Catalog Description: Theories of gender, sexualities, feminism, embodiment, and difference with particular focus on their relationship to literary and cultural studies; emphasis on contemporary theoretical positions, discourses, and debates.

Course Description

In this remarkable moment of proliferating knowledge about gender, in which there are no settled orthodoxies, expansive gender and sexuality scholarship circulates around a few core principles and debates: social construction, performativity, bodily materiality, intersectional identity, and transnational engagement. This course will review scholarship from the last dozen years or so, while tracing the roots of contemporary writing in the gender theory tradition.

Students will collaborate to produce an eBook anthology of contemporary gender theory. Assignments are designed to build toward the collection. Student contributions will include headnotes, explanatory notes, a glossary of crucial terms, and discussion material.

Instructor Information

Marian Eide
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Office Hours

Wednesdays 2-4
LAAH 527

University Policies

Americans with Disabilities Act (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Academic Integrity

“Commission of any of the following acts shall constitute scholastic dishonesty. ...Acquiring answers for any assigned work or examination from any unauthorized source. Working with another person or persons on any assignment or examination when not specifically permitted by the instructor.... Providing answers for any assigned work or examination when not specifically authorized to do so...Failing to credit sources used in a work product in an attempt to pass off the work as one’s own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.”

For the complete honor code, see: http://aggiehonor.tamu.edu
ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Words/Entries</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Headnote/Commentary</td>
<td>500-600</td>
<td>15%</td>
<td>Drafts Due by midnight on Thursdays</td>
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<tr>
<td>Topics for Discussion</td>
<td>5 questions</td>
<td>15%</td>
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<tr>
<td>Explanatory Notes</td>
<td>5 entries, @75 words</td>
<td>10%</td>
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<tr>
<td>Glossary</td>
<td>5 entries</td>
<td>10%</td>
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<tr>
<td>Mind-the-Gap Essay</td>
<td>3000 words</td>
<td>50%</td>
<td>Reading Day</td>
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Headnote/Commentary
The headnote appears at the beginning of a reading selection in an anthology. Often the note provides biographical background on the author and situates the reading in its historical context. The commentary provides readers with broader perspectives on the selection, situating it within a debate, theme, or movement. This assignment should find a middle ground between the two genres, with less emphasis on biography than on situating the selection. The student/author will choose and indicate a selection of 20-35 pages from the general reading. The commentary will justify that selection while situating it in context and providing a broader perspective.

Topics for Discussion
Students may be familiar with this form from literary fiction: publishers are increasingly appending discussion questions designed for community book club conversations. Text books also sometimes include this form to encourage students to think critically about what they have read before a class meeting. These “topics for discussion” should be written with class discussion in mind; they should be designed to draw our attention to the major issues in the reading, to their gender implications, and to issues that have been emerging in the seminar meetings.

Explanatory Notes
Footnotes will review the genealogy of a concept, issue, or principle crucial to gender studies.

Glossary
Provide definitions of approximately five key terms employed in the reading.

Mind-the-Gap Essay
Scholars often build their research on a perceived “gap” in a body of knowledge. Final essays will build on the principles provided by the course readings to produce original contributions within the study of gender by observing gaps in the existing canon.

Peer Review
The last meeting of class will be devoted to peer review in small groups.

GRADING SCALE:
A(90-100%)
B(80-89%)
C(70-79%)
D(60-69%)
F(below 60%)

Textbooks and other Resource Material
The books listed in the “Reading List” on the last page will ordered through the bookstore at the MSC. Books will also available on reserve at Evans Library. ISBN numbers for individual orders will be available in the “Book List” on eCampus. Those selections marked with asterisks (**) are available on eCampus.
CLASS POLICIES

ATTENDANCE: Attendance is mandatory. I will, however, allow one missed class with no questions asked and no excuses demanded. After this absence I will deduct five percentage points from the student’s final grade for each additional absence without a university-approved excuse. For obvious reasons, you may not be absent without a legitimate excuse on the date your materials will be presented. Absence on that date will initiate a meeting and may result in a failing grade in the course.

DEADLINES: I do not accept late assignments without significantly lowering your grade. For the assignments aligned with class discussions, significant tardiness will result in a failing grade. For the final essay, each 24-hour period the assignment is late will result in the loss of five percentage points on the essay grade. I do, however, arrange extensions on an individual basis or in consultation with the class as a whole.

PARTICIPATION: This course is an advanced seminar, and discussion should be initiated, in large part, by student participants. If speaking in class is not your strong suit, consider preparing brief written responses to the discussion questions or commentaries submitted by the student leader for the class meeting. There is no grade for participation, but an expectation that students will come prepared by completing the reading and being ready for active discussion.

Reading List
(Assignments will be chosen from among the following texts.)

Zeisler, Andi. *We Were Feminists Once: From Riot Grrrl to CoverGirl®, the Buying and Selling of a Political Movement* (New York: Public Affairs, 2016).