GS/SO315 INTRODUCTION TO THE STUDY OF SEXUALITY AND GENDER IN THE CONTEXT OF AMSTERDAM
IES Abroad Amsterdam

DESCRIPTION:
This course introduces students to the study of gender and sexuality. The Netherlands, and especially Amsterdam as a relative small scale city, is a particularly appropriate location for such a course. While the Netherlands lives up to its liberal reputation that allows students to explore sexuality and gender as multi-facetted academic venues, current political and social tensions in Holland and in Europe demonstrate how those very subjects can be turned into contested areas and can have exclusionary effects.

The following themes will be covered in the course: transgender issues, sex education, sex work, sexual nationalism, histories of sexuality, and sexual and gender identities. In studying these themes, the course takes an interdisciplinary approach in which students learn to critically compare perspectives on sexuality, in which they understand historical and current shaping of knowledge concerning sexuality and gender. Attention will be paid to historical processes in which popular and scientific knowledge reinforced one another and created common sense knowledge on sexuality and gender. The course will raise awareness about hierarchies of knowledge in these matters and the consequences thereof, such as giving rise to homosexual and transgender identities, but also to medical and psychiatric interventions. Next to course-related field trips, guest lectures, and readings, class discussions that stimulate critical exchange, will prepare students for further academic pursuits.

The study of sexuality and gender offers a fascinating cross-section of Amsterdam/Dutch culture and this program gives the participants ample opportunity to explore some specific aspects of that culture. Yet, while sensitizing them to the topics as well as to local peculiarities and differences with other locations, the course is especially meant to learn more generally to question common sense knowledge concerning sexuality. The course will start with assignments vis-à-vis observations and reflexivity that will challenge students’ pre-conceived notions as well as their own subjectivities in these matters.

Students are required to write a research paper on a topic related to the course, with a special focus on the Netherlands, which at the end of the course will also be presented and discussed in class. Throughout the course in class, in tutorials and if necessary in individual meetings with the tutor, selecting proper and feasible topics, contacts with individuals or institutions, as well as finding and selecting relevant literature or other materials will be closely supervised.

CREDITS: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF PRESENTATION: English

PREREQUISITES: None

METHOD OF PRESENTATION:
Lectures, group work, class discussions, in class exercises and course-related trips

REQUIRED WORK AND FORM OF ASSESSMENT:
- Active class participation 10%
- Class lecture 10%
- Diary assignment 10%
- Paper proposal 10%
• Midterm exam 20%
• Final paper & paper presentation 40%

Students will be graded on a European scale of 1-10, with a 5.5 being required to pass. No student will be able to pass the course if any assignment is not completed. Assignments are due before the session, unless instructed otherwise. All assignments need to be handed in to be able to pass the course.

Active class participation
Students are required to attend all classes and to actively participate in discussions and in-class assignments. The grade for participation is based on active involvement in class discussions (with the acknowledgement that some need encouragement to express their views or raise questions) and knowledge of the assigned literature.

Class lecture
Every week a group of 2-3 students will prepare a presentation in which that week’s theoretical stances are applied to practical examples. Students in charge of the presentations will inform us on the relevant case, research question or theme and provide input for our subsequent discussion. The presentation should include visual material (PowerPoint, short films, newspaper clippings, handouts, etc.). Please note that the presentation should not be a summary of the literature, but rather an application to a specific example that elucidates that week’s theme.

Diary assignment
During the first session, students will be asked to keep a diary and to take 10 minutes each day to write about anything related to sexuality they observe around them, they experience, their own impulses, fantasies etc. This is similar to an anthropologist’s diary; one possible source of knowledge.
During the next classes, students will be asked to continue keeping a diary.

In week 2, students bring a 500 word (hard copy) narrative account on the basis of their diary to class. After discussion of the diary-writing, students will write a 500 word page paper for the next class in which they reflect on what the diary assignment has taught them (week 3). Instructions for the assignment will be given in class.

Midterm exam
The midterm exam, in week 8, examines the key texts that students have read during the first part of the semester. To be well prepared for the midterm exam, students should have completed all the assigned readings, as well as attended the lectures.

Paper proposal
In week 10, a 500 word paper proposal is due, in which students outline their ideas for the final paper – what do they want to study (theme), what do they want to know about this (research questions), where will they focus their attention (case), what will be their source material?

Final paper and presentation
The research paper will be a research paper of 3500 word (includes footnotes and references, +/- 10% in length) on a topic related to sexuality and/or gender and has to have an explicit link to the Netherlands (or Amsterdam). The paper is due in week 15 and will be presented in class during the final session (week 16).

LEARNING OUTCOMES:
By the end of the course, students are able to:
• Students will be able to articulate concepts in sexuality and gender studies
• Students will demonstrate knowledge of Amsterdam, Dutch sexual cultures and Dutch policies as local research sites
- Students will demonstrate basic interview techniques and gained insight in the sensitive aspects of sexuality research and how to conduct research in a safe and responsible manner
- Students will have improved their capacities of conducting sexuality research as well as evaluating the methods and quality of sexuality research

ATTENDANCE POLICY:
Since IES Abroad Amsterdam courses are designed to take advantage of the unique contribution of the instructor and the lecture/discussion format is regarded as the primary mode of instruction, regular class attendance is mandatory. In addition, students are expected to be on time for classes and course-related trips. Excused absence applies in cases of illness (including a doctor’s note and compelling circumstances beyond the student’s control – missing a flight on the day of class does not fit in this category).

An unexcused will lead to a deduction of your final grade of 0.5 (out of 1-10 scale) point per missed class. If a student shows a pattern in (excused and unexcused) absences, students may be subject to an Academic Review including but not limited to a letter sent to their school and a probationary period or exclusion from the program.

