

Sociology 344U  
GENDER AND SEXUALITIES  
Fall 2022

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MW 11:30-1:20  
Cramer Hall 271

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Office hours: Tues/Thurs 12:30-1:30 (Zoom)

This course examines the ways in which social constructions of gender both influence and are influenced by the cultural organization of and individual expressions of sexuality. The course explores the intersections among sexuality, culture, gender, and the body and examines a variety of sexualities and emphasizes the multifaceted nature of power, privilege, and oppression.

#### BASIC NEEDS

It can be challenging to do your best in class if you have trouble meeting basic needs like safe shelter, sleep, and nutrition. Resource centers across campus are here to provide assistance, referrals, and support. Please contact anyone on this list for assistance: [Basic Needs Hub](#), [Portland State Food Pantry](#), [C.A.R.E. Team](#), [Student Health and Counseling](#).

#### COURSE REQUIREMENTS

*Participation (22 points):* We will regularly have in-class assignments consisting of small-group discussion or individual writing assignments. If you miss class (or you arrive late to class or leave early) and miss an assignment, you will receive no credit. This is a learning mechanism aligned with attendance; you are expected to be present\* each time our class meets. Thus in-class assignments *cannot* be made-up. The lowest two assignment grades will be dropped. \*DO NOT ATTEND CLASS IF YOU ARE SYMPTOMATIC OR HAVE RECENT CLOSE CONTACT WITH COVID-19.

*Discussion papers (48 points):* You will complete eight 500-600 word discussion papers in which you respond to one or more of the guiding questions provided.

*Quizzes (30 points):* There will be a multiple choice quiz for each unit. Review the course material and use the review sheets to help you study prior to attempting the quiz. Quizzes are open book and open notes; I expect you will need to refer back to the course material to complete the quiz! You will have 30 minutes for 10 multiple choice questions. You will have two attempts for the first quiz and one attempt for all subsequent quizzes.

Note: *You are required to complete the readings before class on the day they are due.*

#### COURSE OUTLINE

Unit 1 Theorizing Gender and Sexualities

*Week 1*

Monday 26 September

- Carefully read syllabus including all assignment guidelines and policies

Wednesday 28 September

- Fudge, Rachel. 2005. “Everything You Always Wanted to Know About Feminism but Were Afraid to Ask” *Bitch Media* [LINK](#)

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Week 2

Monday 3 October

- Ainsworth, Claire. 2015. “Sex Redefined” *Nature* 518: 288–291 [LINK](#)
- Mize, Trenton D. 2015 “What Social Psychology Can Contribute to the Study of Sex, Gender, and Sexual Orientation” *Sociology Compass* 9(12):1066–1081. [LINK](#)

Wednesday 5 October

- Moras, Amanda. 2016. “Race and Sexuality” *Encyclopedia of Family Studies* [LINK](#)
- Iantaffi, Alex, Meg-John Barker, Sari Van Anders, and Julia Scheele. 2018. “Mapping Your Sexuality: From Sexual Orientation to Sexual Configurations Theory” [LINK](#)

*Guiding questions*

- What did you already know about gender and sexualities coming into this course?
- What topics would you most like to learn about this term?
- Which course materials in this unit were most interesting to you (and why)?

Discussion #1: Write a 500-600 word discussion paper on one or more of the guiding questions for the unit.

Quiz #1: You will have 30 minutes for a 10 question open book/note quiz (two attempts).

**Unit 1 assignments (discussion + quiz) due by Sunday, 9 October**

Unit 2

A/gender identities

Week 3

Monday 10 October

- Schippers, Mimi. 2016. “Theories of Masculinity and Femininity” *The Wiley Blackwell Encyclopedia of Gender and Sexuality Studies* [LINK](#)
- Salter, Michael. 2019. “The Problem with a Fight Against Toxic Masculinity” *The Atlantic* [LINK](#)
- Bhattacharya, Sudip. 2017. “Men of Color and Masculinity” *Reappropriate* [LINK](#)

Wednesday 12 October

- Serano, Julia. 2014. “Empowering Femininity” *Ms Magazine* [LINK](#)
- Lilit, Kochava and Margot Fink, eds. 2017. “Trans 101: Gender Diversity Crash Course” [LINK](#) [Note: this information is also available in video form [LINK](#)]

*Guiding questions*

- What aspects of masculinities and femininities are harmful and should be discontinued?
- Drawing on the course material for this week, what aspects of masculinities and femininities should be retained and celebrated?

- Which course materials in this unit were most interesting to you (and why)?

Discussion #2: Write a 500-600 word discussion paper on one or more of the guiding questions for the unit.

Quiz #2: You will have 30 minutes for a 10 question open book/note quiz (one attempt).

