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.

**COURSE REQUIREMENTS**

*Writing assignments (30 points):* You will complete a total of 10 short writing assignments in which you reflect on the readings using guiding questions. There are 18 possible assignments; you may choose which 10 you completed (see course outline for dates). Each assignment must be 300-500 words. All assignments must be submitted online via D2L 30 minutes before the start of class on the day they are due. Late assignments will not be accepted. Assignments not receiving full credit cannot be revised.

*In-class assignments (40 points):* We will regularly have in-class assignments. These will consist of small group discussions and individual writing assignments. If you miss class (or if you arrive late to class or leave early) and miss an assignment, you will receive no credit. Assignments cannot be made up. Assignments not receiving full credit cannot be revised. The two lowest assignment grades will be dropped.

*Tests (30 points):* There will be three tests, each worth 10 points towards the course grade. Tests will include the material covered in readings, videos, lectures, and discussions. The tests will consist of multiple choice questions only. For each test, you will need a Scantron, form 882-E (sold at both the bookstore and at the university market in the Smith Center) and a #2 pencil. Tests are not cumulative: test 1 covers weeks 1-4, test 2 covers weeks 5-7, and test 3 covers weeks 8-10. If you miss a test, you will need to inform me and schedule a makeup at the PSU testing center. Tests 1 and 2 must be made up within one week and test 3 must be made up by the end of finals week.

*Extra Credit (5 points):* You have the option of creating a mini-documentary that tells a “gender story.” The extra credit assignment is worth up to 5 points towards your course grade. You must submit via dropbox a working link to the video posted on the Gender Stories YouTube channel by Monday June 2 by 5pm. Late assignments will not be accepted.

Note: the final grade will be calculated out of 100 points (there is a total of 106 possible points with 5 extra credit points and 1 “bonus” point to account for rounding and students on the border between grades).
POLICIES


D2L: I will post the syllabus, assignment guidelines, lecture slides, and other course materials online. The TA and I will also post grades for all assignments online. Students will submit writing assignments and extra credit assignments on D2L via the dropbox feature.

Email: I will send a follow-up email after each class and the TA and I will regularly communicate with students individually via email. Our emails will be sent to your PSU email. It is your responsibility to check your PSU email daily during the school week and respond in a timely manner. In emails to the TA or me, 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 (not D2L email). 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.

Academic Honesty: I expect complete academic honesty. Please refer to the Student Conduct Code for more detailed information on PSU policies. Cheating or plagiarizing will result in failing the assignment or the course 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. Visit their site at www.pdx.edu/uasc/drc.

Classroom Conduct: I insist that you demonstrate the highest level of respect for your peers and for me. All points of view will be welcomed and respected; however, statements or behaviors that are disrespectful towards individuals or groups will not be tolerated. Behaviors that are distracting to your peers and to me are not acceptable (e.g. coming in late, packing up or leaving early, using cell phones, and having side conversations).

Laptops/tablets/e-readers: If you prefer to read electronic versions of articles and/or the textbook, you may bring these devices to class to reference the readings during in-class assignments and class discussions. You may also use these devices to take notes in class. However, if you use your device for non-class purposes, you will be asked to put away your device.

Guests in Class: I do not allow people under age 18 to attend class. If you would like to bring a guest to class who is over 18, please ask in advance.

Cancelled Classes: In the case of inclement weather or other emergencies, please refer to the PSU web page: http://www.pdx.edu/. In the event that I have to cancel class, I will email the class as soon as possible.

Absences: In the event you are absent from class, it is your responsibility to carefully read the follow-up email sent after class and ask a classmate for notes, announcements, and any other missed material. If you have any questions after you have read the follow-up email and checked with a classmate, please see the TA or me before or after class or during office hours.
COURSE OUTLINE
Note: You are responsible for completing all the readings listed for each class. In addition, there are 18 possible writing assignments; you will choose 10 to complete (see dates below). Guiding questions can be found in the D2L dropbox. Submit your writing assignments via D2L 30 minutes before the start of class.

Week 1 (April 3)
No reading due prior to first class

Week 2 (April 10)
- The Medical Construction of Gender, Suzanne Kessler Pp. 49 (Writing #1)
- Transgender Feminism: Queering the Woman Question, Susan Stryker Pp. 63 (Writing #2)
- Theorizing Difference from Multiracial Feminism, Maxine Baca Zinn and Bonnie Thornton Dill Pp. 70 (Writing #2)
- Everything You Always Wanted to Know About Feminism but Were Afraid to Ask, Rachel Fudge http://bitchmagazine.org/article/everything-about-feminism (Writing #2)
- White Privilege and Male Privilege, Peggy McIntosh Pp. 11

