



# **YEREVAN STATE UNIVERSITY**

**1 Alex Manoogian, Yerevan 0025, Armenia**

## **INTRODUCTION TO GENDER STUDIES**

**CENTER OF GENDER STUDIES AND LEADERSHIP**

Instructor: Ani Kojoyan  
Email: [akojoyan@ysu.am](mailto:akojoyan@ysu.am)  
[akojoyan@yahoo.com](mailto:akojoyan@yahoo.com)  
[anikojoyan@gmail.com](mailto:anikojoyan@gmail.com)

## **Course Description**

The present course is a critical evaluation of the ways in which gender as a social category is shaped in certain social contexts through social institutions. It provides and discusses basic ideas around categories and terms 'sex' and 'gender'. It covers and presents sensitive issues on gender and genocide studies. It also touches upon issues of violence in its various forms and representations.

It is important to understand gender, and gender studies in a broad sense, is a wide academic field, therefore, it should not always be limited to the studies of certain categories only. It is an open domain that crosses the boundary of philosophy and theology, psychology and biology, literature and linguistics, politics and economics, medicine and environment, etc, thus, addressing issues and often presenting some solutions and directions of analysis to certain problems. Though it is a socially and culturally constructed category the issues raised by gender are timeless and deserve a thorough consideration and investigation. So, the present course is a survey on gender studies which warmly invites students from different disciplines and wide interests to study some basic and key concepts, theories on gender studies both on global and local contexts. The course also challenges students to intellectually grapple with socially designed stereotypes and ideas which are often accepted as proper and accepted, and to consider how they are personally situated within the system.

## **Learning Outcomes and Course Objectives**

Upon successful completion of this course:

- ❖ The goal of the course is to critically evaluate and understand the ways in which gender as a social category is shaped in certain social contexts through social institutions.
- ❖ Students will understand and evaluate key concepts and theories about sex, gender, gender and its social construction, and its appliance and validity in various contexts.
- ❖ Students will explore a range of texts that contribute to their knowledge of gender, society, language, etc. They will evaluate the different perspectives covered in the course, and will develop an informed, integrated perspective on gender as a conceptual category.
- ❖ Students will intellectually and critically grapple with socially designed stereotypes and ideas which are often accepted as proper and accepted. And they will become more critical toward gendered messages that we encounter from various social institutions and contexts, and will create a critical yet respectful forum for discussion and learning on gender studies
- ❖ Students will have attempted to produce an essay suitable for use as a writing sample for a conference presentation or for further publication.

## **Requirements, Expectations and Grading**

- ❖ **Attendance and Participation Policy (2 points)**

Careful and analytical reading of the material is highly encouraged, and active participation in classes is required. Students are expected to come to class having already read the assigned texts, ready to actively participate in discussion about the material with their own questions, thoughts, ideas and attitudes toward the discussed issues. Note, an effective participant is not someone who simply talks frequently, but

someone who reliably offers thoughtful insights that help others to learn.

## **N.B.**

Please, be aware that this course includes topics that might be controversial. If you choose to take this class, you are responsible for completing all the reading and written assignment. Remember that you do not have to agree with all of the material presented in this class, but you are required to read, listen, think, and write about the views presented.

❖ **Midterm Test 1 (4 points)**

❖ **Midterm Test 2 (4 points)**

❖ **Final Exam (10 points)**

❖ *Final Paper*

**From the above mentioned final 10 scores, four will be given to the Final Paper (3,500-4,000-word essay), not including notes or bibliography, and its oral Presentation.**

Thus, the paper is due at the beginning of the last month of the term. A copy of the final essay, accompanied by a cover sheet certifying that the essay is a student's own work, must be submitted.

The paper should reflect a student's own interests and ideas. This is not a book review or a summary of readings, but a critical analysis of the key questions and ideas raised by scholars relating to that topic. Students may use many of the course readings as sources for the paper, but they may should bring in related other material to support their argument.

Please, note that the writing assignment will be evaluated on content, strength of analysis, organization, and quality of writing.

**Formatting work:** It is a courtesy to your readers and a requirement of your examiners that your written work should be lucid and presented in a scholarly manner. Those are not incompatible qualities. Display only as much evidence as is essential to substantiate your argument without loss of weight or clarity. Document it in a manner which is concise, consistent, accurate and complete.

There are several sets of conventions and published guides to explain them. None is obligatory, but some are more appropriate than others for literary theses. You should follow one system throughout all the pieces of work submitted at all stages.

The forms given below should meet the needs of most candidates within the course when they present extended written work, but other guides you could consult include:

Butcher, J. *Copy-editing: the Cambridge Handbook for editors, authors, and publishers*. 3rd ed. Cambridge: Cambridge University Press, 1992.