## Unit 2 assignments (discussion + quiz) due by Sunday, 16 October

### Unit 3

### A/sexual identities

#### Week 4

Monday 17 October

- Rogers, Thomas. 2012. "The Invention of the Heterosexual" *Slate* [LINK](#)
- Walters, Suzanna Danuta. 2014. "The Power in 'Choosing to Be Gay'" *The Atlantic* [LINK](#)
- Pfeffer, Carla A. 2016. "Transgender Sexualities" *The SAGE Encyclopedia of LGBTQ Studies* [LINK](#)

Wednesday 19 October

- Ballou, Adrian. 2015. "Cis Privilege and Identity Policing in the Bi and Pan Community: 3 Harmful Tropes and 3 Ways We Can Unite Instead" *Everyday Feminism* [LINK](#)
- Cerankowski, Karli June, 2016. "Asexuality" *The Wiley Blackwell Encyclopedia of Gender and Sexuality Studies* [LINK](#)
- Tibbs, Adri. 2014. "Debunking 5 Common Myths About Asexuality" *Everyday Feminism* (comic) [LINK](#)

#### Guiding questions

- Consider one type of sexual identity, such as, heterosexual, gay, lesbian, bi, pan, queer, asexual, or fluid (choose just one to talk about in small groups or discussion papers). What is important to understand about this sexual identity?
- What societal changes, if any, do people with this type of sexual identity want to see?
- Which course materials in this unit were most interesting to you (and why)?

Discussion #3: Write a 500-600 word discussion paper on one or more of the guiding questions for the unit.

Quiz #3: You will have 30 minutes for a 10 question open book/note quiz (one attempt).

## Unit 3 assignments (discussion + quiz) due by Sunday, 23 October

### Unit 4

### Sexual and Romantic Relationships

#### Week 5

Monday 24 October

- Friedman, Uri. 2014. “Map: The Countries that Feel the Most Love in the World” *The Atlantic* [LINK](#)
- Michelson, Noah. 2017. “Here’s What This Asexual Homoromantic Couple Wants You To Know About Their Lives” *Huffington Post* [LINK](#)
- Gil, Joamette. 2015. “5 Radical Ways People Do Non-Monogamy That You Need to Know About” *Everyday Feminism* (comic) [LINK](#)

Wednesday 26 October

- Bartholomay, Daniel J. 2018. “What, Exactly, Are We Measuring? Examining Heteronormativity in Relation to Same Gender Marriage” *Sociology Compass* [LINK](#)
- Coontz, Stephanie. 2004. “The World Historical Transformation of Marriage.” *Journal of Marriage and Family* 66(4): 974-979. [LINK](#)
- Essig, Laurie and Lynn Owens. 2009. “What if Marriage Is Bad for Us?” *The Chronicle of Higher Education* [LINK](#)

*Guiding questions*

- Given the critiques of marriage discussed this week, why is marriage so common?
- In what ways might alternative forms of sexual and romantic relationships (e.g. non-monogamy, asexual romantic relationships, cohabitation without marriage) challenging the societal norm of marriage?
- Which course materials in this unit were most interesting to you (and why)?

Discussion #4: Write a 500-600 word discussion paper on one or more of the guiding questions for the unit.

Quiz #4: You will have 30 minutes for a 10 question open book/note quiz (one attempt).

**Unit 4 assignments (discussion + quiz) due by Sunday, 30 October**

Unit 5	Parenting
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*Week 6*

Monday 31 October

- Valenti, Jessica. 2012. “Not Wanting Kids Is Entirely Normal” *The Atlantic* [LINK](#)
- Sister Song. 2021. “Reproductive Justice.” [LINK](#)
- Yavorsky, Jill. 2017. “Searching for an Equal Co-Parent: Six Factors That Influence Whether Dad Pulls His Weight at Home” *Slate* [LINK](#)

Wednesday 2 November

- Lucas-Stannard, Paige. 2013. “Want to Be a Feminist Parent?: 4 Goals to Consider” *Everyday Feminism* [LINK](#)
- Friedrichs, Ellen. 2015 “4 Easy Ways to Incorporate More Sex Positivity into Your Parenting” *Everyday Feminism* [LINK](#)

*Guiding questions*

- What contributes to the stigma attached to people who choose not to have children?
- Given that having children is, by most accounts, very challenging, why is it so common?
- Which course materials in this unit were most interesting to you (and why)?

Discussion #5: Write a 500-600 word discussion paper on one or more of the guiding questions for the unit.

Quiz #5: You will have 30 minutes for a 10 question open book/note quiz (one attempt).