When traveling on the weekends, students are strongly advised to return to Amsterdam on Sunday evening. Travel delays on Monday morning are not accepted as excuse for absence in class and will result in grade deductions as stipulated above.

CONTENT

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td>Readings:</td>
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<td>Introduction of the program, its goals, assignments, methods and set up our group meetings.</td>
<td>• Mottier, 2008</td>
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<tr>
<td>Week 2</td>
<td>History of sexuality and gender</td>
<td>• Bring 500 word diary to class – we will work in small groups with these excerpts</td>
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<td>Lecture: introduction of the historical development of the social meaning of gender and sexuality</td>
<td>Readings:</td>
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<td>Week 3</td>
<td>Sexual politics</td>
<td>Boston &amp; Duyvendak, 2015</td>
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<td>Session on sexual politics in the Netherlands and LGBT and feminist politics during the sexual revolution.</td>
<td>• Buikema &amp; Van der Tuin, 2014</td>
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<td>• Hand in reflection on diary assignment</td>
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<td>Week 4</td>
<td>Postcolonial Netherlands</td>
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| In this session we will discuss postcolonialism in the Netherlands, and the ways in which gender, sexuality and race intersect.  

The second half of the session we will jointly walk over to the Black Archives, an institute that documents the history of black emancipation movements and individuals in the Netherlands.  |

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<th>Week 5</th>
<th>Gender and schools</th>
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| This session will explore gender and gender performativity in secondary schools.  

In this session we will also discuss the final paper: topics, questions, research and writing  |

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<th>Week 6</th>
<th>Queer issues - past and present</th>
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<td>Guest lecture: Theo van der Meer will present a historical overview of the relationship between Amsterdam and homosexuality, from the sodomy trials in the 18th century to gay marriage.</td>
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<th>Week 7</th>
<th>Sexual nationalism</th>
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<td>Session on sexual nationalism, focusing on the role of academic studies on issues such as sexual health and anti-gay violence</td>
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<th>Week 8</th>
<th>Midterm exam</th>
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<td>instructions will be given in class</td>
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<th>Readings:</th>
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| • Butler, 1990  
• Alsop, 2002  
• Nayak & Kehily, 2006  
• Bring to class the quote that you think best summarizes the argument made by Butler (from the 1990 text).  |

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<td>• Van der Meer, 2006</td>
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<th>Readings:</th>
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| • Krebbekx, Spronk, M’charek, 2017  
• Buijs, Hekma, Duyvendak, 2011  |
| Week 9 | **Guest lecture**  
Alex Bakker (historian and author of the book ‘Transgender in the Netherlands’) & a Carl Buis of Transvisie (community for transgender folk) will introduce students to the medical and cultural aspects as well as lived experiences of gender dysphoric and transgender people. | • Hand in paper proposal |
|---|---|---|
| Week 10 | **Trans and queer politics**  
Guest lecture: Storm Vogel will discuss queer and trans activism in the Netherlands with us, based on their own experience as well as from their political activities with local political party Bij1. | **Readings:**  
• Van den Berg, 2017  
• Prepare a question to our tour guide |
| Week 11 | **Sex Education**  
This session will explore why the Netherlands is been regarded as a guiding country when it comes to sex education. We will jointly analyze the most widely used sex education curriculum Long Live Love. | **Readings:**  
• Lewis & Knijn, 2002  
• Schalet, 2004  
• Bang Svendsen, 2017 |
| Week 12 | **Sex work policies and debates**  
We will watch the documentary Meet the Fokkens in class. The film features Louise and Martine Fokkens, twin sisters who have worked in the Amsterdam Red Light District for over 40 years. Drawing on the literature, we will jointly analyze what their life stories tell us about the image of the sex worker, changes in the Red Light District, as well as the acceptance of sex work in the Netherlands. | **Readings:**  
• Aalbers & Deinema, 2012  
• Vance, 2011 |
| Week 13 | Course-related trip: Prostitution Information Center  
The course-related trip to the PIC (Prostitution Information Center) will acquaint students with the history of Amsterdam’s famous and notorious Red Light District. Students will be informed about past and present policies in regards of prostitution, and how these work out in practice for the sex workers and the district. Students will be taken on a walking tour of the Red Light District and learn about its various and diverse parts, rules and norms. | Readings:  
- Majoor, 2015 |
|---|---|---|
| Week 14 | Questioning tradition, culture and virginity  
Hymenoplasty, a medical procedure that alters the shape of the hymen membrane, is a contested procedure in the Netherlands. How does it relate to conceptions of sexuality, modesty and femininity? And how do notions of tradition and culture come into play here? This session is based on the research of guest lecturer Sherria Ayuandini. | Readings:  
- Ayuandini, S., & Duyvendak, J. W., 2018  
- Abu Lughod, L., 2002 |
| Week 15 | Sexting  
Session on youth, sexuality, social media and sexting. Based on ethnographic materials from the Netherlands we will question popular and academic accounts on sexting. | Readings:  
- Naezer, 2017  
- Hasinoff, 2014  
- Hand in final papers  
- Prepare paper presentation |
| Week 16 | Presentations & quiz  
Presentations and discussion of final papers, final quiz (quiz is not graded). | --- |

**COURSE-RELATED TRIP:**

- Prostitution Information Center

**REQUIRED READINGS:**


• Naezer, M. (2017): From risky behaviour to sexy adventures: reconceptualising young people’s online sexual activities. Culture, Health & Sexuality, onlinefirst


RECOMMENDED READINGS:

- Rubin, G. Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality