SYLLABUS: “GENDER AND SEXUALITIES” (SOC 344U WEB; CRN 46562) Winter, 2012

INSTRUCTOR: Martha Balshem, Professor of Sociology, Cramer Hall 217T, 503-725-8057
- Virtual office hours: Wed. 7:30 to 9:00 pm in the Elluminate chat room.
- Physical office hours: Mondays and Wednesdays, 12:00 to 2:00 p.m. or by appointment.
- E-mail: Please use the D2L e-mail, which I will check every morning and evening Mon.-Fri. and once a day on weekends and holidays. You can also e-mail balshem@pdx.edu, but D2L will be faster.

TEACHING ASSISTANT: Miro Paljevic, Cramer Hall 217X; physical office hours: 12-1 p.m., Cramer 206.

NOTE: I reserve the right to make changes to the syllabus as needed; you are responsible for keeping up with any changes. Please check D2L regularly to get the most current information.

COURSE DESCRIPTION: Gender and sexuality order our lives deeply and pervasively, and are interrelated in diverse and complex ways. Gender norms and norms of sexuality both shape and are shaped by wider systems of belief about what is natural, what is good, and what is moral. In this course, we will look at the gender and sexuality norms that dominant in U.S. society and at how social constructions of gender and of sexuality can uphold or subvert systems of power, privilege, and oppression. We will look at socialization; control of the body; the tyranny of beauty standards; intersections with race and social class oppressions; and gender and sexuality issues at work and in the family. Finally, we will look at how U.S. gender and sexuality norms reflect and enforce forms of surveillance that accompany the growing global dominance of U.S. corporate power.

LEARNING GOALS: I hope that through this course, you will:
1. Increase your understanding of how sociological concepts, theories, and methods are used to explain social life in general and gender and sexualities in particular. I will ask you to—
   a. Discuss gender and sexuality as social institutions that deeply pervade human social life.
   b. Discuss social constructions of gender and sexuality as socially, culturally, and historically situated.
   c. Discuss dominant social constructions of gender and sexuality as reflecting and reinforcing established systems of power, privilege, and oppression.
2. Acquire knowledge about a wide variety of topics related to gender and sexualities, with a focus on the United States today. I will ask you to—
   a. Define and use basic terminology related to the sociological study of gender and sexualities.
   b. Describe some of the major social inequalities that are experienced in the United States today on the basis of gender and sexuality.
   c. Describe how these gender and sexuality oppressions intersect with race and social class oppressions.
3. Reflect on the consequences of gender and sexuality oppressions on global and personal levels. I will ask you to—
   a. Analyze messages from the public domain that transmit and enforce gender and sexual oppression.
   b. Reflect on ways in which U.S. gender and sexuality norms contribute intimate and embodied forms of surveillance and obedience in support of U.S. corporate global dominance.
   c. Reflect on the extent to which dominant gender and sexuality norms colonize individual awareness and both impede and inspire efforts to see past the status quo.


DISABILITY SERVICES: If you have a disability and need accommodations, please contact the Disability Resource Center in 435 Smith at 503-725-4150 or drc@pdx.edu. Visit their site at http://www.pdx.edu/ua/sc/drc.html.

THIS IS A COMPLETELY ON-LINE COURSE. To succeed, you must be able to navigate and search the web, use email, attach and upload documents, download & save files, use D2L, and have access to MS Word and PowerPoint. You must also have reliable web access. You can use the campus computer labs; availability is good, but not guaranteed, so you cannot wait until the last minute and be sure of finding a machine. For technical support, visit—
- User Support Services at http://oit.pdx.edu/contact-uss, help@pdx.edu, or 503-725-HELP.
- For problems with D2L, please visit http://www.pdx.edu/psuonline/node/40.
I don’t have the skills to help you with complex technical problems; you have to get help from the sources above. In the interests of fairness, I will hold everyone to all course deadlines. Please do all timed assignments way before they close, so you can get any needed help. I will not accept computer or D2L problems as a reason for missing a deadline.

NETIQUETTE (Net Etiquette: In all of your course communications, whether formal or informal, you are required to observe the rules of netiquette. In some ways, these rules are the same as for face-to-face
classroom behavior. Remember that your classmates represent a diversity of views, identities, and backgrounds, so communicate in a way that is respectful to everyone. This means no sexist, racist, homophobic, or other hurtful language, and no jokes based on stereotypes. If you disagree with something that has been said, express it in a spirit of genuine inquiry. Asking a question is a good way to proceed, if the question is both kind and sincere. Universities are meant to be places where everyone feels welcome and we can grow to understand our differences. This happens only if we all act in an open-hearted manner towards one other. If I believe that you are violating this, or disrupting the class in ways that make it hard for me to teach or for you or your classmates to learn, I will bar you from the course until we can talk the issue out and come to an agreement that honors the PSU Student Conduct Code.

On-line courses also involve another set of communications skills and conventions. For this course, you are going to be submitting papers, posting to a discussion board, and maybe e-mailing me or the TA and spending some time in Elluminate (the course chat room). Each requires a different level of formality.

- Graded papers: Formal English is required, and your grade will depend partly on whether your writing is clear and well organized enough for us to understand what you are saying.
- Discussion posts: As a practical matter, it’s a good idea to use relatively formal English here, too, just to be sure that everyone, including the TA and me, can understand what you’re saying. That said, as long as we can understand you, you can be a bit more relaxed in this setting.
- E-mail and chat room: Hey, it’s not graded. But do make sure your question or comment is clear.

PSU D2L help lists the following netiquette rules.

- Avoid using all CAPS as it can give the impression that you are shouting. If you want to emphasize a point, use *asterisks* around a word.
- Avoid personal attacks, otherwise known as “flaming.” If you read a message that you suspect might be a personal attack, resist the temptation to fire off a response. Instead, let your response sit before sending or request that your instructor resolve the situation.
- If you disagree with a fellow student, describe your perspective clearly and politely rather than primarily criticizing his or her comments. Avoid any personal criticism or potentially offensive language.

I would add the following.

- Remember that when we “talk” on line, a lot of our intent is invisible to the person we are talking to. Face to face, we can usually tell if someone is joking, or genuinely curious, or friendly. But we’re probably using body language and tone of voice to help us, and on line, that’s missing. So be extra polite, careful, and kind about how you express yourself.
- Avoid that 3000-word post, and avoid posting dozens of messages a week. In the interests of time only, which I know none of you have enough of, please work on being succinct.
- Go easy on the twitter and text message abbreviations. Not everyone knows them.
- No swearing. No fake swearing. No cute substitutes for swearing. No swearing in other languages. No to anything related to swearing that I have not thought to explicitly say “no” to.
- Finally, if you run into any netiquette-related problems—if something has offended or hurt your feelings, for instance—please e-mail me directly about it. I want to hear about any problems.

COURSE STRUCTURE: Each Saturday, I will post a Weekly Module that will include four documents.

- Weekly Instructions: A brief statement of the week’s theme(s); notes about the readings; helpful reminders.
- Weekly PowerPoint: Lectures in the form of PowerPoint slides. You are required to follow all embedded links.
- Weekly Discussion: A required on-line discussion (details below).
- Weekly Audio File: More notes about the required readings for that week.

Each week’s discussion is required, and you will earn points for each one. I will begin each discussion by posting the assigned topic, with all instructions and deadlines you will need. Discussions are either “graded” or “ungraded.”

- Graded discussions are worth 20 points. The discussion topics for these weeks will be more challenging than the “ungraded” ones. Your initial posts will be graded according to the rubric for short essays, which is posted on the D2L under “Basic Course Information.”
- “Ungraded” discussions are worth 10 points and are somewhat less challenging that the graded discussions. “Ungraded” just means that as long as your posts show that you’ve thought about the topic, and you’ve written about the number of words I’ve asked for, you will receive the full 10 points. It’s kind of like getting points for just attending class. The discussions for weeks 1, 3, 6, 7, & 10 will be “ungraded.”

The three exams each include multiple choice questions and an essay. Exams are “open book,” with the multiple choice section timed. Exams are in Weeks 3, 7, and 10 (you can take the last one in week 10 or during finals week). The exams are not cumulative, and the last exam is worth the same as the other two.
GRADING AND ASSIGNMENTS: Course grades will be based on a total of 300 points as follows.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graded discussions (weeks 2, 4, 5, 8, &amp; 9)—20 points each</td>
<td>100</td>
</tr>
<tr>
<td>Ungraded discussions (participation points given; weeks 1, 3, 6, 7, &amp; 10)—10 points each</td>
<td>50</td>
</tr>
<tr>
<td>Exams (weeks 3, 7, and 10/finals week)—50 points each</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

COURSE SCHEDULE: Use the D2L calendar and check list to keep track of when discussions and exams open and close, when the chat room is open, and other course schedule details. This little chart may also be helpful to you.

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Opens</th>
<th>1st Post By—</th>
<th>Closes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ungraded discussion</td>
<td>Sun., Jan. 8, 8:00 am</td>
<td>Wed., Jan. 11, 11:59 pm</td>
<td>Sun., Jan. 15, 11:59 pm</td>
</tr>
<tr>
<td>2</td>
<td>Graded discussion</td>
<td>Sat., Jan. 14, 8:00 am</td>
<td>Wed., Jan. 18, 11:59 pm</td>
<td>Sun., Jan. 22, 11:59 pm</td>
</tr>
<tr>
<td>3</td>
<td>Ungraded discussion</td>
<td>Sat., Jan. 21, 8:00 am</td>
<td>Mon., Jan. 23, 11:59 pm</td>
<td>Wed., Jan. 25, 9:00 pm</td>
</tr>
<tr>
<td>4</td>
<td>Graded discussion</td>
<td>Sat., Jan. 28, 8:00 am</td>
<td>Wed., Feb. 1, 11:59 pm</td>
<td>Sun., Feb. 5, 11:59 pm</td>
</tr>
<tr>
<td>5</td>
<td>Graded discussion</td>
<td>Sat., Feb. 4, 8:00 am</td>
<td>Wed., Feb. 8, 11:59 pm</td>
<td>Sun., Feb. 12, 11:59 pm</td>
</tr>
<tr>
<td>6</td>
<td>Ungraded discussion</td>
<td>Sat., Feb. 11, 8:00 am</td>
<td>Wed., Feb. 15, 11:59 pm</td>
<td>Sun., Feb. 19, 11:59 pm</td>
</tr>
<tr>
<td>7</td>
<td>Ungraded discussion</td>
<td>Sat., Feb. 18, 8:00 am</td>
<td>Mon., Feb. 20, 11:59 pm</td>
<td>Wed., Feb. 22, 9:00 pm</td>
</tr>
<tr>
<td>8</td>
<td>Graded discussion</td>
<td>Sat., Feb. 25, 8:00 am</td>
<td>Wed., Feb. 29, 11:59 pm</td>
<td>Sun., March 4, 11:59 pm</td>
</tr>
<tr>
<td>9</td>
<td>Graded discussion</td>
<td>Sat., March 3, 8:00 am</td>
<td>Wed., March 7, 11:59 pm</td>
<td>Sun., March 11, 11:59 pm</td>
</tr>
<tr>
<td>10/Finals Week</td>
<td>Ungraded discussion</td>
<td>Sat., March 10, 8:00 am</td>
<td>Mon., March 12, 11:59 pm</td>
<td>Wed., March 14, 9:00 pm</td>
</tr>
<tr>
<td></td>
<td>Exam</td>
<td>Wed., March 14, 9:15 pm</td>
<td></td>
<td>Wed., March 21, 11:59 pm</td>
</tr>
</tbody>
</table>

I WILL NOT ACCEPT LATE WORK. You must complete each discussion and submit all exam work before the deadline closes. I am giving you ample time to do each assignment. Do not wait until the last minute to do your work; allow yourself plenty of leeway to deal with any computer or D2L problems that may arise.

PENALTIES FOR PLAGIARISM: Plagiarism is claiming credit for someone else’s work. If you plagiarize on an assignment or cheat on an exam, I will give you a zero for that work and report you to the Dean of Students. This would almost certainly affect your course grade. Please don’t plagiarize. You are better off doing your own work.

INCOMPLETES: Sometimes life emergencies make it impossible for a student to complete a course. If you are facing a bona fide crisis, I may be able to grant you an incomplete. This is possible only if you are passing the course at the time of your request. Please contact me right away if an emergency occurs.

ASSIGNED READINGS: Page numbers refer to Feminist Frontiers; URLs are given for on-line documents.

Week 1: Introduction to Gender and Sexualities
- “Night to His Day: The Social Construction of Gender” (Judith Lorber), p. 53
- “The Medical Construction of Gender” (Suzanne Kessler), p. 69
- “Loving Women in the Modern World” (Leila J. Rupp), p. 389
- “Becoming 100% Straight” (Michael A. Messner), p. 400

Week 2: Theoretical perspectives
- “White Privilege and Male Privilege” (Peggy McIntosh), p. 12
- “Black Sexual Politics” (Patricia Hill Collins), p. 375
- “Transgender Feminism: Queering the Woman Question” (Susan Stryker), p. 83
- “Theorizing Difference from Multiracial Feminism” (Maxine Baca Zinn and Bonnie Thornton Dill), p. 89
- “Everything You Always Wanted to Know About Feminism but Were Afraid to Ask” (Rachel Fudge), http://bitchmagazine.org/article/everything-about-feminism
Week 3 Socialization
- "What Are Little Boys Made Of?" (Michael Kimmel), p. 187
- "We Don't Sleep Around Like White Girls Do’ . . . Filipina American Lives” (Yen Le Espiritu), p. 193
- "Girls and Boys Together...But Mostly Apart: Gender Arrangements in Elementary Schools” (Barrie Thorne), p. 176
- "Clashes Pit Parents vs. Gay-Friendly Curriculums in Schools” (Gerry Shih), http://www.nytimes.com/2011/03/04/education/04bgcay.html?pagewanted=1& r=1&emc=eta1

Week 4: Controlling Bodies
- "Beyond Pro-Choice versus Pro-Life: Women of Color and Reproductive Justice” (Andrea Smith), p. 446
- "Welcome to Cancerland” (Barbara Ehrenreich), p. 458
- "Fraternities and Rape on Campus” (Patricia Yancey Martin and Robert A. Hummer), p. 471.
- "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color” (Kimberlé Crenshaw), p. 484.

Week 5: Beauty as Tyranny
- "Cosmetic Surgery: Paying for Your Beauty” (Debra Gimlin), p. 140
- "Loose Lips Sink Ships” (Simone Well Davis), p. 430
- "Feminist Consumerism and Fat Activists: Grassroots Activism and the Dove ‘Real Beauty’ Campaign” (Judy Taylor), p. 127
- "Hair Still Matters” (Ingrid Banks), p. 153

Week 6: Work
- "Sex Segregation in the U.S. Labor Force” (Christine E. Bose and Rachel Bridges Whaley), p. 233
- "The Realities of Affirmative Action in Employment” (Barbara Reskin), p. 266
- "Maid in L.A.” (Pierrette Hondagneu-Sotelo), p. 269
- "The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant-Owned Nail Salons” (Miliann Kang), p. 253

Week 7: Poverty
- "Cuts to Child Care Subsidy Thwart More Job Seekers” (Peter S. Goodman), http://www.nytimes.com/2010/05/24/business/economy/24childcare.html?pagewanted=1

Week 8: Families
- "Why We Need to Reimagine Masculinity” (Andrew Romano and Tony Dokoupidil), http://www.newsweek.com/2010/09/20/why-we-need-to-reimagine-masculinity.html
- "Queer Parenting in the New Millennium” (Nancy A. Naples), p. 342

Week 9: Global Politics and the State
- "Do Muslim Women Really Need Saving?” (Lila Abu-Lughod), p. 527.
- "From the Third World to the 'Third World Within': Asian Women Workers Fighting Globalization” (Grace Chong), p. 585.

Week 10: Social Change
- "Feminists or 'Postfeminists'? Young Women's Attitudes Toward Feminism and Gender Relations” (Pamela Aronson), p. 572.
- "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?” (Cathy Cohen), p. 596
- "The Master's Tools Will Never Dismantle The Master's House” (Audre Lorde), p. 38