Soc. 344U: Gender & Sexualities
Winter Term 2020

REQUIRED TEXT
2. Alex Iantaffi and Meg-John Barker (2019) Life Isn't Binary: On Being Both, Beyond, and In-Between

SUGGESTED READINGS
1. Patricia Hill Collins (2019) Intersectionality as Critical Social Theory
2. adrienne maree brown (2019) Pleasure Activism: The politics of Feeling Good (Emergent Strategy)
5. Stella Harris (2018) Tongue Tied: Untangling Communication in Sex, Kink, and Relationships
8. Dorothy Allison: Skin (2005) Talking about Sex, Class, and Literature

COURSE OBJECTIVES
“Biological sexuality is the necessary precondition for human sexuality. But biological sexuality is only the precondition, a set of potentialities, which is never unmediated by human reality.” — Robert Padgug, 1979

Our genders and sexualities are not simply something we possess; they are constructed, performed, restricted and controlled all within the historical and cultural setting in which we live. This course will examine the intersections among sexuality, culture, gender, and the body. The course will explore a variety of sexualities and genders emphasizing the multifaceted nature of power, privilege, and oppression.

REQUIRED WORK
1. Exams: There will be two 50-point exams: one midterm and a final exam. You need to bring a Scantron 882 form, a number 2 pencil and a yellow highlighter to take exams. The test format will include multiple choice and short answers (no blue book required).
   100 total points

2. Project Paper: Students will be responsible for a 3-page research paper (see “Requirements for all Writing Assignments” for guidelines).
   30 total points

3. Pop-Quizzes: Throughout the course there will be quizzes covering assigned reading and in-class material. Each quiz is worth 10 points. Be sure to do the readings prior to lecture, as quizzes may cover those materials. You cannot make up missed quizzes.
   70 total points

4. Guest Speakers: Throughout the course several guest speakers will be invited to address topics relevant to the course material and current cultural trends. Students will be responsible for writing a paper connecting theoretical frameworks to the speaker’s perspective as well as reflect on their reaction to the presentation (see directions for this assignment below). Each paper is worth 15 points.
   30 total points
Grading Scale (total of 230 points)

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95</td>
<td>218</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
<td>207</td>
</tr>
<tr>
<td>B+</td>
<td>86</td>
<td>197</td>
</tr>
<tr>
<td>B</td>
<td>83</td>
<td>190</td>
</tr>
<tr>
<td>B-</td>
<td>79</td>
<td>181</td>
</tr>
<tr>
<td>C+</td>
<td>75</td>
<td>172</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>70</td>
<td>161</td>
</tr>
<tr>
<td>C-</td>
<td>66</td>
<td>151</td>
</tr>
<tr>
<td>D+</td>
<td>63</td>
<td>144</td>
</tr>
<tr>
<td>D</td>
<td>60</td>
<td>138</td>
</tr>
<tr>
<td>D-</td>
<td>57</td>
<td>131</td>
</tr>
<tr>
<td>F</td>
<td>56</td>
<td>128</td>
</tr>
</tbody>
</table>

**COURSE DETAILS**

All required work and readings are posted on the class D2L page. If assigned readings are not from the required books, then students may click on the article title to download a PDF file for that reading. Please use one of the PSU computer labs to print online readings if you do not have a personal computer or printer.

**IMPORTANT DUE DATES** (dues dates are subject to change and those changes will be posted on D2L)

- Midterm: 2/04/20
- Class Project Paper: 2/25/20
- Final: 3/17/20

(Please note: The final is on Thursday from 10:15 to 12:05)

**REQUIREMENTS FOR ALL WRITING ASSIGNMENTS**

All written assignments must be type in 12-point font, double-spaced, using one-inch margins on all sides. Each paper should only have your name, the date, and the title of the assignment (this should be single-spaced at the top left-hand corner of the paper). The actual assignment should begin after this information with one space between. Each assignment has a minimum page length requirement. If papers are not formatted as specified, you will lose points.

*(Example of Formatting)*

Matthew J. Geraths, MA, MCFT
9/30/19

**Project Paper: Natural Observation of My Dating App Etiquette**

My thesis is …

Through out the night, I found myself feeling uncomfortable with the way people looked at me …

In conclusion …

**REQUIREMENTS FOR CLASS PROJECT PAPER**

This paper is due: 2/25/2019. Papers must be submitted using the corresponding D2L drop box. Choose one of the following options below. Papers must be no shorter than three full pagers and no longer than four.

