

Sociology 344U
GENDER AND SEXUALITIES
Spring 2023
Asynchronous online course (no class meetings)

CONTACT INFO FOR INSTRUCTORS

Instructor: Dr. Maura Kelly

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Office hours by appointment via email

The instructor and TA will regularly communicate with the class via announcements on Canvas and PSU email. It is your responsibility to check your email and Canvas regularly and respond in a timely manner.

Please send all emails to both the instructor and TA. We will generally respond to email within 24 hours. Emails sent after 5:00pm on Friday will generally be answered by 5:00pm on Monday.

COURSE DESCRIPTION

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

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](#).

Think SHAC First! [The Center for Student Health & Counseling \(SHAC\)](#) provides high quality, accessible, [medical](#), [counseling](#), [dental](#), and [health promotion services](#) to all PSU students taking 5+ credit hours, regardless of the type of insurance coverage. Office visits at SHAC are FREE! Students taking 1+ credit hours can access [SHAC Dental Services](#). SHAC has an incredible staff of health care professionals who are dedicated to keeping you healthy so you can stay in the classroom and focus on learning. For a full list of services and more information visit pdx.edu/health-counseling. 503.725.2800 | 1880 SW 6th Ave. Portland UCB Suite 200 | pdx.edu/health-counseling

Mental Health Emergencies: If you are having a mental health emergency and need to speak with someone immediately, come in to SHAC at ANY time during SHAC hours of operation. After hours and weekends call the Multnomah County Crisis Line 503.988.4888 or use the 24/7 mySSP mental health support resource 866.743.7732.

ACADEMIC HONESTY

Policy on academic honesty: You are expected to demonstrate complete academic honesty. Please refer to the Student Conduct Code for more detailed information on PSU policies. Any time you take a direct quote or summarize or paraphrase an idea from another, you must cite the source and include a references section at the end of the paper. Failure to cite your sources, whether intentional or not, is plagiarism. Cheating and plagiarizing will result in failing the assignment and will be reported.

My recommendation for this course is that you *not* use sources other than the course materials in your responses. If you only refer to course materials, you do not need to cite any sources or include a references section (do be sure to put direct quotes from course material in quotation marks). If you do use outside sources, be sure to use a references section and appropriately cite your sources in the text (see below).

Citation style: Any citation style is acceptable. When you draw ideas from someone else, you need to cite the source in the text and provide references section. For this course, appropriate citations are essential, but any style of citation is acceptable. Note that readings listed in the syllabus and the examples below use the American Sociological Association (ASA) style. More on ASA style here.

Defining plagiarism: According to the MLA Handbook, plagiarism is “using another person’s ideas, information or expressions without acknowledging that person’s work.” With evolving technology, I will include using ideas, information, or expressions from AI (such as Chat GPT).

How to avoid plagiarizing:

- Rule #1: If you use another’s ideas, you must cite your source in the text (author last name and year or cite personal communication);
- Rule #2: If you use another’s exact words, you must put those words in quotation marks as well as cite your source in the text (author last name, year, and page number or cite personal communication)

Examples of appropriate citations and plagiarism

Text from original source

- *Karen’s transgressive campiness is also manifest in her flagrant sexuality.*

Appropriate citations

- *Karen’s sexuality is transgressive and campy (Cooper 2003)*
- *The character of Karen shows “transgressive campiness” (Cooper 2003:519).*

- *Cooper stated, “Karen’s transgressive campiness is also manifest in her flagrant sexuality” (2003:519).*

Plagiarism

- *Karen’s transgressive campiness is also manifest in her flagrant sexuality.* [copy and paste, no quotation marks, no citation]
- *Karen’s transgressive campiness is shown in her flagrant sexuality.* [almost identical language, no citation]

COURSE CONTENT WARNINGS

Topics covered: Materials for this course will cover controversial topics related to a wide range of sexual identities and practices, a wide range of gender identities and experiences, pornography, sex work, bodies, abortion, sexual assault, reproduction, monogamy, marriage, poverty, and other topics related to gender and sexualities that some students may find uncomfortable. I encourage you to push yourself to take in new ideas but if you find that engaging with a specific topic or certain course materials is not good for you, skip it. If you have concerns about the course content generally or any specific topics we may cover, please discuss them with me.

Content flags: I have flagged a few course materials to provide a warning on content (e.g. graphic discussion of sex) and for problematic language (e.g. “transgendered” instead of “transgender”). I have not provided a flag for every topic that may be an issue, as noted above, we will cover a wide variety of topics that may make students uncomfortable. If there are additional flags you think I should add to course materials in future terms, please let me know via email.

