



## **CIEE Prague, Czech Republic**

<b>Course title:</b>	Gender in the Czech Republic and Europe
<b>Course code:</b>	GEND 3002 PRAG
<b>Programs offering course:</b>	Business, Arts and Sciences, Central European Studies, Communication, New Media, and Journalism
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3.00
<b>Contact hours:</b>	45.00
<b>Term:</b>	Fall 2023

### **Course Description**

The aim of the course is two-fold. Firstly, it examines the basic concepts of the gender order - masculinities and femininities, sexualities, etc. - both in the CEE region and more globally, thus providing students with basic factual knowledge. Secondly, it strives to sensitize students to gender and to equip them with a means of analysis of the gender order and culture in a transnational perspective. By combining these two approaches students learn about past and present gender regimes in the CEE region and beyond. They also learn to detect and analyze gender-relevant issues, paying special attention to the period and place (context) concerned. This in turn allows the students to critically challenge the concepts through which they perceive both their study abroad experience and their everyday reality back at home. The course combines general texts with case studies from different countries in the CEE region in order to draw the students' attention to the diversity often overlooked when referring to concepts such as the "Eastern Bloc" and "Cold War." There are differences to be found both among the respective countries and among the seemingly universal theoretical texts on gender and their local counterparts and challengers. The texts in the reader serve as a springboard for class discussions. Moreover, there are documentaries as well as excerpts from movies and the media to supplement them.

### **Learning Objectives**

By completing this course, students will:

- Analyze and illustrate the specifics of gender order in Central and Eastern Europe;
- Learn to assess the dominant gender ideologies, stereotypes, and myths, and critically discuss the different social institutions and processes (e.g. family, work place, labor market, politics, etc.) that continue to perpetuate gender inequalities of various degrees across the globe;
- Acquire critical thinking skills stemming from the course focus on the interplay between the local and transnational dimension of gender, enabling them to apply what they learn in Prague to their situation at home;
- Acquire an in-depth insight into the definitions of gender, gender order under state socialism and its present impact;
- Critically evaluate the public/private divide, the role of the media and representation in the perpetuation/change of gender roles, and sexuality and sexual politics.

### **Course Prerequisites**

None

### **Methods of Instruction**

- The class functions primarily as a seminar. It is through discussion that we try to arrive at possible interpretations of the readings from the reader and beyond while students are encouraged to bring in their own insights and information from other classes.
- More complex terms and factual information are covered by PowerPoint presentations and (at least) three fieldtrips. There may be more fieldtrips based on events available (such as performances and exhibitions on relevant topics).
- Guest speakers have become a staple of the course as they bring their expertise and up-to-date information on issues such as women in politics and the position of queer people in the CR.
- Documentaries and film clips as well as excerpts from open access videos are used to demonstrate some of

the more complex issues, such as Roma women sterilizations.

- E-lessons and assignments via Moodle are used to supplement the above-mentioned and digitalize the classroom.

## **Assessment and Final Grade**

1.	Reaction Papers	20%
2.	Reading Presentation	12%
3.	Midterm Test	15%
4.	Brno trip paper	5%
5.	Final Paper Presentation	3%
6.	Final Paper	25%
7.	Class Participation	20%
	TOTAL	100%

## **Course Requirements**

### **Reaction Papers**

You are required to submit a max 1 page (1,800 characters maximum/250 words) reaction paper to the readings that are not scheduled for a reading presentation. You will be provided with a list of these readings after the "add and drop" period via email and you will also be reminded weekly of which texts to respond to in class.

The reaction should be your own response to the particular reading, movie or event (One World film festival, visit to the Gender Studies Centre). In the reaction you should highlight the points you believe to be central and argue why you deem them central – your opinion is appreciated, yet sound arguments – preferably drawn from readings, even for other classes - are essential. You may specify the concepts you find difficult to understand and interpret. When you have to respond to more than one reading, try to draw links between the readings and also use only 1 page for the reaction. Drawing links between past readings and the current one is highly recommended. The deadline for the reflections is Monday/Wednesday at 3 pm.

The first reaction assigned will not count – it will simply serve as an example so that grading is made clear. Generally, there is a reaction paper due for all readings that are not presented by any of the students.