### **Unit 5 assignments (discussion + quiz) due by Sunday, 6 November**

#### Unit 6

#### Work

#### *Week 7*

Monday 7 November

- Beck, Julie. 2018. "The Concept Creep of 'Emotional Labor'" *The Atlantic* [LINK](#)
- Khazan, Olga. 2019. "Give Up on Work-Life Balance" *The Atlantic* [LINK](#)
- Webber, Gretchen R. and Patti Giuffre. 2019. "Women's relationships with women at work: Barriers to solidarity" *Sociology Compass* [LINK](#)

Wednesday 9 November

- Edelman, Peter. 2015. "Poverty in America: Why Can't We End It?" *The New York Times* [LINK](#)
- Lowrey, Anne. 2020. "The Lesson Americans Never Learn" *The Atlantic* [LINK](#)
- Serkez, Yaryna. 2021. "We Did Not Suffer Equally" *The New York Times* [LINK](#)

#### *Guiding questions*

- Drawing on course materials, what are the causes of gender inequality at work?
- What policy changes need to occur to address these issues?
- Drawing on course materials, what are the causes of poverty in the contemporary U.S.?
- What policy changes would need to occur to address the issue of poverty?
- Which course materials in this unit were most interesting to you (and why)?

Discussion #6: Write a 500-600 word discussion paper on one or more of the guiding questions for the unit.

Quiz #6: You will have 30 minutes for a 10 question open book/note quiz (one attempt).

### **Unit 6 assignments (discussion + quiz) due by Sunday, 13 November**

#### Unit 7

#### Health and Reproductive Justice

#### *Week 8*

Monday 14 November

- Mixson-Perez, Nicole. 2016. "Gender and Health" *Encyclopedia of Family Studies* [LINK](#)  
[Note: this reading uses the outdated language "transgendered," now we say "transgender"]
- Bogan, Rachel R. 2016. "Transgender Health and Healthcare" *The Wiley Blackwell Encyclopedia of Gender and Sexuality Studies* [LINK](#)

Wednesday 16 November

- Rafferty, Jason, and Committee on Psychosocial Aspects of Child and Family Health. 2018. "Ensuring comprehensive care and support for transgender and gender-diverse children and adolescents." *Pediatrics* 142(4). [LINK](#)
- Davis, Georgiann. 2016. "Intersexuality" *The Wiley Blackwell Encyclopedia of Gender and Sexuality Studies* [LINK](#)

*Guiding questions*

- Consider intersex or transgender identities and experiences (choose just one to talk about in small groups or discussion papers). What should everyone know about these identities and experiences?
- What changes (to society generally and the health care systems specifically) do people with those identities and experiences want to see?
- Which course materials in this unit were most interesting to you (and why)?

Discussion #7: Write a 500-600 word discussion paper on one or more of the guiding questions for the unit.

Quiz #7: You will have 30 minutes for a 10 question open book/note quiz (one attempt).

**Unit 7 assignments (discussion + quiz) due by Sunday, 20 November**

Unit 8

Possible Futures

*Week 9*

Monday 21 November

- England, Paula, Andrew Levine, and Emma Mishel. 2020. "Progress toward gender equality in the United States has slowed or stalled." *Proceedings of the National Academy of Sciences* 117(13): 6990-6997. [LINK](#)
- Mull, Amanda. 2019. "Psychology Has a New Approach to Building Healthier Men" *The Atlantic* [LINK](#)
- Goldberg, Emma. 2019. "What's the Future of the Feminist Movement? 12 Leading Voices Respond" *Vice* [LINK](#)

Wednesday 23 November

- NO CLASS, enjoy!

*Week 10*

Monday 28 November

- Saguy, Abigail C. and Juliet A. Williams. 2019. "Why We Should All Use They/Them Pronouns" *Scientific American* [LINK](#)

- Hanna, Alex, Nikki L Stevens, Os Keyes, Maliha Ahmed. 2019. “Actually, We Should *Not* All Use They/Them Pronouns” *Scientific American* [LINK](#)
- Saguy, Abigail C., Juliet A. Williams, Robin Dembroff and Daniel Wodak. 2019. “We Should All Use They/Them Pronouns ... Eventually” *Scientific American* [LINK](#)

Wednesday 30 November

- Sherwood, Jessica Holden. 2011. “Imagine There’s No Gender: It’s Not Easy, But We Can Try” *Ms Magazine* [LINK](#)
- Final class meeting!

*Guiding questions*

- Drawing on the conversation about they/them pronouns (Saguy and Williams 2019, Hanna et al 2019, Saguy et al 2019), which arguments do you find most persuasive?
- What is your best case scenario for how the gender system could change in future?
- Which course materials in this unit were most interesting to you (and why)?

Discussion #8: Write a 500-600 word discussion paper on one or more of the guiding questions for the unit.

Quiz #8: You will have 30 minutes for a 10 question open book/note quiz (one attempt).

