Hagneah, “How Photo ID Laws and Provisional Ballots target the most vulnerable Southerners”

Friday, October 28 – Who cares?

READING: Garbes, “The devaluation of care work is by design”;
listen/view: <https://www.tpr.org/2/2022-02-11/lessons-from-a-millennial-caregiver>

Monday, October 31 – Conspiracy! From Pussy Riot to Pizzagate

READING: Conspiracy collection

Wednesday, November 2 – Pulling together geography and gender

READING: TBD

Art History: Complicating the field

Friday, November 4 – The social construction of gender

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

Monday, November 7 – The “problem” of race and gender

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

Wednesday, November 9 – Masculinity and the question of male feminism

READING: Kahane, “Male Feminism as Oxymoron”

Friday, November 11 – TBD

READING: TBD

Monday, November 14 – TBD

READING: TBD

Law: Gender Complexities

Wednesday, November 16 – 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)

Friday, November 18 –Abortion and Reproductive Rights Pt. 1

READING: Roe v. Wade (1973); Planned Parenthood v. Casey (1992);
Gonzales v. Carhart (2007)

Monday, November 21–Abortion and Reproductive Rights Pt. 2

READING: Dobbs v. Jackson Women’s Health Organization (2022)

Monday, November 28 – Abortion and Reproductive Rights Pt. 3

READING: Cases and news articles following the Supreme Court’s
decision in *Dobbs* that abortion is not a fundamental right protected by the
U.S. Constitution

Wednesday, November 30 – 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)

SATURDAY, DECEMBER 3 at 12:00 PM: FINAL EXAM

**University of North Carolina at Chapel Hill
Information for Undergraduate Classes
Summer & Fall 2022**

Syllabus Changes

The professor reserves the right to make changes to the syllabus including project due dates and test dates. These changes will be announced as early as possible.

Attendance Policy

University Policy: As stated in the University's [Class Attendance Policy](#), no right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

Class Policy: Instructors may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview or club activity), instructors determine their own approach to missed classes and make-up assessment and assignments.

University Approved Absence Office (UAAO): The [UAAO](#) website provides information and FAQs for students and faculty related to University Approved Absences.

Note: Instructors have the authority to make academic adjustments without official notice from the UAAO. In other words, it is not required for instructors to receive a University Approved Absence notification in order to work with a student. In fact, instructors are encouraged to work directly with students when possible.

Honor Code

All students are expected to follow the guidelines of the UNC Honor Code. In particular, students are expected to refrain from "lying, cheating, or stealing" in the academic context. If you are unsure about which actions violate the Honor Code, please see me or consult studentconduct.unc.edu.

Optional Mask Use Statement

UNC-Chapel Hill is committed to the well-being of our community – not just physically, but emotionally. The indoor mask requirement was lifted for most of campus on March 7, 2022. If you feel more comfortable wearing a mask, you are free to do so. There are many reasons why a person may decide to continue to wear a mask, and we respect that choice.

Acceptable Use Policy

By attending the University of North Carolina at Chapel Hill, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. The Acceptable Use Policy (AUP) sets the expectation that you will use the University's technology resources responsibly, consistent with the University's mission. In the context of a class, it's quite likely you will participate in online activities that could include personal information about you or your peers, and the AUP addresses your obligations to protect the privacy of class participants. In addition, the AUP addresses matters of others' intellectual property, including copyright. These are only a couple of typical examples, so you should consult the full [Information Technology Acceptable Use Policy](#), which covers topics related to using digital resources, such as privacy, confidentiality, and intellectual property.

Additionally, consult the University website "[Safe Computing at UNC](#)" for information about the data security policies, updates, and tips on keeping your identity, information, and devices safe.

Accessibility Resources and Service

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, including mental health disorders, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.

Counseling and Psychological Services

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The [Heels Care Network](#) website is a place to access the many mental resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more. Students can also call CAPS 24/7 at 919-966-3658 for immediate assistance.

Title IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall, titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvs@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Policy on Non-Discrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy](#)

[Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at [safe.unc.edu](#)) or the [Equal Opportunity and Compliance Office](#), or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

Diversity Statement

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve. I appreciate suggestions.

Undergraduate Testing Center

The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The center works with instructors to proctor exams for their undergraduate students who are not registered with ARS and who do not need testing accommodations as provided by ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit <http://testingcenter.web.unc.edu/>.

Learning Center

Want to get the most out of this course or others this semester? Visit UNC's Learning Center at <http://learningcenter.unc.edu> to make an appointment or register for an event. Their free, popular programs will help you optimize your academic performance. Try academic coaching, peer tutoring, STEM support, ADHD/LD services, workshops and study camps, or review tips and tools available on the website.

Writing Center

For free feedback on any course writing projects, check out UNC's Writing Center. Writing Center coaches can assist with any writing project, including multimedia projects and application essays, at any stage of the writing process. You don't even need a draft to come visit. To schedule a 45-minute appointment, review quick tips, or request written feedback online, visit <http://writingcenter.unc.edu>.

Grade Appeal Process

If you feel you have been awarded an incorrect grade, please discuss with me. If we cannot resolve the issue, you may talk to our departmental director of undergraduate studies or appeal the grade through a formal university process based on arithmetic/clerical error, arbitrariness, discrimination, harassment, or personal malice. To learn more, go to the [Academic Advising Program](#) website.