### **Reading Presentation**

Each student gives a presentation from the assigned list of readings according to her/his choice over the course of the semester. The students will pick the text they want to present in the first two classes. Only academic texts (i.e. not fiction and media excerpts included in the reader) may be selected for presentation.

In the presentation, you need to present an executive summary of key points in your own words (briefly), and concentrate on the discussion and evaluation of these points. You should present your own arguments and need to supplement your discussion with a written handout with the executive summary (one paragraph) and ca. half a page of your own key arguments/commentaries/questions that facilitate your discussion and evaluation of the material. The handout should be no longer than 1,800 characters (ca. 250 words). You will distribute the handouts to the other students and the lecturer at the beginning of your presentation. Your written and spoken presentation should be comprehensible and kept to the point: please avoid lengthy quotations. A good presentation should include your own interpretation of the article, preferably based on some of the theoretical readings (your personal insights are also appreciated yet they should never be oblivious or lacking in clear argumentation). You will also be evaluated on managing the discussion that ensues from your presentation. You are supposed to lead the discussion (i.e. pose questions, comment on others' comments). It is a good idea to rehearse the presentation (perhaps with a friend or in front of a mirror) and make sure you know what questions you want to ask. Try to avoid reading your presentation as it makes most speakers speed up and it makes it impossible for the audience to follow you.

Students who are not presenting are expected to read and discuss the assigned reading each week and debate with the discussion leaders, which is part of the active class participation grade.

### **Midterm Test**

#### **(Week 6)**

The test is to examine your knowledge of terms and notions from the assigned readings. You will be given a notion/term (attention will be paid to the terms the students identify as challenging during the sessions and in their reaction papers) and you will be asked to define how the indicated author understands the term, how s/he uses the term or alternatively what are the possible approaches to the term. There will be 6 - 10 questions. The

test is modeled on typical Czech university tests. Unlike most US tests it is not essay based, you are asked to provide a concise answer based strictly on the reading, i.e. you will need to reserve some time to revise for the test.

Prior to the test on Monday, a revision session will be held to discuss any unclear points and notions from the course – have your questions ready!

### **Brno trip paper**

#### **5% (spring)/3% (fall)**

You will write a trip paper. It should have no more than 9,000 characters (including spaces)/1250 words (in spring; 5400 characters/750 words in fall). It should provide an overview of the trip and your own analysis of what we have seen and done. Keep your trip brochure as the questions it includes may prove useful for writing the paper.

### **Final Paper Presentation**

#### **3% (spring)/5% (fall)**

The presentation should take 10 minutes maximum. You should clearly present why you selected the given topic of your final paper, how you proceeded and what are the main findings of your analysis. You do not have to use visual aids (such as PPT) or have a hand-out, the form of the presentation is up to you.

### **Final Paper**

The final paper (minimum 8 pages, which is 14,400 characters with spaces/2000 words) on gender issues of your choice but related to the region under study is due on Thursday of the final week in electronic form only. Papers submitted later will not be accepted. As the choice of topic is up to you (it is strongly recommended that you consult your topic choice with the lecturer at least via email), you have to register your paper topic.

The final paper is a research paper. It comprises an analysis of a phenomenon of your choice. The paper should be clearly structured (start with a short abstract, establish the context; state the thesis - your research question that the analysis wishes to answer; present the method used and data analyzed, e.g., a set of photographs, a series of articles; answer the question, draw conclusions), carefully researched and documented (Wikipedia is NOT an acceptable source but it may be a good starting point), and must provide evidence of your own independent critical thinking.

It is a good idea to choose a topic directly related to the topics of the course, yet it has to be noted that a paper which simply repeats the arguments already presented during the sessions is bound to fail to evidence your independent thinking and risks getting you a poor grade.

In the introduction of your paper, you should clearly state your own research question: you have to make clear what you are about to argue (therefore, stating "In my paper I will discuss abortion rights in Poland" is NOT a good thesis statement; stating "Using discourse analysis, I will analyze how the deprivation of the right to abortion effectively limits Polish women's civil rights" is a much better example). In the body, you should present arguments and counterarguments based on the research material (research material should be data, i.e. NOT rephrasing of what others said before). Finally, in the conclusion, you should present an answer to your research question stated at the beginning.