Gibaldi, J. *MLA Handbook for Writers of Research Papers, Theses, and Dissertations*. 6th ed. New York: Modern Language Association of America., 2003.

University of Chicago Press. *A Manual of Style*. 14th ed. Chicago: University of Chicago Press, 1996.

**Note**, these guides present differing rules and suggestions; you should choose one system and keep

to it consistently.

**Useful tips for form of submission:** The text must be printed, in double spacing, on one side of each sheet. Indented block quotations, footnotes and endnotes, must be in single spacing. Single spacing should also be used for most tables, documentary material and for entries in the bibliography.

*Pagination:* Each page after the first (by convention left unnumbered) should be numbered, preferably at the top right-hand corner, where numbers are most easily seen.

#### ❖ *Presentation*

As for the **presentation of the paper**, it will be held during the last two weeks of the term. This should be a 15 minutes talk that will be followed by some questions by the audience. Students are encouraged to use a power-point-type presentation with handouts.

You will be graded on organization and clarity of your presentation, correctness of your representation of the author's views, usefulness of your outline, intellectual engagement (e.g., using your own examples, offering your own criticisms, pointing out unclear passages in the text and providing your own interpretation, pointing out interesting connections between this text and other texts read in this class), and the ability to connect with the rest of us (e.g., by asking us questions or answering our questions, or otherwise inviting us to participate)

**Required Books** (these are either available online or their photo-copied versions are available at the department and/ or center library.)

- ❖ Lips, Hilary. *Sex and Gender*, McGraw-Hill, 2005.
- ❖ Rothschild, Mary ed., *Reading Women's Lives*. 3<sup>rd</sup> ed., Pearson. 2006.
- ❖ Shaw, Susan ed., *Women's Voices, Feminist Vision*. 4<sup>th</sup> ed. McGrawHill, 2009.

**Due DATES and TIMES:** The instructor will not accept late assignments unless the student can provide documentation of a medical and/or family emergency.

**Academic Dishonesty Policy:** Note that university and department have clear policies against any academic dishonesty. This can include plagiarism, as well as cheating (or even an attempt of cheating) during two midterm tests and a final exam. Plagiarism, including from the class texts, will result in a failing grade in the class. This is a nonnegotiable penalty.

**Plagiarism** is the copying or paraphrasing of other people's work or ideas into your own work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.

Collusion is another form of plagiarism involving the un-authorized collaboration of students (or others) on a piece of work.

Cases of suspected plagiarism in assessed work are investigated under the disciplinary regulations

concerning conduct in examinations. Intentional or reckless plagiarism may incur severe penalties. It would be wrong to describe plagiarism as only a minor form of cheating, or as merely a matter of academic etiquette. On the contrary, it is important to understand that plagiarism is **a breach of academic integrity**. It is a principle of intellectual honesty that all members of the academic community should acknowledge their debt to the originators of the ideas, words, and data which form the basis for their own work. Passing off another's work as your own is not only poor scholarship, but also means that you have failed to complete the learning process. Deliberate plagiarism is unethical and can have serious consequences for your future career; it also undermines the standards of your institution and of the degrees it issues.

#### **What forms can plagiarism take?**

*Verbatim quotation* of other people's intellectual work without clear acknowledgement. Quotations must always be identified as such by the use of either quotation marks or indentation, with adequate citation. It must always be apparent to the reader which parts are your own independent work and where you have drawn on someone else's ideas and language.

*Paraphrasing* the work of others by altering a few words and changing their order, or by closely following the structure of their argument, is plagiarism because you are deriving your words and ideas from their work without giving due acknowledgement. Even if you include a reference to the original author in your own text you are still creating a misleading impression that the paraphrased wording is entirely your own. It is better to write a brief summary of the author's overall argument in your own words than to paraphrase particular sections of his or her writing. This will ensure you have a genuine grasp of the argument and will avoid the difficulty of paraphrasing without plagiarising.

*Cutting and pasting from the Internet*. Information derived from the Internet must be adequately referenced and included in the bibliography. It is important to evaluate carefully all material found on the Internet, as it is less likely to have been through the same process of scholarly peer review as published sources.

*Collusion*. This can involve unauthorised collaboration between students, failure to attribute assistance received, or failure to follow precisely regulations on group work projects. It is your responsibility to ensure that you are entirely clear about the extent of collaboration permitted, and which parts of the work must be your own.

*Inaccurate citation*. It is important to cite correctly, according to the conventions of your discipline. Additionally, you should not include anything in a footnote or bibliography that you have not actually consulted. If you cannot gain access to a primary source you must make it clear in your citation that your knowledge of the work has been derived from a secondary text (e.g. Bradshaw, D. *Title of Book*, discussed in Wilson, E., *Title of Book* (London, 2004), p. 189).

