

**Term/Year:** Spring 2025  
**Subject Code and Course Number:** CHSS189  
**Course Title:** Gender Perspectives  
**Number of Credits:** 3  
**Instructor Name:** Noor G. Lima Boudakian  
**Email Address:** [nlimaboudakian@aua.am](mailto:nlimaboudakian@aua.am)  
**Office Location:** 607 in Main Building  
**Office Hours:** Wednesdays 12:00-13:00 and by appointment  
**Class Schedule:** Monday/Wednesday/Friday 13:30-14:20  
**Moodle Enrollment Key:** Gender

**Course Description:** This course introduces students to gender as a conceptual tool. It equips the students with perspectives that will enable them to analyze the power relations that constitute what we define as “gender politics.” In this course, students will explore the major theoretical discussions within the field of women’s, gender and sexuality studies. Students will read, hear, and watch experiences and perspectives from around the globe, with a specific focus on Armenia.

Pre-requisites: None

Co-requisites: None

**Required Materials:** All required course materials will be provided via Moodle.

**Course Structure:** Instructor-led class with set times for group work and seminar-style discussions will meet three times per week. Home tasks include readings and reading responses.

**Identity:** Please call me Noor. If you must refer to me by my last name for your own comfort, please note that my last name is Lima Boudakian (not Lima, not Boudakian). I will ask for your names on the first day of class and will learn them as quickly as possible.

**Method of Evaluation:** Student learning and the final grade will be calculated based on the following criteria comprising the following percentages.

Attendance, participation, and engagement—20%

Unit papers—36% (6% each)

Research paper—15%

Reading quizzes: 19%

Debates: 10%

Students can expect to receive a grade on written work within one week of submission.

#### **What it all means:**

**Participation** is impossible without attending class, although attendance is insufficient. Participation will be assessed based on the following components:

- **Coming to class prepared** having completed the readings, ready to listen and discuss the readings with questions and ideas.
- **Engaging with in-class materials and activities** which might look like: listening attentively, asking thoughtful and relevant questions, taking notes, explaining your ideas respectfully, engaging with others’ ideas meaningfully, engaging in informed discussion.
- **Contributing to the glossary and discussion questions:** throughout the semester, we will be working on a collaborative glossary of terms and collectively writing discussion questions. The glossary serves as an attempt to come to collective understandings of the meanings of certain terminology we use in order to have deeper and more fruitful discussions. Participation includes contributing ideas, thoughts, questions, and challenges to our discussions.

**Reading responses** are an opportunity to critically engage with readings, work through thoughts and ideas through analysis, offer insights, ask questions, and check for understanding.

Students are expected to submit one reading response at the end of each unit, by class time on the date indicated in the course calendar.

Students will not do a reading response for the unit they choose to do their research paper on.

Responses should be three pages long (double-spaced, 12 pt font, Times New Roman), discuss all readings from the unit, and include a works cited. In the reading response, students should do the following

1. Provide a short analysis of the main theme of each reading from that unit.
  - This may include some short summarizing, but I have completed the readings and do not need them explained, I want them analyzed from your point of view.
2. Provide their opinion of the ideas discussed in each reading
3. Discuss any concepts, terms, or sections that they found confusing, new, or may have disagreed with *and* how they are thinking through those parts and challenging assumptions, including where the assumptions came from
4. Refer to materials they may have come across outside of class that relate to that topic's readings
  - a. It is acceptable to refer to informal sources (social media posts, conversations with peers) in reading responses, so long as students can explain the idea or point that they are making. These things all inform our understanding of gender and are important to include.
5. Analyze and provide further thoughts (this can include things we have discussed in class that a student may have further thoughts on)

Format and flow are up to each student individually. For example, some students may choose to discuss all the readings holistically, while others may prefer to discuss each individually.

Some questions to consider if you are stuck when writing your responses: what did you think about the contents of the readings? Was there a specific section or new piece of information that confused you? Did the reading make you think about something in your own life? What assumptions did you have before completing the readings and how were they challenged or changed by the end? Did the reading change your perception about anything? If so, how and based on what? What surprised you and why did it surprise you?

When in doubt, read back each paragraph and ask "Why?". If you can't answer that based on what you've written, your paragraph is likely incomplete.

**Research paper** is an opportunity to delve deeper into a topic of students' choice, related to one of the units that we will cover. It replaces the reading response for one unit.

The paper should be approximately 5 pages long and include at least 3 sources that we have not read in class. Each student should use at least one case study in their argument

Students should write a research question (which I need to approve in advance) and answer it.

Flow and style are up to each student individually. For example, some students may prefer to analyze policy, while others may choose to conduct a theoretical analysis.

**Reading quizzes** are to check for completion of readings, and to hold you accountable to the course calendar. They will be short-answer, 2 to 4 questions and happen in the first 20 minutes of class.

The quizzes are open note, but no technology may be used. This means you can have your notes, the readings, etc. but can't have a phone or laptop out.

If you do the reading, they will be easy. If you kind of do the reading but skim some parts of it, they will be medium-hard but doable. If you ask an AI what the reading was about, they will be very hard.

I will drop the lowest reading quiz grade. Please do the readings. It can only help you.

**The Debates** are an interlude to the class during midterms. Each student will be paired up and participate in a 2v2 debate based on a resolution. The debates will take four class sessions, and there will be no readings or other due dates during them.

The debates will be graded on participation, research, and ballots.

Here is how it works, in brief (we will discuss the details in class): I explain how debate works. You pick your partner. You pick your topic (from a list provided by me). I pick which side of the debate you're on. You do some research. You debate. You listen to other people debate. You vote on each debate.

Students may choose to opt out of the debates and complete a written assignment instead for equivalent credit.

### **Course policies:**

#### **Attendance**

Attendance is required and will be taken at the beginning of each class. Class starts at 13:30, which means students should be seated and ready to start at 13:30, which is the time that I will take attendance.

With that being said...

Each student is entitled to one absence and two tardies (up to 10 minutes), no questions asked and no eyebrows raised.

Excused absences *require a notice in advance* via email. Absences without a note are unexcused. Example of an acceptable reason to miss class: illness. Example of an unacceptable reasons to miss class: vacation.

#### **Late Policy – Assignments**

Reading responses will be accepted up to 48 hours late, *if arrangements have been made in advance via email*.

Don't make a habit of submitting them late, but I understand that there are sometimes circumstances outside of your control and I am willing to work with you, but I can only help you if you communicate with me and work with me. If you send the response late without telling me in advance, you will be capped at half credit.

Reading quizzes will occur in the first few minutes of class. If you miss it, you miss it.

I do not provide extra credit assignments, paper re-dos, or quiz retakes.

#### **Communication**

For questions, comments, and concerns, students should email me ([nlimaboudakian@aua.am](mailto:nlimaboudakian@aua.am)) and can expect a response within approximately one working day. If I have not replied by then, feel free to follow up.

If the matter is urgent, please put *\*urgent\** in the subject line.

Updates and other important information will be sent via email and announced/discussed in class.

#### **Technology In the Classroom**

Please limit the use of electronic devices to class-related purposes. This means no phones.

I know the urge is strong, but please do *not* check social media, weather, texts, stocks, etc. during class. We all know what you're doing. If there is an emergency you need to be on-line for, tell me before class and I will be glad to make an exception.

I will not call you out, but I will notice, and it will lower your participation grade.. If you need paper to take notes on, please ask me instead of taking notes on your phone.

#### **Artificial Intelligence and Plagiarism Policy**

No. You don't want to go there. If you are uncertain of the boundaries or are feeling intimidated in trying to write, please ask me. I am happy to help.

This class is an AI-free zone. Grammarly is a generative artificial intelligence, and is included of the no-AI policy.

Let me explain: this class is about being presented with new ideas and expressing opinions about those ideas. I want your thoughts, in your voice. I will never (and this is in the syllabus, so you can quote me!) lower your grade for grammatical errors or spelling mistakes. It is in your assignment rubric to express an opinion. The AI cannot know what your lived experience is or how you feel.

Do not use AI for any assignment related to this course. It is cheating. If you use AI, you will be reported and will receive a zero on the assignment, without an opportunity to redo it.

You need a works cited in each paper you submit. Plagiarism is the unacknowledged use of someone else's work as one's own (intentional or unintentional). Any ideas that you acquired from other people (including key concepts, phrases, etc) should be acknowledged with proper citation. Signaling how you have come up with your own idea in this manner is expected and valued in academic writing and in this class.

If you are struggling, please speak to me, not to the computer. Please also feel free to use resources such as the writing center.

***See the next page for course calendar and readings list!***

***Course Syllabus is subject to change to address student needs.***

Date	Readings	Assignments	Activities
Jan 20			Welcome, syllabus review
Jan 22	Unit 0 Reading due		
Jan 24			
Unit 1: What is Gender, if it Exists?			
Jan 27	Unit 1 Readings 1 and 2 due		Quiz
Jan 29			
Jan 31		Unit 1 Paper due	
Unit 2: What Makes a Woman? What Doesn't?			
Feb 3	Unit 2 Reading 1 due		Quiz
Feb 5			
Feb 7	Unit 2 Reading 2 due		Quiz
Feb 10			
Feb 12			
Feb 14		Unit 2 Paper due	
Unit 3: Labor, Work, and the Economics of Gender			
Feb 17	Unit 3 Reading 1		Quiz
Feb 19			
Feb 21	Unit 3 Readings 2 and 3 due		Quiz
Feb 24			
Feb 26	Unit 3 Reading 4 due		Quiz
Feb 28			
Debates			
Mar 3		Unit 3 Paper due	
Mar 5			
Mar 7			
Unit 4: Care, the Home, and the Family			
Mar 17	Unit 4 Reading 1 due		Quiz
Mar 19			U4 Activity
Mar 21			
Mar 24	Unit 4 Readings 2 and 3 due		Quiz
Mar 26			
Mar 28		Unit 4 Paper due	
Unit 5: War and Adjacent Ideologies			
Mar 31	Unit 5 Reading 1 due		Quiz
Apr 2			
Apr 4	Unit 5 Readings 2 and 3 due		Quiz
Apr 7			
Apr 9		Unit 5 Paper due	←Note Wednesday deadline!
Unit 6: Witches			
Apr 11			U6 Activity
Apr 14	Unit 6 Reading 1 due		Quiz
Apr 16			
Apr 18	Unit 6 Reading 2 due		Quiz
Apr 21		Unit 6 Paper due	
Unit 7: Race and Healthcare			
Apr 23	Unit 7 Reading 1 due		Quiz
Apr 25			
Apr 28	Unit 7 Reading 2 due		Quiz
Apr 30			
May 2		Unit 7 Paper due	
Unit 8: Sex			
May 5	Unit 8 Reading due		Quiz
May 7			
May 9	No class		
May 12		Unit 8 Paper due	
May 14			

### **Unit 0: Introduction**

1 Kincaid, Jamaica. "Girl." The Vintage Book of Contemporary American Short Stories, edited by Tobias Wolff, Vintage, 1994, pp. 306-07.

### **Unit 1: What is Gender, if it Exists?**

1 Judith Butler [a few pages from] "Introduction: Gender Ideology and the Fear of Destruction" from Who's Afraid of Gender? (2024)

2 Finn Mackay "Who's Afraid of Gender? by Judith Butler review – the gender theorist goes mainstream" from The Guardian <https://www.theguardian.com/books/2024/mar/13/whos-afraid-of-gender-by-judith-butler-review-the-gender-theorist-goes-mainstream>

### **Unit 2: What Makes a Woman? What doesn't?**

1 Simone de Beauvoir "The Second Sex" Introduction (1949)

2 Angela Saini "Inferior: How Science Got Women Wrong" Chapter 5 "Women's Work" (2017)

### **Unit 3: Labor, Work, and the Economics of Gender**

1 Chapter 4 "Capitalism Between the Sheets: On Sex (Part 1)" from Why Women Have Better Sex Under Socialism by Kristen Ghodsee (2018)

2 Martirosyan, S. (2020, January 30). The Need for Gender Equality in the Labor Market. EVN Report

3 "Women and the Culture of Entrepreneurship" Chapter 4 pgs 56-74 by Marta Bruno from Post-Soviet Women: from the Baltic to Central Asia (edited by Mary Buckley)

Optional: Nazaretyan, H. (2021, January 31). Avoiding the Empty Nest: Armenia's Demographic Security. EVN Report

### **Unit 4: Care, the Home, and the Family**

1 Angela Saini "Alienation" (Chapter 6) from The Patriarchs (2023)

2 Kristen Ghodsee "The Red Valkyries" Chapter 2 ("The Communist Valkyrie: Alexandra Kollontai) 2022

3 Ursula K Leguin, “The Ones Who Walk Away from Omelas” (1973)

### **Unit 5: War and Adjacent Ideologies**

1 Kathryn Pinnick “When the Fighting is Over: The soldiers’ mothers and the Afghan madonnas” from Post-Soviet Women: from the Baltic to Central Asia (edited by Mary Buckley)

2 Avakian, A., & Attarian, H. (2015). Imagining our foremothers: Memory and evidence of women victims and survivors of the Armenian genocide: A dialogue. European Journal of Women's Studies, 476-483.