You should quote at least two of the assigned readings (you may equally use any other materials presented - movies, documentaries, etc.) of the course plus at least three other readings (i.e. at least 5 sources altogether), either from the source books of the reader or from other materials. The paper should follow the Chicago Manual of Style citation criteria ([http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)) and in addition to a list of references at the end of the paper, you need to include in-text citations.

In order to guarantee that the final papers are of good quality, you have to submit a literature review and final paper outline (in the form of bullet points outlining your thesis and key arguments, preferably with references to concrete texts/sources you want to use, showing the logical links that lead to a clear conclusion) no later than 4 weeks before finals.

### **Class Participation**

Class participation requires you come well prepared to class. You need to take part in both group work and whole-class discussions in order to attain a good grade. You need to continually demonstrate both independent critical thinking and comprehension of the texts under discussion. You will receive feedback on your participation rate including the tentative grade in the first four weeks of the course.

## CIEE Prague Class Participation Policy

Assessment of students' participation in class is an inherent component of the course grade. 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. Students are required to actively, meaningfully and thoughtfully contribute to class discussions and all types of in-class activities throughout the duration of the class. Meaningful contribution requires students to be prepared, as directed, in advance of each class session. This includes valued or informed engagement in, for example, small group 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 responsible for following the course content and are expected to ask clarification questions if they cannot follow the instructor's or other students' line of thought or argumentation.

The use of electronic devices is only allowed for computer-based in-class tests, assignments and other tasks specifically assigned by the course instructor. Students are expected to take notes by hand unless the student is entitled to the use of computer due to his/her academic accommodations. In such cases the student is required to submit an official letter issued by his/her home institution specifying the extent of academic accommodations.

Class participation also includes students' active participation in Canvas discussions and other additional tasks related to the course content as specified by the instructor.

Students will receive a partial participation grade every three weeks.

### **Attendance**

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

### **Academic Integrity**

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

***N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.***

### **Weekly Schedule**

#### **Week 1**

Class: 1.1 .

The first meeting is reserved for mutual introduction of the students and teacher. We will go over the outline of the course; discussion of the grading system and feedback provision, and the students will be introduced to the gender literature available in the CIEE library. We will also analyze a short video.

Class: 1.2 .

For the second meeting, be prepared to a) write your first reaction paper and b) say which reading you want to present out of the reader. We will discuss means of analysis using a PPT presentation. The aim is to present a useful analytical tool for the analysis of gender as well as to show some practical application.

**Topics of class:** What is discourse? What is truth? What is the relation of discourse and institutions? What is the relation of power and knowledge? Is power always repressive? Can you produce discourse? How could a discourse be gendered?

What is the politics of the body? What does Bordo think of those who see women following fashion, having plastic surgeries etc. as dupes? What is the relation of power and body?

Required reading:

Rose 2001, 135 – 139.

Mills 2004, 16–22.

Bordo 1993, 246–257 in Price, Shildrick 1999.

## Week 2

Class: 2.1 .

In week 2, we focus on the women's movement and its geopolitical links. **The first fieldtrip** is part of the first session on the history of the local women's movement. We will walk around Prague focusing on the history of the women's movement in Czech lands. We will meet at CIEE and walk around Prague for approximately 1.5 – 2 hours tracing the women's movement's history and presence in the streets. Please make sure you wear comfortable shoes and an umbrella/raincoat in case it rains. The trip ends near Václavské náměstí in the city center.

Topics of class: What was the history of the women's movement in Czech lands? Can we speak of a feminist movement at all? What were the characteristics of the movement? How does the historic account correspond with the concept of discourse and gender? How does it fit in with the concept of transculturation?

Required reading:

Malečková 2004, 167–188 in Paletschek & Petrow-Ennker (eds.).

Class: 2.2 .

The second meeting focuses on transnational implications and interdependence of feminism. We will especially focus on the idea that Czech (and Central European) societies simply need to "catch up" to reach the "norm."

**Topics of class:** What could be wrong with the terms East, West, Central Europe, post-communist?

What picture of the gender order under communism does Šiklová draw? What is transculturation? What does it mean that feminist theory travels? How can that imply a power hierarchy? Can the hierarchy be overcome? Why have you come to the CR to study gender? How is the second article relevant to this?

Required reading:

Cerwonka 2008, 809–832.

Abu-Lughod 2002, 783–790.

## Week 3

Class: 3.1 .

In week 3, we focus on gender as a term. On the first meeting, we will confront your early definitions from the beginning of the course with those presented in the readings. There will be a mini-lecture (PPT) on the origins and developments of the term "gender" followed by a class discussion of the terms from the readings.

**Topics of class:** What is gender? What is common-sense thinking about gender? How do studies in gender challenge common-sense thinking? What is the difference between gender-neutral and gender-inclusive language? What is the "hegemonic binary"? What is a binary opposition? What is "heterosexual bias"?

What does Butler believe genders to be? Through what process do they come into being? Does Butler believe there is anything like a stable identity? How does this relate to the American dream?

Required reading:

Marinucci 2010, 68–82.

Butler 1990, 163–180

Class: 3.2 .

For the second meeting, we will watch and interpret some film excerpts about intersex, sociobiology and state socialist sports events, and discuss the (political) issue of the body and its overall position within studies on gender. This session is directly related to session 2 in week 1.

**Topics of class:** How many sexes are there? What is the relation of gender and sex? Is sex constructed – how? Why does it matter? What is sociobiology? Is intersex a third sex category?

Required reading:

Holmes 2009, 15–33.

Marinucci 2010, 41–52.

#### Week 4

Class: 4.1 .

In week 4, we continue to focus on the meaning of materiality and of the body, specifically in relation to sexuality. On the first meeting, we will compare the situation of sexual minorities before and after 1989.

**Topics of class:** Are sexualities universal? What was the position of sexual minorities under state socialism? What is it now? Is there gay marriage in the Czech Republic? How does queer and LGBTIQ differ? Can GL registered couples adopt children in the CR? Who can adopt? What disciplines are believed to possess expert knowledge on sexuality?

Required reading:

Sokolová 2014, 82–107.

Nedbálková 2011, 131–148.

Class: 4.2 .

The second meeting focuses on a related difference of private and public. We will have a look at some similarities between Marxism and feminism. We will then apply these insights to the gendered relations on the labour market under state socialism.

**Topics of class:** What does the "personal is political" slogan refer to? What is problematic about thinking of the social world as divided into two spheres? How does this relate to you personally? What two different premises is citizenship based on? Why was the communist subject not genderless?

Required reading:

Okin 1991, 122–125 in Phillips, Ann (ed.), 1998.

## Week 5

Class: 5.1 .

In week 5, we continue with our focus on femininities and masculinities and their temporal and geopolitical dimensions in relation to the public/private divide. The first session will feature a brief PPT presentation on femininities and masculinities under state socialism in the wider context of the CEE region. In addition, you will get a chance at analyzing some original material hands-on.

**Topics of class:** How many genders are there? Can you think of an area where men are discriminated against as a result of gender inequality in society? What is an emergent discourse?

Required reading:

Oates-Indruchová 2012, 357-383.

Class: 5.2 .

The second session will focus on the general concepts of gender order and gender culture in state socialist Czechoslovakia and its repercussions today.

**Topics of class:** What are some of the myths the authors seek to debunk? Can you identify any you hold, too? Was the gender order a stable structure under state socialism? Were there any changes? Does the public/private divide make sense under state socialist conditions?

Required reading:

Havelková, Oates-Indruchová 2014, 3–27 in Havelková and Oates-Indruchová (eds.)

## Week 6

Class: 6.1 Midterm Exam Period

The first meeting is a revision session. On Friday, you will be given a list of possible questions for the test based on the readings we have done. Please go over these over the weekend. During the revision session, which usually takes place at a nearby restaurant, we will go over the questions you find difficult to answer. As there will not be enough time to go over all the questions, please make sure you focus on the burning ones.

Class: 6.2 Midterm Exam Period

The second meeting is reserved for writing the midterm test.

