



**HISTORY OF GENDER IN AMERICA
1848 - 2011**

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WHY STUDY GENDER?

When I took Gender Studies at St. Francis in 2000, the course had never been offered before. I wasn't sure why I should study gender, but it fit my schedule and seemed like a good idea. By now, I could give you plenty of (much better) reasons why I study gender. Why each of you should is another story. Your reasons will depend on how and why gender has affected your life. Maybe you've thought about this before, maybe not. It doesn't really matter. All of you have important, first-hand experiences of gender to bring to this class, because gender has made all of us who we are today. Try, for a moment, imagine you – genderless. Who would you be?

COURSE OBJECTIVES

The purpose of this class is to empower you to think critically about gender in order to negotiate gender in your own life and better understand how gender shapes the lives of others. To this end, we have three overarching objectives this semester.

1. Build your "gender vocabulary" of key terms and concepts for critical analysis.
2. Investigate the history of gender in America, focusing on the past 150 years.
3. Connect your individual experiences of gender to bigger social systems & institutions.

GROUND RULES

1. **Come to class on time.** I will shut my door and take attendance at the start of each class. If you arrive late without a note, you will be marked as tardy on the roll. After three "tardies," students will be automatically referred to the DRB.
2. **Leave phones & laptops in your locker.** If I see or hear them during class, I will collect them and you will receive a zero for your weekly participation grade.
3. **Listen when others are speaking.** If everyone listens, everyone can be heard.
4. **Respect deadlines.** "On time" means having a hard copy of your assignment ready at the start of class. No emailing assignments; no turning them in at the end of the day. Our school-wide policy on late and missed work is clearly stated in the SFHS Student Handbook.

Students are expected to take any missed tests within two school days after their return to school unless the student arranges otherwise with the teacher. At the teacher's discretion, longer-range assignments may still be due on the appointed day even if a student is absent. Assignments will not be accepted for passing credit after the due date set by the teacher. This means that late work will earn a grade of less than 70. But failure to turn in an assignment at all results in a zero, so students are reminded that late is better than never.

FINAL GRADE BREAKDOWN

100 pts.	Participation
200 pts.	Informal Investigations (2@ 100 pts. each)
100 pts.	Timeline Group Assignment
400 pts.	Timeline Exams (4 @ 100 pts. each)
<u>200 pts.</u>	Final Project
1000 pts.	Total Possible Points

COURSE REQUIREMENTS

*Exam dates & assignment due dates are listed on the in the Schedule of Readings.
Detailed assignment guidelines will be posted on EDLINE and/or distributed in class.*

CLASS PARTICIPATION – 100 PTS.

To receive full credit for participation, you must arrive punctually to class, leave your phones and laptops at the door and regularly engage class discussion/activities. Be fearless in asking questions of the material, of my lectures, and of your classmates – but, remember: no one wants to be a fearless question-asker unless the rest of the class listens and treats their ideas with respect. Disagreement is fine; being dismissive or snide is not.

INFORMAL INVESTIGATIONS – 100 PTS. EACH

You have two informal investigations due in our first month of class, a “Gender Violation” & “F-Word Inquiry.” The assignments have two parts: an “experiment” or “investigation” to do outside of class and a TYPED, 500-word (2 pp.) paper reflecting on your findings.

TIMELINE GROUPS – 100 PTS.

You will each be assigned to one segment of our History of Gender in America timeline. Your timeline group is responsible for presenting a recap of the unit prior to our exam and publishing key figures, dates, terms & events on the timeline. In addition to providing your classmates with a review, your group must select 3 “GENDERFACES OF THE TIME” for the assigned time period: an icon of femininity, an icon of masculinity & a real-life individual who experienced the dominant gender ideology of the time. You must post a photo & explanatory notecard for each GENDERFACE OF THE TIME on your section of the timeline.

OPEN TIMELINE EXAMS – 100 PTS. EACH

We will have four in-class exams (each 10% of your final grade) covering the six units of our chronological study of gender in America. These are open-timeline evaluations, so you won’t be required to memorize dates; however, you *will* be counting on your classmates to be thorough in completing their portion of the timeline! I use a short essay format that emphasizes critical thinking skills in interpreting the historical data.

FINAL PROJECT – 200 PTS.

Most of your legwork for the final project will be done long before the end of the semester. Your timeline group must work together to produce a 3-5 minute video capturing the highlights of your segment of our timeline. These should be equal parts entertaining and educational, so be creative – puppets, costumes, music videos, etc. I will compile the completed videos to create our final class project: “The History of Gender in America in Under 20 Minutes.”

SCHEDULE OF READINGS

INTRODUCING KEY TERMS & CONCEPTS

SEX OR GENDER?

Callahan, *Between XX and XY: Intersexuality and the Myth of Two Sexes*..... pp. 1-12

THE SOCIAL CONSTRUCTION OF GENDER

Justus, "Piss Stance" pp. 13-24

Gender Violation **8/22**

THE HISTORICAL CONSTRUCTION OF GENDER

Hoffert, "Gender as a Historical Category" pp. 25-34

WHAT ABOUT SEXUALITY?

Messner, "Becoming 100% Straight" pp. 35-39

THE "F" WORD

Ochs, "Feminism, Bisexuality, Men & Me" pp. 40-43

F-Word Inquiry **8/29**

CHRONOLOGICAL HISTORY

I. GENDER IN VICTORIAN AMERICA: 1840s – 1900

Pilgrim, "Jezebel, Brute, Mammy & Tom" pp. 44-54

Gilman, "The Yellow Wallpaper" pp. 55-65

Truth, "Ain't I a Woman?" pp. 66-69

II. NEW MEN, NEW WOMEN & MASS CULTURE: 1890 – 1920s

Hoffert, "The New Woman and the New Man at the Turn of the Century" pp. 70-86

Hoobler, *Vanity Rules*, Ch. 5 pp. 87-94

Lunbeck, "New Generation of Women" pp. 95-112

Hoobler, *Vanity Rules*, Ch. 6 pp. 113-118

Groups I & II Present **09/15**
Open Timeline Exam **09/16**

III. DEPRESSION & WARTIME: 1930s & 40s

Rixie, "Soldier Still Sing" pp. 119-126

Brandt, "The Tuskegee Syphilis Study" pp. 127-137

IV. COLD WAR CONFORMITY: 1950s & 60s

May, *Homeward Bound* pp. 138-155

Shultz, *It's Time You Knew* pp. 156-183

Groups III & IV Present **10/04**
Open Timeline Exam **10/05**

V. REBELLION & REVOLUTION: 1960s & 70s

Steinem, "If Men Could Menstruate" pp. 184-185

Freedman & D'Emilio, *Intimate Matters*, Ch. 13 pp. 186-211

Firestone, *The Dialectic of Sex* pp. 212-227

Group V Presents **10/20**
Open Timeline Exam **10/21**

VI. CRISIS, BACKLASH & THE CULTURE WARS: 1980s – 1990s

Freedman & D'Emilio, *Intimate Matters*, Ch. 15 excerpt pp. 228-234

Vance, "Negotiating Sex & Gender" pp. 235-238

Roberts, *Killing the Black Body* pp. 248-251

Bly, *Iron John* pp. 251-264

Wolf, "The Beauty Myth" pp. 265-270

D'Emilio, "Born Gay?" pp. 271-281

Group VI Presents **11/21**
Open Timeline Exam **11/22**

GENDER IN YOUR LIFETIME

READING TBD

Final Projects Due **12/05**