**Unit 8 assignments (discussion + quiz) due by Sunday, 4 December.**

#### DISCUSSION INSTRUCTIONS

The purpose of the discussion assignments is to read, discuss, think, and then write about the course material. This type of active learning will create a deeper learning experience than just reading the course material.

For each unit, you will write a 500-600 word discussion paper. Each discussion paper should respond to one or more of the guiding questions for the unit and must directly engage with course material for the unit. You are also welcome to share one piece from the course material (shorter videos work especially well) with a friend or family member, have a conversation about it, and then write up what you talked about!

Students are encouraged to draw on their own experiences, thoughts, and feelings to better understand the course material. But to earn credit, discussion needs to be a response to the course material.

#### QUIZ INSTRUCTIONS

For each unit, there will be a multiple choice quiz. Review the course material and use the review sheets to help you study prior to attempting the quiz. Quizzes are open book and open notes, as we expect you will need to refer back to the course material to complete the quiz! You will have 30 minutes for 10 multiple choice questions.

You will have two attempts for the first quiz and one attempt for all subsequent quizzes. Each quiz will close Sunday at 11:59pm (there will be no grace period and no makeups).

## COURSE POLICIES

Note on course content: Readings and discussions for this course will cover controversial topics related to bodies, sexual practices, pornography, sex work, abusive relationships, sexual assault, identities and experiences of queer and trans people, and other topics related to gender and sexualities that some students may be uncomfortable reading and discussing. If you have concerns about the course content generally or any specific topics we may cover, please discuss them with me.

Late work: I encourage you to keep up with the deadlines on the syllabus; however, I will accept late work within seven days with no point penalty. No late work accepted after seven days or after Thursday 8 December at 11:59pm (whichever comes first).

Points and letter grades: This term has a total of 100 possible points. Students can also earn additional points from extra credit. The letter to number conversion is shown below.

A = 93-100	A- = 90-92	B+ = 87-89	B = 83-86	B- = 80-82	C+ = 77-79
C = 73-76	C- = 70-72	D+ = 67-69	D = 63-66	D- = 60-62	F = below 60

Canvas: We will use Canvas extensively in this course. It is your responsibility to be able to access the Canvas platform.

*Mail:* I don't use it. Contact me via my PSU email ([jadee@pdx.edu](mailto:jadee@pdx.edu)).

*Content:* Under the content tab, you will find a list of the course material for the unit, links to PowerPoint slides, folders to submit discussion papers, and quizzes.

*Assignments:* You will submit discussion papers via the Assignments feature of Canvas.

*Quizzes:* Students will have 30 minutes for a 10 question open book/note quiz for each unit.

*Discussion boards:* There are discussion boards for asking questions about the course and sharing information related to course material. These are not for credit.

*Grades:* See grades for all assignments with the grades feature.

Email: The instructor will regularly communicate with the class via PSU email so be sure that you are receiving these emails. It is your responsibility to check your email daily during the school week and respond in a timely manner. In emails to the instructor, please put the title of the course in the subject line and sign your emails using your first and last name. Use the email addresses on the first page of the syllabus. The instructor will generally respond to email within 24 hours. Emails sent after 5:00pm on Friday will generally be answered by 5:00pm on Monday.



Accessing course material: All required course material is available for free online or are held by the library. A variety of alternative approaches for accessing course material are below. If you find yourself unsuccessful with these methods, then you should email me to ask for help accessing the material (just don't wait until the last minute).

- If a link is broken, Google the title of the article/video
- If you reach your limit on free articles from a specific site, clear your cookies, try a different browser, try a different device, or Google alternative ways to access articles after reaching a monthly limit
- Search for the title of the article from the PSU library home page

Academic Honesty: You are expected to demonstrate complete academic honesty. All work for the course must be completed independently. Please refer to the Student Conduct Code for more detailed information on PSU policies. Cheating or plagiarism will result in failing the assignment and will be reported.

Plagiarism: If you use a direct quote (i.e. someone else's words), you must include it in quotation marks and cite the source, including author(s) name(s), the date of publication, and the page number. If you summarize or paraphrase an idea from another person, you must cite the source, including author(s) name(s) and the date of publication. Failure to cite your sources, whether intentional or not, is plagiarism. Instances of plagiarism will result in failing the assignment and will be reported.

Students with Disabilities: Students with disabilities who may require accommodations are encouraged to contact the PSU Disabilities Resource Center (DRC) and the instructor at the beginning of the term to arrange accommodations. The DRC is located in 435 Smith and can be contacted at 725-4150 or by email at [drc@pdx.edu](mailto:drc@pdx.edu). Visit their website at <http://www.pdx.edu/drc>.

Title IX reporting: As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. As a member of the university community, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals at <http://www.pdx.edu/sexualassault/get-help> or you may call a confidential IPV Advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus in your Canvas.