## Week 7

Class: 7.1 Midterm Exam Period

**Note that week 7 is the deadline for your final paper topic registration.**

In week 7, we will turn away from the diachronic perspective to the geopolitical one and will focus on globalization.

For the first session, we will watch an excerpt from a documentary on globalized gendered work and its local repercussions. Another related topic for discussion will be the notion of neoliberalism. The aim of the session is to interpret the connection between the two terms.

**Topics of class:** What is globalization? How does it affect the nature of employment/labor? What are the two “faces” of globalization? Is it gendered – how? Does it have any positive effects? What is neoliberalism? What is it based on? Why is Bourdieu critical of it?

Required reading:

Kolářová 2006, 1241–1257.

Bourdieu 1998.

Class: 7.2 Midterm Exam Period

The second session will focus on the globalization of care. We will discuss why some speak of a thwarted or stalled emancipation as well as about some local implications of the issue (e.g., who migrates to provide care in the CR and where do Czechs migrate to do the same).

**Topics of class:** What is care? Is care a skill? Can it be learned? What is the difference between care for and care about? Why does occupational segregation persist despite formal equality? What are the two sets of explanations? What are some of the aspects neglected in early scholarship on care?

How is care globalized? What is the "global care chain"? How are you involved in the process? How is the work of au-pairs deprived of its status as work? How does this relate to the issues we raised about care?

Required reading:

Ungerson 2006, 272–286 in Davis, Evans, Lorber (eds.)

Hochschild 2003, 34–46

## Week 8

Class: 8.2 .

In week 8, we turn to the Czech Republic and the CEE region to see how care is conceived of here.

On the first session, there will be a brief presentation on fertility trends in the Czech Republic and the Visegrad group (PPT). Then, we will discuss the assigned chapter dealing with childcare provision at present to see the influence and materialisation of some past trends.

**Topics of class:** What is childcare? Who should provide it? What are the risks specific populations – such as lone-parent families - encounter? How is the present form of childcare policy informed by the past one? What is the situation in the US? How does the issue relate back to Bourdieu?

Required reading:

Hašková, Saxonberg & Mudrak 2012, 130–147.

Saxonberg & Szelewa 2007, 351–379.

Class: 8.2 .

The second meeting is dedicated to understanding the repercussions of gendered conceptions of care for the labor market and your own future.

**Topics of class:** What is the ideology of domesticity? What is the idea of work-life balance? How do you think the current economic crisis has affected the phenomena under discussion? What types of work especially include emotional labour?

Required reading:

Crompton 2006, 253–271 in Davis, Evans & Lorber, J. (eds.).

## Week 9

Class: 9.1 .

In week 9, we focus on political activism and politics as possible answers to the prevailing inequalities, not only in the CEE region.

For the first session, a guest speaker specializing on politics is coming to the session so have your questions ready! We will discuss the article and learn about the current situation on the political scene from an expert and activist.

**Topics of class:** How much does representation matter? What are the limits to identity politics? In your other classes, have you come across the topic of dissent under state socialism? Was gender ever mentioned?

Required reading:

Cornwall & Goetz, 2005, 783–800.



Class: 9.2 .

The second session will focus on local contemporary feminist activism. We will also go on our last filed trip to the Gender Studies Library (Meeting at 5pm in front of the Gender Studies Center (Masarykovo nábřeží 8, Praha 2; tube station "Karlovo náměstí" – line "B" or tram stop "Jiráskovo náměstí") – presentation of the history and current projects of the center, presentation of the largest gender library in CEE; after the visit, we will go to a nearby café to discuss the articles assigned for today and how they are related to the GS Center. If there is time left at the end of the trip, we will go to a nearby café to discuss the article and what we have learned.)

**Topics of class:** What are some of the current issues faced by local feminists? How do they perceive their position within transnational feminism? Is the local situation specific and why?

Required reading:

Hašková, Kapusta-Pofahl & Kolářová 2005, 38–52.

## Week 10

Class: 10.1 .

In week 10, we focus on the developments in the area of reproduction and their relation to activism discussed on the previous week.

For the first session, we will analyse a documentary on Czech Roma women's sterilisations in class and discuss the current intersection of ethnicity and gender in the CR.