*Professional agencies*. You should neither make use of professional agencies in the production of your work nor submit material which has been written for you. It is vital to your intellectual training and development that you should undertake the research process unaided.

*Autoplagerism*. You must not submit work for assessment which you have already submitted (partially or in full) to fulfill the requirements of another degree course or examination.

## **Feedback**

The University, Faculty and your instructor are always glad to receive comments about students' experience of studying at Yerevan State University. Students are asked to fill a termly survey where they can also raise a concern. Students are also welcome to discuss any problems with their lecturer, and they can also bring issues or suggestions. However, if a student does wish to raise a concern or make an appeal against the outcome of assessment, it may be that an informal discussion with the person immediately responsible for the matter that a student wishes to complain about.

## **Students with a disability**

The University is committed to ensuring that disabled students are not treated less favourably than other students, and to providing reasonable adjustment to provision where disabled students might otherwise be at a substantial disadvantage.

## **N.B.**

- ❖ Students are highly recommended and encouraged to contribute their ideas and pose questions during class discussion.
- ❖ Students are encouraged to express their own views in class, yet they should also will to hear other's perspectives.
- ❖ Common courtesy and basic respect for your peers and instructors demand that you turn off cellular phones before class begins and that you leave them turned off until class is over.
- ❖ I will answer your emails primarily during my office hours. Outside of office hours and during the week, I will strive to respond to your emails within a 24-hour period. During the week, if I have not responded to your email within 48 hours, please resend the email. Please note that I will not be obligated to respond to emails during the weekend.

*Welcome to the course "Introduction to Gender Studies" and good luck!*

*Ani Kojoyan*

## **WEEK 1**

### **❖ Sex Stereotypes: Myths and Theories. Alternative Approaches to the Concept Sex and Gender**

#### **Biological , Psychological and Descriptive Cultural Approaches:**

*key concepts to be covered*

- ❖ *Chromosomes*
- ❖ *Hormones*
- ❖ *Psychoanalysis*
- ❖ *Cognitive Development*
- ❖ *Learning Gender in a Diverse Society*
- ❖ *The Social Construction of Gender*

#### **Power Point Presentation and Discussion:**

- ❖ Sex and Gender
- ❖ Scripts of Masculinity and Femininity

#### **Primary Readings:**

1. Hilary Lips (2005). *Sex and Gender*. McGraw-Hill, (pp. 2-6, 12-32).
2. Judith Lorber. The Social Construction of Gender // *Women's Voices. Feminist Visions*, 4<sup>th</sup> ed. Susan Shaw ed., McGraw-Hill, 2009. (pp.140-142).

#### **Secondary Readings:**

3. Hilary Lips (2005). *Sex and Gender*. McGraw-Hill, (pp. 33-75).
4. Mary Margaret Fonow. *Difference and Equality // Reading Women's Lives*. 3<sup>rd</sup> ed. Pearson. 2006. (pp. 89-92).

#### **Weekly writing assignment:**

- ❖ Write a short paragraph (100-150 words) covering the following topic: ‘sex AND gender’? or ‘sex OR gender’? (How is gender learned: are you a man because you are not a woman, or.. ? and are you a woman because you are not a man, or..??)
  
- ❖ Watch the video material “Tough Guise”<sup>1</sup> (part1-2) and “Miss Representation” and write an analytical essay (200-300 words) covering the topics how masculinity and femininity are presented in mass media and what role mass media has itself in the formation of these 2 concepts. Try to cover some details of how masculinity and femininity were and are presented in the Armenian popular culture, including movies, TV shows, soap operas, cartoons, etc.

Note! The essay should be in narrative form, rather than just a series of answers to questions. Be sure to use the appropriate terms from the gender and socialization lecture in your analysis.

---

<sup>1</sup> **Description:**

While the social construction of femininity has been widely examined, the dominant role of masculinity has until recently remained largely invisible.

This film examines the relationship between pop-cultural imagery and the social construction of masculine identities in the U.S. at the dawn of the 21st century.

In his innovative and wide-ranging analysis, Jackson Katz argues that widespread violence in American society, including the tragic school shootings in Littleton, Colorado, Jonesboro, Arkansas, and elsewhere, needs to be understood as part of an ongoing crisis in masculinity.

This new media literacy tool -- utilizing racially diverse subject matter and examples -- will enlighten and provoke students (both males and females) to evaluate their own participation in the culture of contemporary masculinity.

Contains violent imagery.