1. **Personal/Social Observation**: You are to go to a social event such as dancing, a date, out with friends, and observe the interactions of all participants (specifically yourself). The purpose of this project is to focus on the implicit gender and sexual norms that heavily guide our behavior during such “outings.” Specifically, this assignment is an opportunity for “othering yourself” or “queering your performance” meaning to observe yourself as *object*. For example, what are the ways you move through this space using gendered and sexual norms that may be different than others? How do those around you shape your behaviors? When a performance/interaction breaks down, how do you renegotiate the experience?

As discussed in class, this project is not about *naming the Other* or researching a “subculture.” Instead, you are exploring your own social location and its effect on your interactions. For example, if you were to go see a drag show at Darcelle XV your paper should focus on your reaction to the show: What jokes were funny to you? Was anything uncomfortable? If so, why?
2. Breaching Experiment: A breaching experiment, sometimes referred to as "Garfinkeling," is a social experiment seeking to examine peoples' reactions to the violation of commonly accepted social norms. Such an experiment can be a powerful way to explore how dogmatically we follow normative protocol. You will need to find a social setting where you can subvert taken-for-granted norms about gender/sexuality. For example, “doing gender” goes on in every part of our daily life—especially when buying clothes. So what would happen when a person read as male goes into the “women’s section” and asked to put on their clothing? How would the salesperson react? How do you react? Would the same be true if a person read as female went into the “men’s section”? 

3. Discourse Analysis: Discourse is a specific type of practice through which we communicate messages to and about one another. These messages lay the foundation of what is normal and abnormal (Alavi, p. 157) You are welcome to explore the discourse around gender/sexuality. To do this, read Alavi’s article, Little White Lies: Race, Dildos and American Culture, and think about a setting where there’s a strong/loud discourse about gender/sexuality (Article is posted on D2L). For example, go to an erotica store and look at where, what, and how everything in the store is displayed. Are the “sex toys” in the front of the store or in the back? Whose sexuality is on sale? Whose sexuality is being focused on?

To all students I am looking for a paper in which you explore the concepts covered in the class. Using the example above of a drag show, you might write about why you reacted to the drag performance in the way you did. Explore the attitudes, norms, values and beliefs that you think shaped your experience. It is important to define the concepts you apply in the paper, their significance, and please use quotes to earn full credit. If you choose to use a constructionist’s perspective, ask questions like: How is gender/sexuality constructed in this context? What are the historical connections?

Requirements for Guest Speaker Paper
Guest speakers will be presenting on topics such as queering sexual politics of the body, gender and sexual communication in an increasingly nonbinary world, and painful sex disorders. Students papers are due a week after a given presentation. Papers will have two main components:

1. Each paper should connect at least one theoretical concept from any class material to what the speaker had to say. Please use a quote from any class readings to illustrate which theoretical framework you are invoking. For example, you could discuss the way you believe the speaker used social constructionism to make their argument.

2. Each paper should include a self-reflection describing your reaction to the presentation. In particular, reflect on how your social location informed the positive, negative, or neutral reaction you had.

Extra Credit
To ensure you earn the grade you want in this class, there will be the opportunity to do two extra credit papers (12 points each) for a total of 24 points. Extra credit can be a reflection paper based on attending/participating in an event relevant to the class. For example, going to an Adult Children of Alcoholics (ACA) meeting or a community event focused on mental health. Another option is to write a paper analyzing a movie, documentary, or podcast relevant to the course material. Specific details on how to write a reflection papers or an analysis paper will be posted on D2L.

Extra credit can really help! 20 points can improve your grade by 10%. I encourage you to do the extra credit regardless of how you are doing in the class.

Late Work & Time Bank
To help students be successful in this class, I will offer a “time bank” of 3 days. Every student will be allowed to have up to 3 extra days total to turn assignments in over the term. For example, you can take three extra days to turn in one assignment or take one extra day for three different assignments. The time bank does not apply to exams or in-class quizzes.

These days may be used at your discretion. To use the time bank, write clearly at the top of any late assignment: “I am using ___ many days from my time bank.” Once you are out of days, late assignments will be given a 0.

