



CIEE Global Institute – Berlin

Course Name:	Gender and Sexuality
Course number:	(GI) SOCI 3001 BRGE / GEND 3001 BRGE
Programs offering course:	Berlin Open Campus, Berlin Global Architecture and Design, Berlin Global Internship
Open Campus Track:	Language, Literature and Culture Track
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Fall 2019

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.

Learning Objectives

By the end of the course, students will:

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

Course Prerequisites

It is recommended that students who plan to enroll, have a look at the section on “Mind/Body/Gender/Identity” in Gregory Castle’s *The Literary Theory Handbook*, which is also



assigned for the fourth class session. Participants in this course will become familiar with the basic theoretical vocabulary of gender studies, feminist theory, and queer theory, i.e. the sex/gender distinction, essentialism vs. social constructionism, the central theorems of psychoanalysis and deconstruction, and the Foucauldian concept of power. While the focus will clearly be on interpretative work and cultural analysis, the course includes a revision of key concepts of textual interpretation.

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.

While the discourse on gender and sexuality in Germany is heavily influenced by the manifold American contributions to the field, this course looks for inflections that are specific to the German historical and cultural context, such as the connections between gender analysis and anti-Semitism, the specific critique of radical leftist groups, and issues raised by the country's non-European and non-Christian ethnic minorities.

Assessment and Final Grade

Students will be assessed according to the following criteria:

1. Participation:	20%
2. Short in-class presentation:	10%
3. Field research & group moderation:	10%
4. Writing assignments (response papers + notes about site visits):	20%
5. Portfolio project:	20%
6. RPO (Research Paper Outline):	20%
TOTAL:	100%



Course Requirements

Short in-class presentation

Students must conduct a 15-minute presentation on a text, film, theoretical concept, or author covered in the course. A summary handout must also be prepared for distribution to the class (and uploaded in Canvas).

Field research & group moderation

Students are required to compose a photo-essay (both in the form of a PowerPoint or Keynote presentation and as a printed copy to be handed to the instructor). The photo-essay is to be presented in groups of four.

Writing assignments

During the course of the semester students will write three short essay topics or summary arguments based on the readings (max. 750 words). Assignments will also include observations about site visits. Due dates are indicated in the schedule below.

Portfolio project

Each student will be given a topic or issue related to the course readings (topics/issues will be distributed in the first session) and then, using the online resources, will do research about that theme (this is an ongoing project, conducted over the course of three sessions altogether – see schedule below). Using the findings as well as the assignments from class, the student will compose a portfolio on the topic. The entire portfolio consists of: a one paragraph description of the theme, copies of scholarly articles and online sources (2 scholarly publications, and 3 online sources, all of which should show your notes and underlined text passages), as well as the student's own ideas/ arguments (250 words), and a bibliography with proper citations (according to MLA or Chicago style).

Research Paper Outline

Each student is required to compose a five-page research paper outline (RPO); it should give an idea of what you would do had you to write a multi-page academic term paper. The RPO consists of: a cover page, a list / table of contents, an introduction (which serves to lead into and explain the topic, to outline and legitimize the choice of primary material to be analyzed, to explicate the method(s), to elaborate on the research question/ thesis statement and the line of argumentation to be pursued, and to formulate the aim(s)), and a bibliography (with proper citations according to



MLA or Chicago style). The topic must relate to the issues addressed in the course. The instructor has to approve the topic (the due date is indicated in the schedule below).

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.

Students are expected to come to every class prepared with the reading (always bring a print-out of the respective text(s)). Reacting to, understanding, and interpreting the various texts that we encounter will be the central focus of the class. Film screenings and visits to cultural (campus and/or community) events will be obligatory for all participants. Students will be asked to take notes during visits or screenings. The grade for preparation and participation is comprised of the quantity and quality of your contributions to discussions as well as of the performance on in-class writing exercises and classroom activities (writing exercises are designed to sharpen the student's writing skills and to promote the student's engagement with course concepts and texts).

Attendance Policy

Regular class attendance is required throughout the program, and all unexcused 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, unexcused 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 Internship, Service Learning, or required field placement. Students who miss class for personal



travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. 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.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

Week 1 Sex, Gender, and Sexuality – An Overview

Class 1:1 Introduction
Course Overview and In-Class Screening: *Man for a Day* (documentary, Germany, 2012)



Recommended Reading:

Ferber, Holcomb & Wentling 2009, xv–xviii and 1–5

Class 1:2 Foucauldian Concepts of Power

Foucault's analysis of power structures and their role in the struggle against inequality

Reading:

Foucault 1983, 208–226;

Dean 1996, 209–229

Week 2 Investigating Authority and Power

Class 2:1 Beyond Binaries

Moving beyond traditional notions of sexual orientation and gender identity

Reading:

Ferber et al. 2009, 6–22 [Fausto-Sterling];

Butler 2004, 40–56 [Ch. 2: “Gender Regulations”]

First Response Paper Due

Class 2:2 Interconnections

Student Presentations & Discussion (Psychoanalysis, Feminist Theory)

Film Screening of Selections from:

“*Anders als die Anderen*” [Different from the Others] (feature film, Germany, 1919)

Reading:

Castle 2013, 178–198 [Ch. 2: section on “Mind/Body/Gender/Identity”]

Class 2:3 Interconnections (continued)

Student Presentations & Discussion (Gender Studies, Gay & Lesbian Studies)



Reading:

Castle 2013, 198–209 [Ch. 2: section on “Mind/Body/Gender/Identity”]

Week 3 Confounding Boundaries: Transgender, Transsexuality, Intersexuality

Class 3:1 Berlin Beginnings

Lecture Topics: *Urnings*, Intermediates, and the Third Sex: Early Sexology and German

Reading:

Beachy, 3–41 [Ch. 1: “The German Invention of Homosexuality”]

Second Response Paper Due

Class 3:2 Debates on Sexual Identities

Historical and contemporary perspectives on sexual identity

Reading:

Beachy, 85–120 [Ch. 3: “The First Homosexual Rights Movement and the Struggle to Shape Identity”];]

Class 3:3 Representing Sexuality in Contemporary Germany

Site Visit to the Schwules Museum, Lützowstraße 73

Reading:

Lovell 2003, 1–17

Recommended: Stryker 1998, 145–158; Butler 2004, 57–74

[Ch. 3: “Sex Reassignment and Allegories of Transsexuality”]

Week 4 After Feminism and Queer Theory: Gender Identity Revisited

Class 4:1 Defying Definition

Moving beyond psychoanalytical notions of the bodily ego to more individualized approaches

Reading:

Ferber et al. 2009, 191–199, 235–246, 218–239, 398–399 [Martin, Blackledge, Somerville, Rochlin]



Recommended:

Salamon 2010, 13–42, 69–93 [Ch. 1: “The Bodily Ego and the Contested Domain of the Material” and Ch. 3: “Boys of the Lex: Transgender and Social Construction”]

Third Response Paper Due

Class 4:2 Theoretical Departures
A new roadmap for sex and gender in the 21st century

Reading:

Butler 2004, 174–203 [Ch. 9: “The End of Sexual Difference”];

Halberstam 2012, xvii–xxv, 1–29 [Ch. 1: “Gaga Feminism for Beginners”]

Optional Film Screening:

“Romeos” (feature film, Germany, 2011)

Class 4:3 Embodying Gender
Confronting fears of the unknown

Reading:

Ferber et al. 2009, 71–88 [Messerschmidt];

Judith Herrmann, “Sonja”, in: *Summerhouse Later: Stories*. Trans. Margot Bettauer Dembo. New York: Ecco Press, 2001.

Week 5 Intersections: Race, Gender, and Ethnicity

Class 5:1 Complexities of Intersectionality
Understanding how intersectional knowledge and practice can be used to identify and challenge social inequalities and promote social justice

Reading:

McCall 2005;

Erel 2003, 153–171 [“The Politics of Identity and Community: Migrant Women from Turkey in Germany”]

Annotated Bibliography Due

Class 5:2 Representations of Gender in German-Turkish Film
Guest Lecture & Discussion

Class 5:3 Identity & Community

Student Presentations & Discussion

Reading:

Hodges 1992, 219–234 [“The Private/Plural Selves of Afro-German Women and the Search for a Public Voice”];

Partridge 2008, 660–687 [“‘We are dancing in the club, not on the wall’: Black Bodies, Street Bureaucrats, and Exclusionary Incorporation into the New Europe”]

Week 6 Postgender? Writing and Reading Slash Fan Fiction and Femmefiction

Class 6:1 Writing Truthful Fictions
Postgender approaches to works of fan fiction, film, and other genres

Reading:

Haraway 1991, 149–181;

Dvorsky & Hughes 2008;

Selections from “Archive of Our Own”: <https://archiveofourown.org/>

Fourth Response Paper Due

Class 6:2 (Subversive) Reading is Fundamental
Repositioning texts outside the borders of heteronormativity

Reading:

Dhaenens et al. 2008, 335–347 [“Slashing the Fiction of Queer Theory”];

Hayes & Ball 2010, 219–239

Class 6:3 Final Class
Concluding Discussion & Overview of Research Projects



Reading:

Jamison 2013, 3–24, 151–176, 302–307

Research Paper Outline Due

Readings

- Beachy, Robert. *Gay Berlin: Birthplace of a Modern Identity*. New York: Knopf, 2014.
- Butler, Judith. *Undoing Gender*. New York and London: Routledge, 2004.
- Castle, Gregory. *The Literary Theory Handbook*. Oxford and Malden: Wiley Blackwell, 2013.
- Dean, Mitchell. "Foucault, Government and the Enfolding of Authority". *Foucault and Political Reason*. Eds. A. Barry, T. Osborne and N. Rose. Chicago: University of Chicago Press, 1996. 209–229.
- Dhaenens, F., Van Bauwel, S., and Biltreyst D. "Slashing the Fiction of Queer Theory". *Journal of Communication Inquiry* 32 (4), 2008: 335–347.
- Dvorsky, George, and James Hughes. *Postgenderism: Beyond the Gender Binary*. Hartford, CT: Institute for Ethics and Emerging Technologies, 2008. <http://ieet.org/archive/IEET-03-PostGender.pdf>
- Erel, Umut. "The Politics of Identity and Community: Migrant Women from Turkey in Germany". *Gender and Insecurity: Migrant Women in Europe*. Ed. Jane Freedman. Burlington, VT: Ashgate, 2003. 153–171.
- Foucault, Michel. "The Subject and Power". Michel Foucault: *Beyond Structuralism and Hermeneutics*. Eds. Hubert L. Dreyfus and Paul Rabinow. Chicago: University of Chicago Press, 1983. 208–226.
- Ferber, Abby L., Kimberly Holcomb and Tre Wentling, eds. *Sex, Gender, and Sexuality: The New Basics*. 2nd ed. Oxford: Oxford University Press, 2012.
- Halberstam, J. Jack. *Gaga Feminism: Sex, Gender, and the End of Normal*. Boston: Beacon Press, 2012.

- Haraway, Donna. "A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century". *Simians, Cyborgs and Women: The Reinvention of Nature*. New York: Routledge, 1991. 149–181.
- Hayes, and Matthew Ball, "Queering Cyberspace: Fan Fiction Communities as Spaces for Expressing and Exploring Sexuality". *Queering Paradigms*. Ed. Burkhard Scherer. Bern: Peter Lang, 2010
- Hodges, Carolyn. "The Private/Plural Selves of Afro-German Women and the Search for a Public Voice". *Journal of Black Studies* 23 (2), Dec. 1992. 219–234.
- Jamison, Anne. *Fic: Why Fanfiction Is Taking Over the World*. Dallas: Smart Pop Books, 2013.
- Lovell, Terry. "Resisting with Authority: Historical Specificity, Agency and the Performative Self". *Theory, Culture and Society* 20.1, 2003. 1–17.
- McCall, Leslie. "The Complexity of Intersectionality". *Signs – Journal of Women in Culture and Society* 30, 2005. 1771–1800.
- Partridge, Damani James. "'We are dancing in the club, not on the wall': Black Bodies, Street Bureaucrats, and Exclusionary Incorporation into the New Europe". *Cultural Anthropology* 23 (4), Nov. 2008. 660–687.
- Salamon, Gayle. *Assuming a Body: Transgender and Rhetorics of Materiality*. New York: Columbia University Press, 2010.
- Stryker, Susan. "The Transgender Issue: An Introduction". *GLQ: A Journal of Lesbian and Gay Studies* 4, no. 2, 1998. 145-158.

Additional Resources & Recommended Readings

- Beasley, Chris. *Gender and Sexuality: Critical Theories, Critical Thinkers*. London: SAGE, 2005.
- Beynon, John. *Masculinities and Culture*. Buckingham: Open University Press, 2002.
- Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 1990.
- Erel, Umut. "Gendered and Racialized Experiences of Citizenship in the Life Stories of Women of Turkish Background in Germany". *Gender and Ethnicity in Contemporary Europe*. Ed. Jacqueline Andall. Oxford: Berg, 2003. 155–176.
- Halberstam, Judith. *Female Masculinity*. Durham, NC: Duke University Press, 1998.
- Harris, Anita. *Future Girl: Young Women in the Twenty-First Century*. New York: Routledge, 2003.



Harris, Anita, ed. *Next Wave Cultures: Feminism, Subcultures, Activism*. New York: Routledge, 2008.

Kimmel, Michael, Jeff Hearn, and R. W. Connell. *Handbook of Studies on Men and Masculinities*. London: Sage, 2004.

Lauretis, Teresa de. "Queer Theory: Lesbian and Gay Sexualities. An Introduction". *Differences* 3 (2), 1991. iii–xviii.

Mazon, Patricia, and Reinhild Steingrover. *Not So Plain as Black and White: Afro-German Culture and History, 1890-2000*. Rochester, NY: University of Rochester Press, 2005.

Stryker, Susan, and Stephen Wittle. *The Transgender Studies Reader*. New York: Routledge, 2006.

Online References

The Center for Transdisciplinary Gender Studies (ZtG), Humboldt University
https://www.gender.hu-berlin.de/index-en?set_language=en&cl=en

ICI Berlin Institute for Cultural Inquiry
<https://www.ici-berlin.org/>

Institute for Queer Theory Berlin
<http://www.queer-institut.de/en/>

The Consortium on Race, Gender and Ethnicity (CRGE) at the University of Maryland:
<http://www.crge.umd.edu/>

Black German Cultural Society:
<http://afrogermans.us>

Signs – Journal of Women in Culture and Society
<http://signsjournal.org/>

difference – A Journal of Feminist Cultural Studies
<http://differences.dukejournals.org/>

GLQ – A Journal about Lesbian and Gay Studies
<http://glq.dukejournals.org/>

Journal by and for trans people
<http://www.originalplumbing.com/>