Sections: Introduction | Hidden: A Gender | Upping the Ante | Backlash | The Tough Guise | The School Shootings | Constructing Violent Masculinity | Sexualized Violence | Invulnerability | Vulnerability | Better Man

## WEEK 2

### • **Alternative Approaches to the Concept Sex and Gender**

#### **Critical Cultural Approaches:**

key concepts to be covered

- ❖ *Social Constructionism/ Gender Socialization*
- ❖ *Gender as Performance*
- ❖ *Multiracial and Global Feminism /Note! Be sure that you are aware of the 1<sup>st</sup>,2<sup>nd</sup> and 3<sup>rd</sup> waves of feminism, and for further reading, please, consult the articles by Susan Hartmann, Lisa Hogeland, Jennifer Baumgardner)*
- ❖ *Post-Structuralism*

#### **Power Point presentation and Discussion:**

- ❖ Gender Theories

#### **Primary Readings:**

1. Hilary Lips (2005). *Sex and Gender*. McGraw-Hill, (pp. 76-93).
2. Lisa Hogeland (1994). *Fear of Feminism. Why Young Women Get the Willies // Reading Women's Lives*.3<sup>rd</sup> ed. Pearson. 2006. (pp. 341-349).

#### **Secondary Readings:**

3. Susan Hartmann. *Feminism and Women's Movements // Reading Women's Lives*.3<sup>rd</sup> ed. Pearson. 2006. (pp. 329-335).
4. Victoria Pruin DeFrancisco (2007). *Communicating Gender Diversity*. Sage Publication, (pp. 50-60).

#### **Weekly writing assignment:**

Write a short comparative paragraph/ report (300-400 words) discussing the weak and strong points

of different critical cultural approaches.

## WEEK 3

### • Gender in Social Relationships

#### Gender and Childhood; Constructing Gender: Growing Up to Feminine and/ or Masculine:

##### key concepts to be covered

- ❖ *Gender learning. Early Childhood Learning Socialization.*
- ❖ *Psychoanalytic Theories. Social Learning Theories. Cognitive Development*
- ❖ *Constructing an Identity: the Relational and Individual Self*
- ❖ *Gendered Toys for Boys and Girls*
- ❖ *Schools and Gender*
- ❖ *Women and Men as Parents*
- ❖ *Boys and Girls. Gender-learning in Armenia: From Toys to Education? toys, clothes and dress-codes, speech-codes and –behaviors, professions and departments, and other roles...*
- ❖ *(toys for boys, toys for girls up to professions for girls, professions for boys).*

#### Power Point Presentation:

- ❖ *I am Glad I'm a Boy, I am Glad I'm a Girl*

#### Primary Reading Assignment:

- Hilary Lips (2005). Chapter 10-11. *Sex and Gender*. McGraw-Hill, (pp. 172-182, 452-458).

#### Secondary Reading Assignment:

- Hilary Lips (2005). Chapter 10-11. *Sex and Gender*. McGraw-Hill, (pp. 392-424).

#### Weekly writing assignment:

Take a trip to one of the local toy stores (or visit one on-line). And try to write a report (200-250 words) on what messages are inherent in boys and girls' toys? What do they teach about masculinity

and femininity? Look at marketing, color schemes, types of toys promoted to boys and girls for your analysis.

## WEEK 4

### • Gender and Social Institutions

#### Family:

##### key concepts to be covered

- ❖ *Gender as a Social Institution*
- ❖ *Gender and Family*
- ❖ *Family Constructs Gender*
- ❖ *Male and Female Relations in Family. Old and New Traditions*
- ❖ *Marital Communication*
- ❖ *Armenian Wedding. Roles: Brides and Bridegroom. Maids, friends, relatives, god-sibs, and others.*
- ❖ *Creating a Semantic Field of a Female/ male role in an Armenian Family*
- ❖ *Family and Friends: Attachment, Intimacy, and Power*

#### Primary Readings:

1. Hilary Lips (2005). *Sex and Gender*. McGraw-Hill, (pp. 426-446).

#### Secondary Readings:

1. Hilary Lips (2005). *Sex and Gender*. McGraw-Hill, (pp. 447-459).
2. Susan Shaw (2009). *Women's Voices, Feminist Visions*. 4<sup>th</sup> ed., McGraw-Hill. (p. 64, 378-385).

#### Weekly writing assignment:

Write a short paragraph (300-400 words) choosing one of the following topics:

- Marital Dialogue: Women are from Venus? And Men are from Mars, or..? Male and female relations organized in family.
- *Armenian Wedding. Roles: Bride and Bridegroom, and also others - maids, friends, relatives, god-sibs, and so on.*

## WEEK 5

### • Gender and Social Institutions

#### Religion:

key concepts to be covered

- ❖ *Religion as a Social Institution*
- ❖ *Religion Constructs Gender*
- ❖ *Gender and Christianity*
- ❖ *Gender and Islam. The Representation in Khuran and the New Women. /Guest Speaker researcher Anna Gevorgian/*

#### Primary Readings:

1. Amy Kesselman ed. (2003). *Women and Religion // Women Images and Realities*. McGraw-Hill, (pp. 281-291).
2. Claire Renzetti (2003). *Women, Men, and Society*. 5<sup>th</sup> ed., Pearson, (pp. 351-361).