Opinions in course materials: I have assigned many selections that put forward specific points of view that reasonable people may disagree with (e.g. anti-monogamy, pro sex work). I do not expect that you will agree with all of the opinions reflected in the course materials! I have presented these for you to intellectually engage with and, ultimately, make informed decisions about your own opinions on the issues presented.

GRADING

Total possible points: Each week of the ten-week term, students can earn ten points from regular assignments: four points for Hypothesis, four points for the response assignment, and two points for the quiz. With ten points for ten weeks, there is a total of 100 possible points. Students can also earn up to ten additional bonus points towards the course grade from extra credit assignments.

Late work policy: All three assignments (response, hypothesis, and quiz) are due each week by Sunday by 11:59pm. Students can submit assignments up to two weeks late with no point penalty. No assignments accepted after the end of the two-week grace period or the end of finals week (whichever comes first).

Letter to number conversion: 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

ADDITIONAL COURSE POLICIES

Access and inclusion for students with disabilities: If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the DRC to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <http://www.pdx.edu/drc>. If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and to discuss your accommodations.

Title IX reporting: 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/sexual-assault/get-help> or you may call a confidential IPV Advocate at 503-725-5672.

Land and labor acknowledgement

Portland State is located on the traditional homelands of the Multnomah, Kathlamet, Clackamas, Tumwater, Watlala bands of the Chinook, the Tualatin Kalapuya, and many other Indigenous nations of the Columbia River. We acknowledge the ancestors of this place and understand that we are here because of the sacrifices forced upon them. We recognize and honor the past, present, and future of these communities.

We also pause to recognize and acknowledge the labor upon which our country, state, and institution are built. We remember that our country is built on the labor of enslaved people who were abducted and brought to the U.S. and we recognize the continued contribution of their descendants. We also acknowledge labor of all immigrants, voluntary and involuntary, that contributed to the building of the country and continues within our labor force. We acknowledge that our institution relies on hourly, student, contingent, and unpaid labor and we recognize those contributions. Finally, we acknowledge the value of unpaid care-giving labor and the challenges that result from conflicts between care-giving, paid labor, school, and other commitments.

COURSE REQUIREMENTS

Hypothesis annotations (40 points): Each week, students will participate in group annotation of one of the assigned readings using Hypothesis.

Response assignment (40 points): Each week students will respond to one of the guiding questions for the week. Students have the option of submitting either a response paper (500-600 words) *or* an audio or video response (3-5 minutes).

Quizzes (20 points): Each week there will be a multiple-choice quiz. Quizzes are open book and open notes, we expect you will need to refer back to the course materials to complete the quiz! You will have 20 minutes for 8 multiple choice questions. You will have two attempts for the first quiz and one attempt for all subsequent quizzes.

Extra credit quiz: At end of the term, you can earn up to five points of extra credit by completing the extra credit quiz covering all the material from the course (weeks one to ten).

Extra credit assignment: Recommend up to five new course materials (e.g. articles, videos, comics) to include in future terms of this course. You will earn one point of extra credit towards your course grade for each suggestion (five points max).

HYPOTHESIS ASSIGNMENT INSTRUCTIONS

We will use the Hypothesis tool to annotate course readings in small groups. The purpose of these assignments is to think and write about the reading collectively, which will yield a better understanding of the content. Reviewing the annotations identifying the main arguments, evidence used, and key concepts in these articles will help you and other students review for the quizzes.

Each week, you will make three to ten annotations in the article assigned to your group (groups assigned by student last name). Feel free to review the other groups' annotated articles when you are reviewing for the quizzes (but post annotations only in your group's assigned article!).

Suggestions for your annotations

- Answer a question from the instructor, TA, or other student
- Pose a question for other students to answer
- Identify where the author(s) state the main argument
- Identify examples and evidence that the author(s) use to support the main argument
- Identify a key term and provide a definition; the definition can be paraphrased or quoted from the current reading, paraphrased or quoted from other course materials(cite the source), or paraphrased or quoted from outside sources (cite the source)
- Identify an idea you find interesting or surprising (and tell us why)
- Identify an idea you agree with (and tell us why)
- Identify an idea you disagree with (and tell us why)
- Identify a concept or point that you do not understand (first tell us what you *do* understand and then ask for clarification on what you do not understand)
- Provide information or a link that would enhance other students' understanding of the material (images, memes, GIFs, and other links to outside sources are encouraged!)

Additional instructions

- Make three to ten annotations

- Each annotation should be about one to three sentences long. If you post an image or link, just give a one sentence description of how it relates to the text you highlighted
- Each annotation must be substantive, adding to our collective work of understanding the reading (e.g. “I agree” is not a sufficient annotation)
- An annotation can include annotating a new segment of text and annotating it OR replying to a question or comment in an annotation from the instructor, TA, or another student
- If a comment or question has already been addressed, you can still give another answer if you are adding something new
- Comments must be respectful to individuals and groups.
- We are all here to learn. Please "call in" rather than "call out" misinformed and/or offensive comments by explaining the issue to the original poster (and to other students who will read the comment).

RESPONSE ASSIGNMENT INSTRUCTIONS

Instructions

- **Choose your format.** Each week you have the option of submitting either a response paper (500-600 words) or an audio or video response (3-5 minutes). Here are the technical instructions for an audio or video response (note that files must be less than 500 MB due to Canvas restrictions).
- **Go for depth rather than breadth.** Choose one (only one!) of the three options for guiding questions to answer and focus your response on just a few ideas from one or more course materials (going deep on just one reading/video is great!).
- **Don't summarize.** Discuss your reactions and thoughts about the material rather than summarizing the content.
- **Demonstrate you read/watched and understood.** You must directly engage with the course materials and provide at least one specific reference to at least one of the course materials for the week (e.g. a short quote, an example, an idea, or a key concept from the reading). It must be clear from your response that you read/watched the material.
- **Related to your own experience when relevant (optional).** You may choose to connect the ideas in the course materials to your own experiences; however, you cannot respond *only* based on your personal experience, you must incorporate discussion of the course materials. This more personal type of response is not all required, only if you choose!

WEEKLY QUIZ INSTRUCTIONS

Each week there will be a multiple-choice quiz.

- Review all the course materials and use the study guide provided to help you study prior to attempting the quiz. You can also ask your classmates questions about course content on the discussion board.
- Quizzes are open book and open notes, we expect you will need to refer back to the course materials while completing the quiz! Have your materials ready when you start the quiz.
- You will have 20 minutes for 8 multiple choice questions. You will have two attempts for the first quiz and one attempt for all subsequent quizzes.

- The due date for each weekly quiz will be Sunday at 11:59pm. You have a two-week grace period to take the quiz with no point penalty. No quiz attempts will be allowed after the end of the two-week grace period or after the end of finals week (whichever comes first).
- Each weekly quiz is worth two points towards the course grade.

EXTRA CREDIT QUIZ INSTRUCTIONS

At end of the term, you can earn up to five points of extra credit by completing the extra credit quiz covering all the material from the course (weeks one to ten). You will have 75 minutes for a 25 question quiz.

EXTRA CREDIT ASSIGNMENT INSTRUCTIONS

Provide your suggestions about what to include on the syllabus the next time I teach this course!

- Review the syllabus and identify any gaps in the topics related to gender and sexualities that are currently covered, identities and experiences not represented, and point of views that are missing.
- Recommend up to five new course materials (e.g. articles, videos, comics) to include in future terms of this course. You will earn one point of extra credit towards your course grade for each suggestion (five points max).
- Note that the current course materials come from sources such as *TED Talks*, peer reviewed journals (e.g. *Pediatrics*, *Sociology Compass*), traditional news outlets (e.g. *The Atlantic*, *The New York Times*), blogs (e.g. *Black Girl Dangerous*, *Everyday Feminism*), magazines (e.g. *Allure*, *Vice*), and YouTube channels (e.g. *Big Think*, *One Minute Economics*); your recommendations must be of similar quality and equally trustworthy sources (be very wary of sources you do not recognize!).
- To earn credit, provide the title of the author, year, article title, source, and a link (no additional text is needed).

COURSE OUTLINE

Week 1: Theorizing Gender and Sexualities

April 9

Course materials #1

- Kelly, Maura. 2020. *Theorizing Gender* (33:52) [LINK](#)
- Ainsworth, Claire. 2015. "Sex Redefined" *Nature* 518: 288–291 [LINK](#)
- Cohen, Deirdre, "Diving into the debate over trans athletes" *CBS NEWS* [LINK](#)
- Gill, Michael. 2016. "Feminist Disability Studies" *The Wiley Blackwell Encyclopedia of Gender and Sexuality Studies* [LINK](#)
- Gay, Roxanne. 2015. "Confessions of a Bad Feminist" *TED Talk* (11:22) [LINK](#)
- Kelly, Maura. 2020. *Theorizing Sexualities* (19:20) [LINK](#)
- 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](#)

- Neptune. Geo Soctomah. 2018. “What does Two-Spirit Mean?”” *Them* (6:16) [LINK](#)

If links above do not work, the articles are behind a paywall, or links are absent, see the course materials posted on Canvas in this week's module.

Hypothesis #1

- A-D Hypothesis #1: Ainsworth 2015
- E-H Hypothesis #1: Cohen 2022
- I-L Hypothesis #1: Iantaffi et al 2018
- M-P Hypothesis #1: Moras 2016
- Q-Z Hypothesis #1: Gill 2016

Guiding questions #1

1. What did you already know about gender and sexualities coming into this course? What new information did you gain from this week’s material? What topics covered in this week’s material would you like to learn more about this term?
2. Drawing on the course materials, what characterizes feminist approaches to studying gender?
3. What topic from the course materials was most interesting to you this week (and why)?

Study guide #1

Concepts from gender lecture

- Sex
- Gender, gender identity, gender expression
- Social constructionism
- Essentialism
- Binary
- Cisgender, cis
- Transgender, trans
- Non-binary, genderqueer, gender fluid, agender, two-spirit
- Recognition, misrecognition, misgendering
- Intersex
- Feminisms
- Intersectionality, intersectional
- Systems of oppression, dominant/subordinate groups
- Race, racism, gendered racism
- Whiteness
- Bifurcated consciousness, double consciousness, outsiders within, Mestiza consciousness
- Socialization

- Agents of socialization
- Gender socialization
- Sexual socialization
- Sexism, misogyny (individual and structural levels)
- Cissexism, transmisogyny (individual and structural levels)
- Doing gender, accountability, redoing gender, undoing gender
- Queer theory
- Performative, performativity
- Masculine, masculinity (hegemonic, subordinate, hybrid, alternative, pariah, toxic)
- Feminine, femininity (hegemonic, subordinate, alternative, pariah)
- Female masculinity, male femininity (arguments for and against)

Concepts from sexualities lecture

- Sexuality
- Sexual identity
- Sexuality attraction
- Sexual behavior

- Sexual scripts
- Sexual double standard
- Rubin's sex hierarchy
- Gay, lesbian, bisexual, pansexual, queer, heterosexual, straight, asexual
- Monosexual, polysexual
- Heterosexism (individual and structural levels)

- Heteronormativity

Concepts only in course material

- Sexual configurations
- Racialization of sexuality

Note: Course materials will also revisit many of the concepts from lecture!

Week 2: Gender and agender identities

April 16

Course materials #2

- Lilit, Kochava and Margot Fink, eds. 2017. "Trans 101: Gender Diversity Crash Course" [LINK](#) (Note: Watch all six short videos.)
- 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](#)
- Ewing, Rhea. 2015. "11 Assumptions About Being Butch – And Why They Need to Stop" *Everyday Feminism* (comic) [LINK](#) (Note: in this comic, Rhea Ewing critiques assumptions about butch women, but these equally apply to masculinity more broadly)
- Serano, Julia. 2014. "Empowering Femininity" *Ms Magazine* [LINK](#)
- Prins, Kaila. 2015. "What on Earth Makes Us Want to Wear High Heels? Well, Here's Your Answer" *Everyday Feminism* [LINK](#)
- Shamir. 2018. "Inqueery: What Does It Mean to Be Agender?" (3:40) [LINK](#)
- Tobia, Jacob. 2017. "What This Genderqueer Person Loves Most About How They Look" *Allure* (5:37) [LINK](#)

If links above do not work, the articles are behind a paywall, or links are absent, see the course materials posted on Canvas in this week's module.

Hypothesis #2

- A-D Hypothesis #2: Schippers 2016
- E-H Hypothesis #2: Salter 2019
- I-L Hypothesis #2: Bhattacharya 2017
- M-P Hypothesis #2: Serano 2014
- Q-Z Hypothesis #2: Prins 2015

Guiding questions #2

1. What aspects of masculinities and femininities described in the course materials are harmful and should be discontinued?

2. Drawing on the course materials for this week, what aspects of masculinities and femininities should be retained and celebrated?
3. What topic from the course materials was most interesting to you this week (and why)?

Study guide #2

- Gender, gender identity, gender expression
- Feminine, femininity
- Type of femininities
- Masculine, masculinity
- Types of masculinities
- Butch, femme
- Cisgender, cis
- Transgender, trans
- Non-binary, genderqueer, gender fluid, agender, two-spirit
- Recognition, misrecognition, misgendering
- Consent
- Ally
- Gender dysphoria
- Neurodivergent, neurodiversity
- Race, racism, gendered racism
- Whiteness

Week 3: Sexual and asexual identities April 23

Course materials #3

- Rogers, Thomas. 2012. "The Invention of the Heterosexual" *Slate* [LINK](#)
- Simon, Rachel. 2023. "Why Some Husbands Choose to Take Their Wives' Last Names" *New York Times*. [LINK](#)
- Montanaro, Domenico. 2022. "Biden signs Respect for Marriage Act, reflecting his and the country's evolution" *NPR* [LINK](#)
- Joseph, Channing Gerard. 2022. "How Black queer culture shaped history" *TED Talk* [LINK](#)
- Pfeffer, Carla A. 2016. "Transgender Sexualities" *The SAGE Encyclopedia of LGBTQ Studies* [LINK](#)
- 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](#)
- Chang, Jenni and Lisa Dazois. 2015. "This is What LGBT Life is Like Around the World" *TED Talk* (11:43) [LINK](#) [Note: this video uses the outdated language "transgendered," now we say "transgender"]
- Cerankowski, Karli June, 2016. "Asexuality" *The Wiley Blackwell Encyclopedia of Gender and Sexuality Studies* [LINK](#)
- Tinder. 2019. "5 Asexual People Explain What 'Asexual' Means to Them" [LINK](#)

If links above do not work, the articles are behind a paywall, or links are absent, see the course materials posted on Canvas in this week's module.

Hypothesis #3

- A-D Hypothesis #3: Rogers 2012
- E-H Hypothesis #3: Simon 2023
- I-L Hypothesis #3: Pfeffer 2016

- M-P Hypothesis #3: Montanaro 2022
- Q-Z Hypothesis #3: Cerankowski 2016

Guiding questions #3

1. Consider *one* type of sexual identity, such as heterosexual, gay, lesbian, bisexual, pansexual, queer, asexual, or fluid. Drawing on course materials, 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?
2. Drawing on course material, what social understandings of gender make taking a spouse's last name such a contentious issue?
3. What topic from the course materials was most interesting to you this week (and why)?

Study guide #3

- Transgender, cisgender
- Autogynephilia
- Gynophobia
- Exoticized
- Gay, lesbian, bisexual, pansexual, queer, heterosexual, straight, asexual
- Sexual fluidity
- Heteroromantic, homoromantic, biromantic, panromantic
- Monosexual, polysexual
- Identity policing
- Heterosexism
- Heteronormativity, homonormativity
- Intersectionality

Week 4: Bodies, health, and healthcare
April 30

Course materials #4

- Mixson-Perez, Nicole. 2016. "Gender and Health" *Encyclopedia of Family Studies* [LINK](#)
(Note: Mixson-Perez uses the outdated language "transgendered," now we say "transgender.")
- Hart, Ericka. 2018. "Sexuality Educator Ericka Hart on Pushing Boundaries" *Amanpour & Company* (13:27) [LINK](#)
- Perez, Miriam Zoila. 2018. "How Racism Harms Pregnant Women – And What Can Help?" *TED Talk* (12:18) [LINK](#)
- Brownstein, Ronald. 2023. "Abortion Pills Will Be the Next Battle in the 2024 Election" *The Atlantic*
- Hobbes, Michael. 2018. "Everything You Know About Obesity Is Wrong" *Huffington Post* [LINK](#)
- Bogan, Rachel R. 2016. "Transgender Health and Healthcare" *The Wiley Blackwell Encyclopedia of Gender and Sexuality Studies* [LINK](#)

- 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](#)
- As/Is. 2015. “What It's Like to Be Intersex” (3:25) [LINK](#)

If links above do not work, the articles are behind a paywall, or links are absent, see the course materials posted on Canvas in this week's module.

Hypothesis #4

- A-D Hypothesis #4: Davis 2016
- E-H Hypothesis #4: Bogan 2016
- I-L Hypothesis #4: Rafferty et al 2018
- M-P Hypothesis #4: Mixson-Perez 2016
- Q-Z Hypothesis #4: Hobbes 2018

Guiding questions #4

1. Consider the movement for *either* intersex *or* transgender rights. Drawing on course materials, what changes do activists and advocates want to see (in the healthcare system specifically and in society more broadly)?
2. Drawing on course materials, what happens at the intersection of race and gender in the context of health and medicine?
3. What topic from the course materials was most interesting to you this week (and why)?

Study guide #4

- Health, healthcare, illness
- Mortality rate, morbidity rate
- Gendered racism
- Fat, obesity, BMI
- Transgender, cisgender
- Gender-affirming healthcare, gender-affirming care model
- Gender transition
- Gender reassignment surgery (GRS)
- Hormones, pubertal suppression hormones
- Gender dysphoria
- Intersex
- Disorders of sex development (DSD)

Week 5: Sexual socialization

May 7

Course materials #5

- Blank, Hanne. 2016. “Virginity” *The Wiley Blackwell Encyclopedia of Gender and Sexuality Studies* [LINK](#)

- Christina, Greta. 1992. "Are we Having Sex Now or What" Pp. 24-29 in *The Erotic Impulse* [LINK](#) (Note: Greta Christina's essay is an older piece with graphic sexual content. It also has brief, general, non-graphic discussion of sexual assault as "not sex ." I continue to include this on the syllabus as students report it raises interesting questions about "what is sex?")
- Rough, Bonnie J. 2018. "How the Dutch Do Sex Ed" *The Atlantic* [LINK](#)
- Prevention Access Campaign. 2018. "+series: Fernando's Story" (3:51) [LINK](#)
- Goldstein, Dana. 2022. "Opponents Call It the 'Don't Say Gay' Bill. Here's What It Says" *New York Times* [LINK](#)
- Orenstein, Peggy. 2016. "What Young Women Believe about Their Own Sexual Pleasure" *TED Talk* (16:52) [LINK](#)
- Utt, Jamie. 2014. "5 Lies that Distort Male Sexuality and Hurt Men" *Everyday Feminism* [LINK](#)
- Jones, Maggie. 2018. "What Teenagers Are Learning from Online Porn" *New York Times* [LINK](#)
- Ryan, Patrick. 2017. "Can Porn Be Feminist? These Female Directors Say 'Yes'" *USA Today* [LINK](#)

If links above do not work, the articles are behind a paywall, or links are absent, see the course materials posted on Canvas in this week's module.

Hypothesis #5

- A-D Hypothesis #5: Blank (2016)
- E-H Hypothesis #5: Rough (2019)
- I-L Hypothesis #5: Jones (2018)
- M-P Hypothesis #5: Ryan (2017)
- Q-Z Hypothesis #5: Utt (2014)

Guiding questions #5

1. Drawing on course material, what aspects of societal beliefs about gender and sexualities make virginity loss such a socially important and meaningful experience? What would be different if this was not such as socially important and meaningful experience?
2. Drawing on the course materials for this week, how do people experience sexual socialization, that is, how do people learn about sex and learn what sexual practices are acceptable? What healthy and problematic messages about sex do people through their experiences of sexual socialization?
3. What topic from the course materials was most interesting to you this week (and why)?

Study guide #5

- Socialization, sexual socialization
- Sexual education, comprehensive sex education, abstinence-only sex education
- Virginity
- Hymen
- Consent
- Sexually Transmitted Infections (STI), HIV, AIDS
- Sexual agency

- Sexual pleasure
- Pornography, porn
- Sex positivity, sex positive
- U=U

Week 6: “Deviant” Sexualities
May 14

Course materials #6

- Barker, Meg-John. 2018. “Rubin Revisited” *Rewriting the Rules* [LINK](#)
- Quarmby, Kathering. 2015. “Disabled and Fighting for a Sex Life” *The Atlantic* [LINK](#)
- Greene, Cheryl Cohen. 2013. “Sexuality & Disability, A Seat at the Table: Cheryl Cohen Greene” *TED Talk (17:15)* [LINK](#)
- Bazelon, Emily. 2016. “Should Prostitution Be a Crime?” *The New York Times* [LINK](#)
- Jones, Angela. 2020. “Where The Trans Men and Enbies At?: Cissexism, Sexual Threat, and the Study of Sex Work” *Sociology Compass* [LINK](#)
- Downer, Ivy. 2016. “Why We Need to Talk About Stripping as Labor” *Black Girl Dangerous* [LINK](#)
- Musser, Amber Jamilla. 2016. “Sadomasochism, Domination, and Submission” *The Wiley Blackwell Encyclopedia of Gender and Sexuality Studies* [LINK](#)
- Bellesa. 2018. “Being Sexually Submissive Doesn’t Make You A ‘Bad Feminist’” *Huffington Post* [LINK](#)
- Sex Workers Education and Advocacy Taskforce. 2015. “Decriminalise Sex Work Now!” [LINK](#)

If links above do not work, the articles are behind a paywall, or links are absent, see the course materials posted on Canvas in this week's module.

Hypothesis #6

- A-D Hypothesis #6: Quarmby 2015
- E-H Hypothesis #6: Bazelon 2016
- I-L Hypothesis #6: Jones 2020
- M-P Hypothesis #6: Downer 2016
- Q-Z Hypothesis #6: Musser 2016

Guiding questions #6

1. Consider *one* of the “deviant” sexual practices we have covered this week: disability and sexuality, sex work, or S/M. Drawing on course materials, why is it seen as deviant? What societal changes do people who participate in that practice want to see?
2. Consider Barker’s “Rubin Revisited” image. How do you respond to this further development of the “sex hierarchy”? Is there anything you would change? Is there anything you would add?
3. What topic from the course materials was most interesting to you this week (and why)?

Study guide #6

- Rubin’s “sex hierarchy”
- Disability
- Sexual citizenship
- Sexual surrogate
- Sex work, prostitution, escorting, porn, exotic dance, pro-domme work, camming
- Prostitution abolitionists
- Sexism, cissexism
- Cisgender, transgender, transmen, transmasculine, transwomen, transfeminine, non-binary, enbies, gender non-conforming
- Sexual threat
- Penis panic
- Domination, submission, sadomasochism
- Power

Week 7: Sexual and Romantic Relationships
May 21

Course materials #7

- 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](#)
- Bartholomay, Daniel J. 2018. “What, Exactly, Are We Measuring? Examining Heteronormativity in Relation to Same Gender Marriage” *Sociology Compass* [LINK](#)
- Kelly, Maura and Elizabeth Hauck. 2015. “Doing Housework, Redoing Gender: Queer Couples Negotiate the Household Division of Labor” (15:07) [LINK](#)
- Kelly, Maura. 2020. *Gender, Sexualities, and Marriage* (14:55) [LINK](#)
- Coontz, Stephanie. 2004. “The World Historical Transformation of Marriage.” *Journal of Marriage and Family* 66(4): 974-979. [LINK](#)
- Spade, Dean and Craig Willse. 2013. “Marriage Will Never Set Us Free” *Organizing Upgrade* [LINK](#)
- Gil, Joamette. 2015. “5 Radical Ways People Do Non-Monogamy That You Need to Know About” *Everyday Feminism* (comic) [LINK](#)
- Savage, Dan. 2011. “Why Monogamy Is Ridiculous” *Big Think* (2:40) [LINK](#)

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Hypothesis #7

- A-D Hypothesis #7: Friedman 2014
- E-H Hypothesis #7: Spade and Willse 2013
- I-L Hypothesis #7: Bartholomay 2018
- M-P Hypothesis #7: Coontz 2004
- Q-Z Hypothesis #7: Michelson 2017

Guiding questions #7

1. Given the critiques of marriage discussed in the course materials this week, why is marriage so common?
2. Drawing on course material, 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?
3. What topic from the course materials was most interesting to you this week (and why)?

Study guide #7

- Monogamy, non-monogamy
- Consensual non-monogamy, non-consensual non-monogamy
- Polyamory, polyamorous
- Gay, lesbian, bisexual, pansexual, queer, heterosexual, straight, asexual
- Heteroromantic, homoromantic, biromantic, panromantic
- Egalitarian relationships
- Living arrangements
- Marriage, divorce
- Doing gender, redoing gender
- Domestic division of labor
- Heteronormativity

Week 8: Parenting
May 28

Course materials #8

- Sister Song. No date. “Reproductive Justice.” [LINK](#)
- Plank, Liz. 2015. “The Truth about Women Who Don't Have Kids” *Mic* (3:16) [LINK](#)
- Yavorsky, Jill. 2017. “Searching for an Equal Co-Parent: Six Factors That Influence Whether Dad Pulls His Weight at Home” *Slate* [LINK](#)
- Lucas-Stannard, Paige. 2013. “Want to Be a Feminist Parent?: 4 Goals to Consider” *Everyday Feminism* [LINK](#)
- Tillman, George. 2018. “How a Father Tells His Kids to Behave Around Police in ‘The Hate U Give’ | Anatomy of a Scene” *The New York Times* (2:31) [LINK](#)
- Hernández, César Cuauhtémoc García. 2020. “Why Immigration Prisons Aren’t the Answer” *TED Talk* (12:51) [LINK](#)
- Friedersdorf, Conor. 2023. “Tennessee and the Anti-Drag Race” *The Atlantic*
- Friedrichs, Ellen. 2015 “4 Easy Ways to Incorporate More Sex Positivity into Your Parenting” *Everyday Feminism* [LINK](#)
- NBC. 2018. “Raising 'Theybies': Letting Kids Choose Their Gender” (3:39) [LINK](#)

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Hypothesis #8

- A-D Hypothesis #8: Friedersdorf 2023

- E-H Hypothesis #8: Sister Song 2021
- I-L Hypothesis #8: Yavorsky 2017
- M-P Hypothesis #8: Lucas-Stannard 2013
- Q-Z Hypothesis #8: Friedrichs 2015

Guiding questions #8

1. Drawing on course material, consider the decision to parent. Given that having children is, by most accounts, very challenging, why is it so common? Why might people choose *not* to have children? What contributes to the stigma attached to people who choose not to have children?
2. Drawing on course material, what would it mean to be a feminist and/or sex positive parent? What are the societal factors that make it challenging to be a feminist and/or sex positive parent?
3. What topic from the course materials was most interesting to you this week (and why)?

Study guide #8

- Childlessness
- Reproductive justice
- Co-parent
- Egalitarian
- Racism
- Police violence
- Immigration, migration, deportation, immigration prisons
- Sex positivity, sex positive

Week 9: Work
June 4

Course materials #9

- Kelly, Maura. 2020. *Gender, Sexualities, and Work* (21:25) [LINK](#)
- Beck, Julie. 2018. “The Concept Creep of ‘Emotional Labor’” *The Atlantic* [LINK](#)
- Khazan, Olga. 2019. “Give Up on Work-Life Balance” *The Atlantic* [LINK](#)
- Mertens, Maggie. 2022. “What You Find When You Leave Your Job” *The Atlantic*
- Kelly, Maura, JaDee Carathers, and Tristen Kade. 2020. “Beyond Tolerance: Policies, Practices, and Ideologies of Queer Friendly Workplaces” (19:19) [LINK](#)
- 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](#)
- One Minute Economics. 2019. “Trade (or Labor) Unions Explained in One Minute: Definition/Meaning, History & Arguments For/Against” (1:34) [LINK](#)

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Hypothesis #9

- A-D Hypothesis #9: Beck 2018
- E-H Hypothesis #9: Khazan 2019
- I-L Hypothesis #9: Mertens 2022
- M-P Hypothesis #9: Edelman 2015
- Q-Z Hypothesis #9: Lowrey 2020

Guiding questions #9

1. Drawing on course materials, what are the causes of gender inequality at work? What policy changes need to occur to address these issues?
2. 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?
3. What topic from the course materials was most interesting to you this week (and why)?

Study guide #9

- Inequality
- regimes, gendered organizations
- Networks, networking
- Occupational segregation
- Gender wage gap
- Glass ceiling
- Second shift
- Emotional labor
- Work-life conflict, work-life balance
- Overwork
- Stereotypes
- Disclosure
- Post-gay, assimilation
- Poverty
- Low wage work
- Public assistance programs, safety net programs

Week 10: Looking Forward
June 11

Course materials #10

- 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*
- LaDuke, Winona. 2016. "Winona LaDuke, Honor the Earth, takes on Foreign Oil" (10:15) [LINK](#)
- Alfonseca, Kiara. 2023. "What Does 'Woke' Mean and Why are Some Conservatives Using It?" *ABC News* [LINK](#)
- Blow, Charles. 2023. "America, Right-Wing Censors and the 'Battle for the Next Century'" *The New York Times*. [LINK](#)
- 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](#)
- New York Magazine. 2018. “Boys and Girls on Stereotypes” [LINK](#)

Hypothesis #10

- A-D Hypothesis #10: England et al 2020
- E-H Hypothesis #10: Alfonseca 2023
- I-L Hypothesis #10: Mull 2019
- M-P Hypothesis #10: Goldberg 2019
- Q-Z Hypothesis #10: Blow 2023

Guiding questions #10

1. 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?
2. Drawing on course materials for this week, what is your best case scenario for how the gender system could change in future?
3. What topic from the course materials was most interesting to you this week (and why)?

Study guide #10

- Occupational gender segregation
- Gender pay gap
- Educational attainment
- Gender vertigo
- Individual, interactional, and institutional level
- Masculinity, femininity
- Traditional masculinity, toxic masculinity, precarious masculinity
- Pronouns, gender neutral pronouns
- Woke, wokeness

Finals week
All due by June 18

Extra credit quiz

Extra credit assignment