3 Avetisyan, A. (2021, November 15). Armenia: Mothers Bereaved by War Offered IVF. Retrieved from Institute for War and Peace Reporting.

4 Derderian, K. (2004). Common Fate, Different Experience: Gender-Specific Aspect of the Armenian Genocide, 1915-1917. Holocaust and Genocide Studies, 1-25.

### **Unit 6: Witches**

1 Mona Chollet (translated by Sophie R Lewis) Foreword, Introduction, and Chapter 1 (A Life of One’s Own: The Scourge of Women’s Independence) from In Defense of Witches (2018/tr.2022)

2 Silvia Federici Introduction, part of Chapter 3 (pgs 133-147) “The Great Caliban: The Struggle Against the Rebel Body” from Caliban and the Witch: Women, the Body, and Primitive Accumulation (2004/2014)

### **Unit 7: Race, Ethnicity, and Healthcare**

1 Caroline Criado Perez, Chapter 4 “Going to the Doctor” “Invisible Women: Exposing Data Bias in a World Designed for Men” (2019)

2 Hugh Ryan “The Women’s House of Detention: A Queer History of a Forgotten Prison” (Chapter 2) 2022

Optional: Deirdre Cooper Owens “Medical Bondage: Race, Gender, and Origins of American Gynecology” (Chapter TBD) 2017

## **Unit 8: Sex**

Amia Srinivasan “The Right to Sex” from *The Right to Sex: Feminism in the Twenty-First Century* (2021)

### **Policy on Grade Appeal**

Students are entitled to appeal grades in line with the university’s *Grade Policies* policy which is available online at <http://policies.aua.am/policy/11>

### **Standards for Academic Integrity**

Students are required to conduct themselves in an academically responsible and ethical manner in line with AUA’s *Student Code of Ethics*. Acts of academic dishonesty impair the academic integrity of AUA and create an unfair academic advantage for the student involved and other member(s) of the academic community. These acts are subject to disciplinary measures as prescribed in the AUA Student Code of Ethics, <http://policies.aua.am/policy/10>

The Student Code of Conduct can be found at <http://policies.aua.am/policy/101>

### **Special Needs:**

Students requesting special accommodations for learning should contact the Office of Student Affairs, [studentaffairs@aua.am](mailto:studentaffairs@aua.am), <https://studentaffairs.aua.am/disability-support-services/> by the end of the Add/Drop period with such requests.



**Student Learning Outcomes:**

<i><b>Program Goal</b></i>	<i><b>Program Student Learning Outcomes</b></i> <i>Students will be able to:</i>	<i><b>Course-based Student Learning Outcomes</b></i> <i>In this course, students will be able to:</i>
<b>Goal 4:</b> Develop articulate, conscientious leaders and problem solvers who are committed to contributing to their fields and society.	4.2 Think critically and creatively, conceptualizing real-world problems from different perspectives.	<ul style="list-style-type: none"> <li>- Identify and discuss the fundamentals of Gender and Women's Studies</li> <li>- Recognize differences (and similarities) across categories of gender, and also race, class and sexuality, and how this diversity shapes our daily lives and social relations</li> <li>- Engage in critical and analytical discussions about gender and its impact on human behavior and choices</li> <li>- Analyze and compare the ways gender perspectives are included in research</li> </ul>
	4.3 Work productively in diverse teams and solve problems collaboratively.	<ul style="list-style-type: none"> <li>- Work collaboratively to analyze and offer solutions to social problems that shape their everyday lives and social relations</li> </ul>
<b>Goal 5:</b> Provide students with a broad foundation of knowledge and skills and cultivate a commitment to life-long learning.	5.2 Weigh evidence and arguments, and appreciate and engage in diverse modes of inquiry characteristic of historical, cultural, political, economic, and quantitative disciplines.	<ul style="list-style-type: none"> <li>- Incorporate conventional knowledge into new ideological perspectives.</li> </ul>