Week 3 (April 17)
- Doing Gender, Doing Heteronormativity: “Gender Normals,” Transgender People, and the Social Maintenance of Heterosexuality, Kristen Schilt and Laurel Westbrook Pp. 309 (Writing #3)
- “lgbttsqqiaa…” Melissa M. Wilcox http://contexts.org/articles/winter-2014/lgbttsqqiaa/ (Writing #4)
- What About the Guys Who Do Fit the ‘Gay Stereotype’? Maya Dusenbery http://www.theatlantic.com/sexes/archive/2013/05/what-about-the-guys-who-do-fit-the-gay-stereotype/276407/ (Writing #4)

Week 4 (April 24)
- Hetero-Romantic Love and Heterosexiness in Children's G-Rated Films, Karin A. Martin and Emily Kazyak Pp. 153 (Writing #5)
- Girls and Boys Together...But Mostly Apart: Gender Arrangements in Elementary Schools, Barrie Thorne Pp. 167 (Writing #6)
Week 5 (May 1)

- Is Hooking Up Bad for Young Women?, Elizabeth A. Armstrong, Laura Hamilton, and Paula England Pp. 301 (Writing #7)
- “We Don't Sleep Around Like White Girls Do”: Family, Culture, and Gender in Filipina American Lives, Yen Le Espiritu Pp. 178 (Writing #7)
- Shopping for Love: Online Dating and the Making of a Cyber Culture of Romance, Sophia DeMasi Pp. 295 (Writing #8)

Test 1 on May 1 (covers weeks 1-4)

Week 6 (May 8)

- What if Marriage is Bad for Us? Laurie Essig and Lynn Owens Pp. 258 (Writing #9)
- The Implications of a Turning Tide, Mary Bernstein http://mobilizingideas.wordpress.com/2012/03/19/the-implications-of-a-turning-tide/#more-2001 (Writing #10)

Laverne Cox will be at PSU on May 9, get your tickets early!

Week 7 (May 15)

- Organizing Home Care, Jennifer Klein and Eileen Boris (Writing #12)
- The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant-Owned Nail Salons, Miliann Kang Pp. 207 (Writing #12)

Week 8 (May 22)

- Stratified Reproduction and Poor Women's Resistance, Karen McCormack Pp. 430 (Writing #13)
- Beyond Pro-Choice versus Pro-Life: Women of Color and Reproductive Justice, Andrea Smith Pp. 372 (Writing #14)

Test 2 on May 22 (covers weeks 5-7)
Week 9 (May 29)

- Loose Lips Sink Ships, Simone Weil Davis Pp. 349 (Writing #16)
- Benefits of Circumcision Are Said to Outweigh Risks, Roni Caryn Rabin

Week 10 (June 5)

- Cosmetic Surgery: Paying for Your Beauty, Debra Gimlin Pp. 128 (Writing #16)
- Hair Still Matters, Ingrid Banks Pp. 142 (Writing #17)
- Do Women Like Men That Cleanshaven?, Catherine Saint Louise
- Why We Need to Reimagine Masculinity, Andrew Romano and Tony Dokoupil
  [http://www.thedailybeast.com/newsweek/2010/09/20/why-we-need-to-reimagine-masculinity.html (Writing #18)]
- Why Women Should Stop Trying to Be Perfect, Debora Spar
  [http://www.thedailybeast.com/newsweek/2012/09/23/why-women-should-stop-trying-to-be-perfect.html (Writing #18)]

Gender story extra credit assignments are due Monday June 2 by 5pm

Finals week

Test 3 (covers weeks 8-10) Tuesday, June 10 at 5:30pm
GUIDELINES FOR WRITING ASSIGNMENTS

TASK
Write a response to the readings using the guiding questions posed by the instructor. Guiding questions can be found for each assignment using the dropbox feature of D2L. Each assignment must be 300-500 words (approximately one double spaced page). There are 18 possible assignments; you may choose which 10 you completed (see course outline for dates).

SOURCES
For writing assignments, the only required sources are the reading(s) referenced in the guiding question. Give the author’s last name in the text once to indicate which reading you are discussing. Provide page numbers for quotes. You may draw on other course readings or outside sources; however, drawing on outside sources is strongly discouraged. You should only incorporate outside sources if it enhances your response. Any sources that you consult should be cited. Any time you take a direct quote, as well as when you summarize or paraphrase an idea from another person, you must cite the source. Failure to cite your sources, whether intentional or not, is plagiarism. Instances of plagiarism will result in failing the assignment and will be reported. You must include a references section at the end of the paper only if you use sources other than the course readings.

COMPONENTS OF THE ASSIGNMENT
For each assignment, the instructor will pose one or more guiding questions in the D2L dropbox folder. Thoroughly answer all the questions posed. Use examples and quotes to support your answer (in this short paper, limit your use of quotes and use only short quotes). Note that your personal feelings, experiences, or reactions are not appropriate for a sociological analysis. Assignments should show clear and concise writing and appropriate proofreading; assignments will not receive full credit if they show significant problems with grammar, spelling, word use, typos, and/or awkward sentences. See the sample student writing assignments online for further guidance on completing the assignment and correct formatting.