#### Secondary Readings:

1. Amy Kesselman ed. (2003). *Women and Religion // Women Images and Realities*. McGraw-Hill, (pp. 292-305).
2. Victoria Pruin DeFrancisco (2007). *Communicating Gender Diversity*. Sage Publication, (pp. 217-235).

#### Weekly writing assignment:

Write a short paragraph (200-300 words) covering one of the following 2 topics:

1. Gender within the frames of Religion and beyond
2. The Armenian Apostolic Orthodox Church and the Gender-Formation

## WEEK 6

### • Gender and Social Institutions

#### Education /Secondary and Higher/:

*key concepts to be covered*

- ❖ *Education as a Social Institution*
- ❖ *Education Constructs Gender*
- ❖ *Educational Materials and Teaching Methods in Armenia /material based on the research done in the Armenian Context by Ruzan Tsaturyan/*
- ❖ *Patriarchal System and yet Women Teachers? 'Bosses' on Stage? Teaching Methods and Approaches.*
- ❖ *Some Facts on Feminist Pedagogy (Teacher and Student Interaction) Where to Put Feminist Pedagogy? How Does Feminist Pedagogy Enhance Teaching: 'peace-making' and 'peace-enforcing'.*
- ❖ *Gender Gaps. Single-Sex Education. Some Facts from the History of Western School of Knowledge: Oxford till 2008, and Single-Sex Education as a 'Choice'*

#### Video Watching and Discussion:

- ❖ Daniel Koretz<sup>2</sup> on Gender and Education  
[http://www.youtube.com/watch?v=GZYC\\_tgurX4](http://www.youtube.com/watch?v=GZYC_tgurX4) /accessed 26-Oct-2013/

#### Primary Readings:

1. Claire Renzetti (2003). *Women, Men, and Society*. 5<sup>th</sup> ed., Pearson, (pp. 100-105, 112-130).
2. Ruzan Tsaturyan. *Public Participation in School Management in Armenia. School Boards* (pp. 9-15).  
[http://www.crrc.am/hosting/file/\\_static\\_content/fellows/fellowship07/S%20Mkrtchyan/Paper\\_Satenik%20Mkrtchyan%20Ruzanna%20Tsaturyan.pdf](http://www.crrc.am/hosting/file/_static_content/fellows/fellowship07/S%20Mkrtchyan/Paper_Satenik%20Mkrtchyan%20Ruzanna%20Tsaturyan.pdf)

---

<sup>2</sup> Daniel Koretz is an expert on educational assessment and testing policy. A primary focus of his work has been the impact of high-stakes testing. His research has included studies of score inflation, the effects of testing programs on educational practice, the assessment of students with disabilities, international differences in the variability of student achievement, the application of value-added models to educational achievement, and the development of methods for validating scores under high-stakes conditions.

Read more: <http://www.gse.harvard.edu/directory/faculty/faculty-detail/#ixzz2fxiMee8G>

### **Secondary Reading Assignment:**

1. Carolyn M. Shrewsbury (1997). What is Feminist Pedagogy? // *Women's Studies Quarterly*, Vol. 25, No. 1/2. (pp. 166-173).

### **Weekly writing assignment:**

1. Write a short paragraph (150-200 words) covering one of the following 2 topics:
  - Are there sex/gender barriers in higher educational system in the RA? If 'no', then explain why. And if 'yes', then bring examples, please!
  - It is said that boys act their bodies into masculinity, and sport is one location in which they do so. So, do you think that school/ university sport teams should be considered as a masculine domain? Why yes? Why no?
2. Analytical reading and review (150-200 words) of the newspapers materials or TV-radio programs /the local papers are encouraged, yet the international materials are also welcomed/ on gender issues.

## WEEK 7

### 1. Gender and Social Institutions

#### 2. *'Tis Time to Joke, 'Tis Time to Think & 'Tis Time to be Serious!*

“A father and son have a car accident. Both are hurt, but the boy’s injuries are more serious. Ambulances arrive to help the victims, but by mistake, the two are taken to separate hospitals. When the boy is taken in for an operation, the surgeon says ‘I can’t operate on this patient! This is my son’. How is that possible?”

*P.S. And although the riddle is ancient, it can still be regarded as a popular one. Even though women have made great advances in education during the recent decades and women are now visible in many contexts and fields previously dominated by men, our human universal culture maintains many gendered stereotypes about work and studies. This comes to prove that gender equality is still an issue in many sectors. This is especially true and actual for women in developing countries.*

#### Work and Workplace:

##### key concepts to be covered

- ❖ *Work as a Social Institution*
- ❖ *Work Constructs Gender?*
- ❖ *From Earning Differences to Violence*
- ❖ *The RA National Assembly’s Act on Gender Equality or on Women’s and Men’s Equal Rights. 2013*

#### Power Point presentation and Discussion:

- ❖ *Work and Gender /Power Point/*

#### Video Watching and Discussion:

- ❖ *I Love Lucy. ‘Lucy Want a Career’ /working roles, images and illusions/?*
- ❖ *Do we accept and laugh at the ‘grotesque reality’ or ‘poor fantasy and myths’?*

#### Primary Readings:

1. Hilary Lips (2005). *Sex and Gender*. McGraw-Hill, (pp. 493-515).
2. The RA National Assembly. *The RA Law on Women and Men’s Equal Rights and Opportunities*. 2013.  
<http://www.parliament.am/legislation.php?sel=show&ID=4761>

## Secondary Readings:

1. Hilary Lips (2005). *Sex and Gender*. McGraw-Hill, (pp. 516-528).
2. Susan Shaw (2009). *Women's Voices. Feminist Visions*, 4<sup>th</sup> ed., McGraw-Hill, 2009. (pp. 486-493).

## Weekly writing assignment:

### *Stereotypes and Myths on Gender Roles in the Work Context?*

1. Watch the following videos (each - 6-10 minutes of duration) and write a little reflection (150-200 words) on the video-materials. And, please, try to focus on the following questions and covering them shortly as well: do you think that much has been changed since 1930-60s internationally? And do you think the title of the short-films also 'dictate' some prejudice and gendered overtones on the topic?

- The Trouble With Women (1959)  
<http://www.youtube.com/watch?v=VOxGRuKFwJg&list=PL378C7CD890A8D9B6>
- Danger: Women at Work /practical advice and/ or discrimination/  
<http://www.youtube.com/watch?v=UrFgxLZtZm8>
- Attitudes toward working women in the 1950s  
<http://www.youtube.com/watch?v=BA3uryDJzI0&list=PL378C7CD890A8D9B6>

2. Analytical reading and review (150-200 words) of the newspapers materials or TV-radio programs /the local papers are encouraged, yet the international materials are also welcomed/ on gender issues.

## Week 8

### • MIDTERM TEST 1

## WEEK 9 (*Final paper topic due*)

### • Gender and Social Institutions

#### Media:

*key concepts to be covered*

- ❖ *Media as a Social Institution*
- ❖ *Media Power. Media Constructs Gender*
- ❖ *Media Effects*
- ❖ *Women, Men and Violence in Media*

#### Video Watching and Discussion:

- ❖ *Killing Us Softly 4*

#### Primary Readings:

1. Claire Renzetti (2003). *Women, Men, and Society*. 5<sup>th</sup> ed., Pearson, (pp. 137-163).
2. Mirakyan, V. (2013). *Formation of Aggressive Social Positions of Mass Media*.  
[http://www.noravank.am/upload/pdf/05.Vahram%20Miraqyan\\_21\\_dar\\_05\\_2011.pdf](http://www.noravank.am/upload/pdf/05.Vahram%20Miraqyan_21_dar_05_2011.pdf)  
/assessed 30-Oct-2013/

#### Secondary Readings:

3. Victoria Pruin DeFrancisco (2007). *Communicating Gender Diversity*. Sage Publication, (pp. 235-262).

**Weekly writing assignment:**

- Write a short paragraph (150-250 words) answering the following question:  
What do you think why you women are often misrepresented, misinterpreted and 'misread' in mass media?

**WEEK 10** (*Final paper paragraph due*)

## • Language, Gender and Society 1

**Language: Looking through the ‘Glass of Sexes and Gender’:**

*key concepts to be covered*

- ❖ *Language as a Historical-Cultural and Social-Political Category*
- ❖ *Gendered/ Sexed Bodies and Gender/ Sexed Language Communication. Verbal and Non-Verbal Means of Communication. Semantics and Semiotics?*
- ❖ *Gender as Body and Language Performance*

**Power Point Presentation:**

- ❖ Language and Gender

**Primary Readings:**

1. Guy Deutcher (2011). “Language, Culture and Thought”, “Sex and Syntax // Through the Language Glass: Why the World Looks Different in Other Languages. Picador, (1-25).

**Secondary Readings:**

1. Guy Deutcher (2011). “Language, Culture and Thought”, “Sex and Syntax // Through the Language Glass: Why the World Looks Different in Other Languages. Picador, (194-217).
2. Victoria Pruin DeFrancisco (2007). *Communicating Gender Diversity*. Sage Publication, (pp. 81-91, 136).

**Weekly writing assignment:**

Write a short paragraph (150-200 words) covering the following topic:

So, do women and men talk differently? Why yes? Why no? Bring examples!

**WEEK 11** (*Bibliography paragraph due*)

• **Language, Gender and Society 2**

**Language: Looking through the ‘Glass of Sexes and Gender’:**

*key concepts to be covered*

- ❖ *Feminine and Masculine Languages? Do Women and Men Talk and Use Language Differently?*
- ❖ *Critical Theories on the Power of Language*
- ❖ *Language as a Means of Oppression and Subordination*

**Video Watching and Discussion:**

- ❖ Gender and Communication: How Men and Women Communicate  
<http://www.youtube.com/watch?v=VWYtgpB33HU>

**Reading Assignment:**

1. Robbin Lakoff (1973). Language and Woman’s Place // *Language Society*. N. 2, (pp. 45-63).
2. Claire Renzetti (2003). *Women, Men, and Society*. 5<sup>th</sup> ed., Pearson, (pp. 120-126).

**Audio Material:**

3. Dr. Robin Lakoff “Language Makes History: Intersections of Language”  
<http://www.youtube.com/watch?v=sCbS265lzU0>

## WEEK 12 (*Final paper due*)

### • Gender and Popular Culture

#### Inscribing Gender on the Body:

##### key concepts to be covered

- ❖ *Body Ethics and Aesthetics. The Presentation of Femininity and Masculinity in popular culture /20-21<sup>st</sup> cc./*
- ❖ *Bodies, Nature, and Women*
- ❖ *The Beauty Ideal. The Beauty Myth*
- ❖ *Cultural Institutions Defining Women: from advertising to print media, from television to film.*
- ❖ *Sexuality and Popular Culture*

#### Power Point Presentation:

- ❖ *Sexuality and Popular Culture*

#### Primary Reading Assignment:

1. Lucinda J. Peach ed. (1998), *Women in Culture. A Women's Studies Anthology.* Blackwell. (pp. 120-135, 171-181).

#### Secondary Reading Assignment:

2. Ara Wilson. *Sexualities // Reading Women's Lives*, Pearson, 2006 (pp.295-300).

##### **Watching Materials:**

The Dove 'Campaign for Real Beauty' has produced a product on the image of female beauty. The message is a means of 'undoing' or neutralizing the myths and fantasy on the issue.

<http://www.youtube.com/watch?v=hibyAJOSW8U>

#### Weekly writing assignment:

Write a short paragraph (150- words) covering the following topic:

Do you think gender is really constructed within the frames of popular culture? Why yes? Why no?

## WEEK 13 (Presentations)

### • Gender and Violence

#### **Gendered Power/ Gender-Based Violence: *Women, Masculinity and Violence:***

##### key concepts to be covered

- ❖ *Violence: Verbal and Non-verbal Means and Its Physical and Emotional Consequences. Various Vulnerable Groups*
- ❖ *Violence as a Gendered Power in Media and Communication*
- ❖ *Violence in Society*
- ❖ *Violence and Interpretation of Sexuality*
- ❖ *Domestic Violence against Women. Law and legal protections in the RA*
- ❖ *Violence against Women: Rape, Trafficking and Physical Abuse*

#### **3 Case Studies (*Armenia*):**

- October 1! The National Day of Struggle against Domestic Violence in Armenia (*Historical Background and Modern Concerns*)
  - The Coalition to Stop Violence against Women, declare October 1st, the National Day to Combat Domestic Violence in Armenia and urge the government to keep its promise! The meaning of the day is prevention of domestic violence for creation of healthy and strong families.  
For further detail you can go through the following link:  
<http://www.coalitionagainstviolence.org>

#### **Primary Readings:**

1. Amnesty International (2008). *There Is No Pride in Silence. Domestic and Sexual Violence in Armenia*. London, UK, Amnesty International Publications.  
<http://www.amnesty.org/en/news-and-updates/report/no-pride-silence-domestic-sexual-violence-against-women-armenia-20081113/> /accessed 30-Oct-2013/
2. Amnesty International (2008). *Violence in the Family in Armenia: Case of Greta Baghdasaryan*. London, UK, Amnesty International Publications.  
<http://www.amnesty.org/en/library/info/EUR54/007/2008/en/> /assessed 30-Oct-2013/
3. Araz Shirinian. *Domestic Violence against Women in Armenia*. United Human Rights

Council.

<http://www.unitedhumanrights.org/2010/05/domestic-violence-against-women-in-armenia> /accessed 1-Oct-2013/

### **Secondary Readings:**

4. Janet Johnson. *Domestic Violence Politics in Post-Soviet States*.  
<http://sp.oxfordjournals.org/content/14/3/380.abstract> /accessed 30-Oct-2013/
5. Susan Shaw (2009). *Women Voices. Feminist Visions*. 4<sup>th</sup> ed., McGraw-Hill, (pp. 555-576, 581-587).