**Topics of class:** What region is the first article about? What is the **anthropological perspective** – why is it problematic? What is intersectionality? What does recognition of privilege mean? Whom does it concern? How do the other texts relate to the first one? Who was Bohumil Hrabal?

Required reading:

Oprea 2004, 29–39.

Hrabal 2010, 54 – 62 in *The Death of Mr. Baltisberger. Stories*.

Amnesty International 2013, <http://www.romea.cz/en/news/czech/czech-republic-protect-roma-at-risk-of-violence-ahead-of-far-right-demonstration>.

Romea 2013, <http://www.romea.cz/en/news/czech/czech-republic-roma-quintuplets-get-arson-threats-their-supporter-gets-hacked>.

Class: 10.2 .

For the second session, you will need to first watch the film "4 Months, 3 Weeks, 2 Days" before class – it is available at the CIEE library and online. In class, we will watch and analyze an excerpt from a documentary on the abortion underground in Poland. The discussion will be framed as a comparison – what are the driving factors of legislation on reproductive rights? How does this reflect on the situation in the USA?

Topics of class: What role has the abortion debate played in Poland/the US/CR? How does the debate relate to the public/private divide? What have been the developments in abortion legislation in Poland?

Required reading:

Chełstowska 2011, 98–106

Nowicka 1997, 42–46 in Renne (ed.)

Nowicka 1997, 46–51 in Renne (ed.)

Polish Federation for Women and Family Planning 2005, 1 – 12

The Onion 2006

## Week 11

Class: 11.1 .

Since political activism and its effects discussed on the two previous weeks are heavily dependent on representations, we will focus on the media and gendered representations they feature.

On the first session, we will watch a chapter from John Berger's book in order to critically assess it in the class discussion. We will also look at some local activist responses to the issues raised by Berger.

**Topics of class:** Why do we need to study the media? Why do media matter? What media do you follow? How do you think their influence works?

Required reading:

Berger2008, 39–58

Class: 11.2 .

The second session focuses on a specific area of the media – sports. We will read an excerpt from a text on Czechoslovak Spartakiada and analyze it in relation to the text by Hardin and Whiteside – what is the media link between the two?

**Topics of class:** What makes sports relevant for gender analysis? How does intersectionality relate to sports? Can you see any links with John Berger's article? Are sports the final frontier for equality? How does Title IX affect you? What was Spartakiáda and how was it gendered?

Required reading:

Hardin & Whiteside 2009, 255–276

Roubal 2014, 148–173 in Havelková & Oates-Indruchová (eds.)

## Week 12

Class: 12.1 .

Week 12 will focus on popular culture and on the futures of gender partly affected by it.

On the first session, there will be an in-class discussion of the central terms from the reading coupled with an analysis of visual material. Why does McRobbie believe there is only an illusion of women's equality and who does this remind you of?

**Topics of class:** What is the third-person effect? What is the idea of co-option based on? How does irony in pop culture work? Has it influenced you anyhow? Is intersectionality mentioned in the article? What alternatives to mainstream media do you know?

Required reading:

Redfern & Aune 2010, 171–203

McRobbie 2013

Class: 12.2 .

The final regular class will be dedicated to the future of gender. We will try to see what the future holds for gender (in CEE and elsewhere).

**Topics of class:** What does it mean that the effects of gender work top down? What would have to be achieved for the gender revolution Judith Lorber suggests? What are degendering practices? Are you actively involved in any? How realistic do they seem? What are Sherwood's propositions based on?

Required reading:

Lorber 2006, 469–474 in Davis, Evans & Lorber(eds.)

Sherwood 2011.

## Week 13

We meet at the regular time of class for your class presentations of your final papers. It may happen that we will need to meet twice during the final week as if there are too many students, there is not enough time for everyone to present on the first meeting. In such a case, all students have to attend both the meetings.

The final papers are due in electronic form only on Thursday by midnight.

## **Course Materials**

### **Readings**

Abu-Lughod, L. 2002. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and its Others." *American Anthropologist* 104(3): 783-790.