GRADING
Your assignment will be graded on the following criteria: (1) Fully answer the question(s) posed; (2) Use the required number of examples and/or references to the readings; (3) Use appropriate proofreading and editing; (4) Write a minimum of 300 words and a maximum of 500 words; (5) Attach a word or pdf document AND copy and paste your response into the comments section. You will receive very brief written comments on writing assignments that do no earn full credit; however, you may meet with the TA at any time during the quarter to discuss the assignments.

DUE DATES AND SUBMITTING THE ASSIGNMENTS
There are 18 possible assignments; you may choose which 10 you complete (see course outline for dates). All assignments must be submitted online via D2L 30 minutes before the start of class on the day they are due. Late assignments will not be accepted. Assignments not receiving full credit cannot be revised. If you are having technical difficulties submitting your assignment online, you may email your assignment to the instructor. It must be received by the due date and time to receive credit.

Note: All assignments should be typed in a word processing document. When submitting your assignments, attach your document and copy and paste your assignment into the comments field.
GUIDELINES FOR EXTRA CREDIT ASSIGNMENT

TASK
Create a mini-documentary telling a “gender story” and post it to the Gender Stories YouTube channel (www.youtube.com/user/genderstories). Videos will be shown in class (time permitting). There is no written component of this assignment aside from an email with some information about your mini-doc. A successfully completed assignment will raise your course grade by five points.

COMPONENTS OF THE ASSIGNMENT

- Your mini-doc must feature a gender story, that is, one or more people talking about a specific experience related to gender. The story should include the following elements:
  - What happened (a good story has a beginning, middle, and end)
  - How the person reacted to this experience or how they felt about it
  - What the person thinks this story says about gender in our culture
- Your mini-doc may only feature people over 18 years of age.
- Your mini-doc must be between 2 and 5 minutes.
- At the end of your mini-doc, you MUST have each person pictured or heard in the video say “I give my permission to have this video posted online as part of the gender stories project.” (Note: that this means mini-docs should not be filmed in public places where people may walk through your shot.)
- Once the mini-doc is successfully created and uploaded to the Gender Stories YouTube channel, submit an assignment to D2L via the dropbox feature. The assignment must include:
  - The title of the mini-doc
  - A one line description
  - Running time
  - The name(s) of the student(s) who made the mini-doc
  - A link to the mini-doc on the Gender Stories YouTube channel

The mini-doc can take a variety of formats. You may make a video of yourself telling a gender story (on your own or with an assist from a friend). You may film one or more people telling a gender story. You may interview one or more people (you can be on-camera or off-camera) to get them to tell you their gender story. Up to three classmates can work together to make your mini-doc. If you are working in a group, the mini-doc may feature some or all of the group members or the subject(s) may be other people. If you do not have access to a video camera, the course TA can film you telling a gender story during office hours or by appointment.
You do not need any special equipment or technical skills to make a mini-doc! Videos made with cell phone cameras and taken in one shot are just fine. If you would like to go beyond the basics, you may use editing, music, title, closing credits, etc.

- Make a video using a digital video camera (cell phone camera is fine)
- Upload the file to your computer.
- It may be necessary to format your video using windows move maker (a free download) in order to upload it to YouTube.
- To upload a video to the Gender Stories YouTube channel, go to YouTube website (www.youtube.com/) then click “Sign In.”
- Sign in using the YouTube username “genderstoriespdx” and the password “spring2014gs.”
- Click on “Upload” and follow directions to upload a video from your computer.
- For the “Title” field, give your mini-doc a descriptive title.
- For the “Description” give a one line description of the mini-doc.
- For the “Category,” choose “education” from the drop down menu.
- For the “Privacy setting,” choose “public” from the drop down menu.
- For the “License and rights ownership,” choose “Standard YouTube license” from the drop down menu.
- Click “save changes”
- Your video should appear on the Gender Stories channel (http://www.youtube.com/user/genderstories) and you should have a link that takes you directly to the video.

If you need some assistance uploading your video, ask a tech-savvy friend or make an appointment to meet with the course TA for assistance (bring your video file on a flash drive to that meeting).

GRADING

Mini-docs that meet the requirements will receive full credit (five points towards your course grade). Mini-docs will not receive credit and will be removed from the YouTube channel if any subjects are under 18 years of age, if the video is over 5 minutes long, or if any subjects in the video fail to make the following statement: “I give my permission to have this video posted online as part of the gender stories project.”

DUE DATES AND SUBMITTING THE ASSIGNMENT

Your submission to D2L (with a working link to the video) must be received by the instructor by Monday June 2 by 5pm. You are likely to have some technical difficulties so do not wait until the last day to upload your mini-doc! Late assignments will not be accepted.