

Part I: Perspectives on Sex, Gender, and Difference

Filmography & Web Links

- [*AF3IRM: A Transnational Feminist Organization*](#). Wordpress, n.d. Web. 25 April 2015.
- [*Becoming Me*](#). In the Life Media, 2012. Film.
- Cardona, Dominique, and Laurie Colbert, dirs. [*My Feminism*](#). Women Make Movies, 1997. Film.
- Earp, Jeremy, dir. [*Tough Guise 2: Violence, Manhood, & American Culture*](#). Media Education Foundation, 2014. Film.
- Feder, Sam, and Julie Hollar, dirs. [*Boy I Am*](#). Women Make Movies, 2006. Film.
- [*Intersex Campaign for Equality*](#). Organisation Intersex International United States of America, n.d. Web. 25 April 2015.
- Marcela Zamora Chamorro, dir. [*Maria en Tierra de Nadie/Maria in Nobody's Land*](#). Women Make Movies, 2010. Film.
- Marlo Poras, dir. [*Mosuo Zi Mei/The Mosuo Sisters*](#). ITVS, 2014. Film.
- [*Men against Violence against Women*](#). Men against Violence against Women, 2014. Web. 25 April 2015.
- [*National Center for Transgender Equality*](#). National Center for Transgender Equality, 2015. Web. 25 April 2015.
- Rachel Nusbaum, dir. [*Transcending Gender*](#). Films Media Group, 2009. Film.
- [*The Feminist Wire*](#). The Feminist Wire, 2015. Web. 25 April 2015.

Supplemental Reading List

- Alexander, M. Jacqui, and Chandra Talpade Mohanty. *Feminist Genealogies, Colonial Legacies, Democratic Futures*. New York: Routledge, 1996. Print.
- Bouzane, Bradley. [*"Raising Our Children without Gender Restrictions Had No Ill-Effect: Parents."*](#) National Post, 27 May 2011. Web. 4 June 2015.
- Cole, C. L., and Shannon L. C. Cates. "Compulsory Gender and Transgender Existence: Adrienne Rich's Queer Possibility." *Women's Studies Quarterly* 36.3/4 (2008): 279-87. Print.
- Connell, Raewyn W., and James W. Messerschmidt. "Hegemonic Masculinity: Rethinking the Concept." *Gender and Society* 19.6 (2005): 829-59. Print.
- Enloe, Cynthia. *Maneuvers: The International Politics of Militarizing Women's Lives*. Los Angeles: U of California P, 2000. Print.
- Fausto-Sterling, Anne. "The Five Sexes." *The Sciences* 33.2 (1993): 20-5. Print.
- Grewal, Inderpal, and Caren Kaplan. *Scattered Hegemonies: Postmodernity and Transnational Feminist Practices*. Minneapolis: U of Minnesota P, 1994. Print.
- Mohanty, Chandra Talpade. "'Under Western Eyes' Revisited: Feminist Solidarity through Anticapitalist Struggles." *Signs* 28.2 (2003): 499-535. Print.
- Moraga, Cherríe, and Gloria Anzaldúa, eds. *This Bridge Called My Back: Writings by Radical Women of Color*. 4th ed. Albany: Suny Press, 2015. Print.
- Thompson, Becky. "Multiracial Feminism: Recasting the Chronology of Second Wave Feminism." *Feminist Studies* 28.2 (2002): 336-60. Print.
- Wong, Nellie, and Yolanda Alaniz, eds. *Voices of Color: Reports from the Front Lines of Resistance by Radicals of Color*. Seattle: Red Letter Press, 1999. Print.

Exam Questions

Multiple Choice Questions

1. In “The Five Sexes, Revisited,” Anne Fausto-Sterling defines _____ as “people who have an emotional gender at odds with their physical sex.”
 - a. intersexuals
 - b. homosexuals
 - c. **transsexuals**
 - d. None of the above
2. Based on “The New Science of Sex Difference” by Lisa Wade, which of the following statements is true?
 - a. **All human hormones, including androgen and estrogen, circulate in both men’s and women’s bodies.**
 - b. Androgen only circulates in men’s bodies, while estrogen only circulates in women’s bodies.
 - c. Androgen only circulates in women’s bodies, while estrogen only circulates in men’s bodies.
 - d. None of the above
3. According to Lisa Wade in “The New Science of Sex Difference,” which of the following statements is true?
 - a. Men’s brains and women’s brains are generally the same size, despite their overall size differences.
 - b. Men generally have smaller brains than women, explained by their overall smaller size.
 - c. **Women generally have smaller brains than men, explained by their overall smaller size.**
 - d. None of the above
4. Which of the following, according to Maxine Baca Zinn and Bonnie Thornton Dill in “Theorizing Difference from Multiracial Feminism,” is a distinguishing feature of multiracial feminism?
 - a. The emphasis on the intersectional nature of hierarchies at all levels of social life.
 - b. An understanding of the relational nature of dominance and subordination, especially that power is the cornerstone of women’s differences.
 - c. The idea that gender is constructed by a range of interlocking inequalities based on race, class, gender, and sexuality, among others.
 - d. **All of the above**
5. In “Theorizing Difference from Multiracial Feminism,” Maxine Baca Zinn and Bonnie Thornton Dill claim, “In the social sciences, multiracial feminism grew out of _____ feminist thinking.”
 - a. Marxist
 - b. **Socialist**
 - c. Postmodernist
 - d. All of the above

6. In “Masculinities and Globalization,” Raewyn W. Connell claims that _____ masculinity may not be common, but that it is “the most honored or desired in a particular context.”
 - a. **hegemonic**
 - b. global
 - c. transnational
 - d. None of the above
7. According to Raewyn W. Connell in “Masculinities and Globalization,” masculinities are not _____ but rather illustrate “contradictory desires and conduct.”
 - a. hegemonic
 - b. **homogenous**
 - c. patriarchal
 - d. All of the above
8. “The Western culture of _____,” according to Barbara Ehrenreich and Arlie Russell Hochschild in “Global Woman,” “contributes to the invisibility of migrant women and their work,” because it prevents the acknowledgement of help and human interdependency.
 - a. homogeneity
 - b. **individualism**
 - c. patriarchy
 - d. None of the above
9. In “Global Woman,” which noneconomic factors do Barbara Ehrenreich and Arlie Russell Hochschild identify as contributing to a woman’s decision to emigrate?
 - a. Escaping the expectation that she care for elderly family members.
 - b. Avoiding the requirement that she relinquish her salary to a husband or father.
 - c. Being required to defer to an abusive husband.
 - d. **All of the above**
10. Which of the following models, defined by Chandra Talpade Mohanty in “Antiglobalization Pedagogies and Feminism,” results in the United States or Western European nation-states providing “a normative context” for students and teachers, leaving “power relations and hierarchies untouched since ideas about center and margin are reproduced along Eurocentric lines.”
 - a. Feminist Solidarity Model
 - b. **Feminist-as-Tourist Model**
 - c. Feminist-as-Explorer Model
 - d. All of the above

Short-Answer Questions

1. Drawing on two to three texts from Part I, explain why studying “patterns of international migration,” as Barbara Ehrenreich and Arlie Russell Hochschild describe it in “Global Woman,” are important to the study of gender.
2. Given what you read in “The New Science of Sex Difference” by Lisa Wade, problematize the nature/nurture dichotomy in relation to gender and sexuality.

3. Based on what you read in “Theorizing Difference from Multiracial Feminism,” explain why Maxine Baca Zinn and Bonnie Thornton Dill claim that “race and class differences are crucial” to the study of gender.

Sample Assignments/Projects

1. Individually or in small groups, develop a critique of an existing Ted Talk that examines sex, gender, and/or difference, paying special attention to the audience. Subsequently, write an essay that explains your critique in a scholarly fashion, choosing a specific audience and publication that you imagine will be best suited for your arguments. Consult at least 8 sources (at least two books or two essays from edited collections, two scholarly journal articles [including online journals], two sources from the syllabus, and at least two online sources [not including online scholarly journals]) when drafting your essay.
2. Individually or in small groups, create a Ted Talk that examines sex, gender, and/or difference, paying special attention to the audience. Subsequently, write an essay that explains your critique in a scholarly fashion, choosing a specific audience and publication that you imagine will be best suited for your arguments. Consult at least eight sources (at least two books or two essays from edited collections, two scholarly journal articles [including online journals], two sources from the syllabus, and at least two online sources [not including online scholarly journals]) when drafting your essay.

3. **Breaching Gender Expectations**

Among family and friends, *and without changing your appearance*, spend one day defying typical gender expectations. That is, perform behaviors and gestures that are associated with the “opposite” gender. For instance, take up body space, sit, walk, behave in conversation, make bodily contact, attend to body appearance, and interact in ways that are “typical” of the “other” gender. In preparation for this assignment, you may ask a friend to coach you and provide feedback on your performance.

Do not dress in drag or change your appearance (clothing, makeup, or hair style) for this assignment.

Pay attention to how you feel when behaving in this manner and observe how others react to you. For example, do you feel more or less powerful? Do others treat you differently? If so, how? At the end of this “experiment,” if those with whom you were interacting haven’t said anything, you may want to ask if they noticed any differences in your behavior. Explain to them what you were doing so they understand why you were behaving in this manner.

***If your behavior appears to cause harm or significant distress to others you should stop the behavior immediately and explain the assignment.**

As soon as possible after doing this gender experiment you should allow yourself at least one to two hours to write up extensive fieldnotes. Taking notes soon after the experiment is important in order to recall as much detail as possible. These notes should be descriptive and observational. Account for everything that occurred (what you did, how others reacted, how you felt) during your experiment.

The fieldnotes will provide the bulk of the data you will use to write the paper. Your paper should *summarize* the behaviors you used to produce the “opposite” gender and *describe* how you felt, and how others reacted. Additionally, you should *analyze* why you chose to do certain behaviors and why you think others reacted to you in the way they did. Consider issues such as whether people react differently when men behave as women than when women behave as men. **Use relevant ideas and concepts from lecture and the readings to explain your findings.**

Your assignments will be graded on the basis of the quality of the analysis— its thoughtfulness, coherence, and clarity—and the incorporation of course materials. The paper should be typed, double spaced, and well written. It should follow standard paper format with introductory, supporting, and concluding paragraphs.

Students who identify as gender queer, gender androgynous, gender fluid, or another gender bending/blending identity may write an autobiographical paper that uses course concepts to examine their gender display (or gender performance) as well as others’ responses to it (in lieu of performing this experiment).