Amnesty International. 2013. "Czech Republic: Protect Roma at risk of violence ahead of far-right demonstration." Accessed on 5 August 2013 at <http://www.romea.cz/en/news/czech/czech-republic-protect-roma-at-risk-of-violence-ahead-of-far-right-demonstration>.

Berger, J. 2008. "Ways of Seeing – chapter 3." Pp. 39 – 58. London: BBC and Penguin Books.

Bordo, S. 1993. "Feminism, Foucault and the Politics of the Body." pp. 246 – 257 in Price, J., Shildrick, M. 1999. *Feminist Theory and the Body. A Reader*. Edinburgh: Edinburgh University Press.

Bourdieu, P. 1998. "Utopia of endless exploitation." *Le Monde Diplomatique*, accessed on 2 January 2014 at <http://mondediplo.com/1998/12/08bourdieu>

Butler, J. 1990. "Bodily inscriptions, performative subversions." Pp. 163 – 180 in *Gender Trouble*. New York: Routledge.

Cerwonka, A. 2008. "Traveling Feminist Thought: Difference and Transculturation in Central and Eastern European Feminism." *Signs: Journal of Women in Culture and Society* 33(4): 809 – 832.

Chełstowska, A. 2011. "Stigmatisation and commercialisation of abortion services in Poland: turning sin into gold." *Reproductive Health Matters* 19(37): 98–106.

Cornwall, A., A. M. Goetz. 2005. "Democratizing Democracy: Feminist Perspectives." *Democratization*.12(5): 783–800.

Crompton, R. 2006. "Gender and Work." Pp. 253 - 271 in Davis, K., Evans, M., Lorber, J. (eds.) *Handbook of Gender and Women's Studies*. London, Thousand Oaks, New Delhi: SAGE Publications.

Fodor, E. 2002. "Smiling Women and Fighting Men: The Gender of the Communist Subject in State Socialist Hungary." *Gender and Society* 16 (2): 240-263.

Hardin, M., E. E. Whiteside. 2009. "The Power of "Small Stories:" Narratives and Notions of Gender Equality in Conversations About Sport." *Sociology of Sport Journal* 26: 255-276.

Hašková, H., K. Kapusta-Pofahl, M. Kolářová. 2005. "Only a Dead Fish Flows with the Stream: Subversive Voices, NGOization and Czech Women's Organizing." *Anthropology of East Europe Review* 23(1): 38-52.

Hašková, H, S. Saxonberg, J. Mudrak. 2012. "The Economics of Childcare." Pp. 130 – 147 in *The Development of Czech Childcare Policies*. Praha: SLON.

Havelková, H., Oates-Indruchová, L. 2014. "Expropriated Voice: Transformations of Gender Culture under State Socialism; Czech Society, 1948 – 1989." Pp. 3 - 27 in *The politics of Gender Culture under State Socialism*. New York: Routledge.

Hochschild, A.R. 2003. "Love and Gold." Pp. 34 – 46 in *The Commercialization of Intimate life. Notes from home and work*. San Francisco and Los Angeles: University of California Press.

Holmes, M. 2009. "Sexed Bodies?" Pp. 15 – 33 in *Gender and Everyday Life*. London, New York: Routledge.

Hrabal, B. 2010. "Romance." Pp 54 – 62 in *The Death of Mr. Baltisberger. Stories*. Evanston: Northwestern University Press.

Kolářová, M. 2006. "Gender and Globalisation: Labour Changes in the Global Economy." *Czech Sociological Review* 42(6): 1241–1257.

Lorber, J. 2006. "A World without Gender?" pp. 469 - 474 in Davis, K., Evans, M., Lorber, J. (eds.) *Handbook of Gender and Women's Studies*. London, Thousand Oaks, New Delhi: SAGE Publications.

Malečková, J. 2004. "The emancipation of women for the benefit of the nation: The Czech women's movement." Pp. 167 - 188 in Paletschek, S. and Bianka Petrow-Ennker (eds.) *Women's Emancipation Movements in the Nineteenth Century: A European Perspective*. Stanford: Stanford University Press.

Marinucci, M. 2010. "Gender Defined and Undefined." Pp. 68-82 in *Feminism is Queer*. London, New York: Zed Books.

Marinucci, M. 2010. "Unwelcome Interventions." Pp. 41-52 in *Feminism is Queer*. London, New York: Zed Books.

McRobbie, A. 2013. "On the Illusion of Equality for Women." Accessed on 2 January 2014 at <http://www.socialsciencespace.com/2013/06/angela-mcrobbe-on-the-illusion-of-equality-for-women/>

Mills, S. 2004. "Michel Foucault and discourse." Pp. 16 - 22 in *Discourse*. London: Routledge.

Nedbálková, K. 2011. "Rendering Gender in Lesbian Families: A Czech Case." Pp. 131 - 148 in Robert Kulpa and Joanna Mizielińska (eds.) *De-Centring Western Sexualities. Central and Eastern European Perspectives*. Farnham - Burlington: Ashgate.

Nowicka, W. 1997. "Ban on Abortion in Poland. Why?" Pp. 42-46 in T. Renne (ed.) *Ana's Land. Sisterhood in Eastern Europe*. Oxford: Westview Press.

Nowicka, W. 1997. "Foundations of the Law." Pp. 46 - 51 in T. Renne (ed.) *Ana's Land. Sisterhood in Eastern Europe*. Oxford: Westview Press.

Oates-Indruchová, L. 2012. "The Beauty and the Loser: Cultural Representations of Gender in Late State Socialism." *Signs* 37(2):357-383.

Okin, S.M. 1991. "Gender, the Public, and the Private." Pp. 122 - 125 in Phillips, Ann (ed.). 1998. *Feminism & Politics*. Oxford, New York: Oxford University Press.

Oprea, A. 2004. "Re-envisioning Social Justice from the Ground Up: Including the Experiences of Romani Women." *Essex Human Rights Review* 1(1): 29 - 39.

Polish Federation for Women and Family Planning. 2005. *Contemporary Woman's Hell. Polish Women's Stories*. Pp. 1 - 12. Warsaw: Polish Federation for Women and Family Planning.

Redfern, C., Aune, K. 2010. "Popular culture free from sexism" pp. 171 - 203 in *Reclaiming the F word*. London: Zed Books.

Romea. 2013. "Czech Republic: Roma quintuplets get arson threats, their supporter gets hacked." Accessed on 5 August 2013 at <http://www.romea.cz/en/news/czech/czech-republic-roma-quintuplets-get-arson-threats-their-supporter-gets-hacked>.

Rose, G. 2001. "Discourse Analysis I: Text, Intertextuality, Context." Pp. 135 - 139 in *Visual Methodologies. An Introduction to the Interpretation of Visual Materials*. London, Thousand Oaks, New Delhi: SAGE Publications.

Roubal, P. 2014. "The Body of the Nation." Pp.148-173 in Havelková, H. and L. Oates-Indruchová (eds.) *The politics of Gender Culture under State Socialism*. New York: Routledge.

Saxonberg, S., D. Szelewa. 2007. "The Continuing Legacy of the Communist Legacy? The development of family policies in Poland and the Czech Republic." *Social Politics* 14 (3): 351-379.

Sherwood, J.H. 2011. "Imagine There's No Gender: It's Not Easy, But We Can Try." Accessed on 5 August 2013 at <http://msmagazine.com/blog/2011/09/30/imagine-the-end-of-gender/>.

Sokolová, V. 2014. "State Approaches to Homosexuality and non-Heterosexual Lives in Czechoslovakia during State Socialism," pp. 82 - 107 in Havelková, H. and L. Oates-Indruchová (eds.) *The politics of Gender Culture under State Socialism*. New York: Routledge.

The Onion. 2006. "New 'Anti-Abortion Pill' Kills Mother, Leaves Fetus Alive," accessed on 31 July 2010 at <http://www.theonion.com/articles/new-antiabortion-pill-kills-mother-leaves-fetus-al,1955/>

Ungerson, C. 2006. "Gender, Care, and the Welfare State." Pp. 272 - 286 in Davis, K., Evans, M., Lorber, J. (eds.) *Handbook of Gender and Women's Studies*. London, Thousand Oaks, New Delhi: SAGE Publications.