### **Weekly writing assignment:**

1. Write a short report (150-200 words) on how violence is presented as a gendered power in the Armenian popular-culture? Try to focus mainly on soap-operas and ads!

Note! For TASK 1 you might also want to consult the following links. Mind this is NOT obligatory!

- Gevorgyan, S. (2011). *Either Watch or Complain? Low-quality Soap Operas on Armenian TV Continue to Draw Criticism*.  
[http://www.armenianow.com/features/32674/armenia\\_first\\_channel\\_soup\\_opera\\_anna](http://www.armenianow.com/features/32674/armenia_first_channel_soup_opera_anna) /assessed 30-Sep-2013/
- Grigoryan, L., Adamyan, M. (2012). *Gender Analysis of Armenian TV and Magazine Advertisement*.  
[http://www.osi.am/FPReports/Advertising\\_research.pdf](http://www.osi.am/FPReports/Advertising_research.pdf) /assessed 30-Sep-2013/
- Mirakyan, V. (2013). Formation of Aggressive Social Positions of Mass Media.  
[http://www.noravank.am/upload/pdf/05.Vahram%20Miraqyan\\_21\\_dar\\_05\\_2011.pdf](http://www.noravank.am/upload/pdf/05.Vahram%20Miraqyan_21_dar_05_2011.pdf) /assessed 30-Sep-2013/
- USAID. Domestic Violence: Resources and Programs  
<https://communities.usaidallnet.gov/st/st-intranet/gender/violence>

## WEEK 14 (Presentations)

### • Gender and Genocide

#### Gendering Genocide:

##### key concepts to be covered

- ❖ *Gendercide vs. root-and-branch genocide*
- ❖ *Gendered Institutions. Gendered Propaganda*
- ❖ *The Ottoman Empire and Politics of Gendered Genocide: First Men and Boys, then Women and girls.*

#### Watching a Video:

##### *Visual Marginalization*

- ❖ *My Grandma's Tattoos by Suzanne Kharadian (Documentary)*  
[http://www.youtube.com/watch?v=bwj4e\\_f\\_1DI](http://www.youtube.com/watch?v=bwj4e_f_1DI) /accessed 01-Oct-2013/

#### Primary Readings:

1. Elisa von Joeden-Forgey (2010). Gender and Genocide // *The Oxford Handbook to Genocide Studies* Donald Bloxham ed., Oxford University Press, (pp. 1-19, 70-79).

#### Secondary Readings:

2. Adam Jones (2011). Gendering Genocide. // *Genocide. A Comprehensive Introduction*. 2<sup>nd</sup> ed., Routledge, (pp. 464-497).

#### **N.B.**

- ✓ Note! You might also like to watch the following video on 'Gender and Genocide: Sexual Violence during the Holocaust and Genocides'  
[http://www.youtube.com/watch?v=2vO8GW8\\_RGI](http://www.youtube.com/watch?v=2vO8GW8_RGI) /accessed 01-Oct-2013/
- ✓ You might like to visit the webpage of the Armenian Genocide Museum Institute too.  
<http://www.genocide-museum.am/eng/index.php>

## WEEK 15 (Presentations)

### • Gender and Genocide

#### Gendering Genocide:

##### key concepts to be covered

- ❖ *Feminine Ethics and Genocide/ Gendercide*
- ❖ *Marginalization: Individuals and Nations. Bringing from the Margins into the Centre*
- ❖ *Transcendence: Going Beyond the Self*

#### Primary Readings:

1. Claudia Card (2003). Genocide and Social Death // *Hypatia*. Vol. 18.1. *Feminist Philosophy and the Problem of Evil*, (pp. 63-73).
2. Janet Jacobs (2004). Women, Genocide, and Memory: The Ethics of Feminist Ethnography in Holocaust Research // *Gender and Society*. Vol. 18/ 2. (pp. 223-230).
3. Robert Gribbs (2000). *Why Ethics? Signs of Responsibility*. Princeton, (pp. 354-364).

#### Secondary Readings:

4. Parita Mukta (2006). The Attrition of Memories: Ethics, Morality and Futures // *Oral History*. Vol. 34/ 1. (pp. 61-68).

#### Weekly writing assignment:

Write a short analytical report (150-200 words) on how feminist ethics can be introduced and applied in the Genocide and Holocaust issues. And why it should be applied in Genocide studies?

**WEEK 16**

- **MIDTERM TEST 2**

- **FINAL EXAM**

*Thank you for your collaboration, and good luck with your final exam!*