Safe Campus Statement
Portland State University desires to create a safe campus for our students. As part of that mission, PSU requires all students to take the learning module entitled Creating a Safe Campus: Preventing Gender Discrimination, Sexual
Harassment, Sexual Misconduct and Sexual Assault. See http://www.pdx.edu/sexual-assault/safe-campus-module. If you or someone you know has been harassed or assaulted, you can find the appropriate resources on PSU’s Enrollment Management & Student Affairs: Sexual Prevention & Response website at http://www.pdx.edu/sexual-assault

TITLE IX REPORTING OBLIGATIONS
Title IX is a federal law that requires the university to appropriately respond to any concerns of sex/gender discrimination, sexual harassment or sexual violence. To assure students receive support, faculty members are required to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination to PSU’s Title IX Coordinator, Julie Caron. If you would rather share information about these experiences with an employee who does not have these reporting responsibilities and can keep the information confidential, please contact one of the following campus resources (or visit this link):

Women’s Resource Center (503-725-5672) or schedule on line at https://psuwrc.youcanbook.me
Center for Student Health and Counseling (SHAC): 1880 SW 6th Ave, (503) 725-2800
Student Legal Services: 1825 SW Broadway, (SMSU) M343, (503) 725-4556
PSU’s Title IX Coordinator and Deputy Title IX Coordinators can meet with you to discuss how to address concerns that you may have regarding a Title IX matter or any other form of discrimination or discriminatory harassment. Please note that they cannot keep the information you provide to them confidential but will keep it private and only share it with limited people that have a need to know. You may contact the Title IX Coordinators as follows:

- PSU’s Title IX Coordinator: Julie Caron by calling 503-725-4410, via email at titleixcoordinator@pdx.edu or in person at Richard and Maureen Neuberger Center (RMNC), 1600 SW 4th Ave, Suite 830
- Deputy Title IX Coordinator: Yesenia Gutierrez by calling 503-725-4413, via email at yesenia.gutierrez.gdi@pdx.edu or in person at RMNC, 1600 SW 4th Ave, Suite 830
- Deputy Title IX Coordinator: Dana Walton-Macaulay by calling 503-725-5651, via email at dana26@pdx.edu or in person at Smith Memorial Union, Suite, 1825 SW Broadway, Suite 433

For more information about the applicable regulations please complete the required student module Creating a Safe Campus in your D2L.

REQUIREMENT ACCESS & INCLUSION FOR STUDENTS WITH DISABILITIES
PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. 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 Disability Resource Center 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, https://www.pdx.edu/drc.
- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage (https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

ACADEMIC INTEGRITY
Academic integrity is a vital part of the educational experience at PSU. Please see the PSU Student Code of Conduct for the university’s policy on academic dishonesty. A confirmed violation of that Code in this course may result in failure of the course.

INCOMPLETE POLICY
Students do not have a right to receive or demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met.

**READING SCHEDULE** (this is subject to change and will be tracked on D2L):

**BLANKET CONTENT & TRIGGER WARNING**
The content and discussion in this course will necessarily engage with racism, sexism, transphobia, rape culture and more every week. Much of it will be emotionally and intellectually challenging to engage with. I will flag especially graphic or intense content that discusses or represents racism and will do my best to make this classroom a space where we can engage bravely, empathetically and thoughtfully with difficult content every week.

**COURSE OUTLINE & READINGS**
This outline is subject to change. The course outline can be found on D2L with links to all the readings that are not from the required texts.

**Week 1:** Introduction to Sociology of Gender & Sexualities
  Tuesday January 7
  * Introduction to the overall class structure, the instructor, and the syllabus

  Thursday January 9
  1. The Sociological Imagination - First Chapter - the Promise
  2. Essentialist Guide to Social Construction Theory

**Week 2:** Sex, Gender, and Sexualities - Challenging Binaries
  Tuesday January 14
  2. Transgender History, Chp. 1 Pp. 1-43

  Thursday January 16
  1. Queer: A Graphic History Pp. 16-31 (stop at “Enter Queer Theory”)

**Week 3:** Sex, Gender, and Sexualities - Queering Research
  Tuesday January 21
  1. Queer: A Graphic History Pp. 31-39 (stop at “Kinsey’s Legacy”)
  2. Nacirama – WRITING ASSIGNMENT DUE

  Thursday January 23
  1. Queer: A Graphic History Pp. 110-124 (Start at “Queering Biology” stop “Queering Sex Therapy”)
  2. Come as You Are

**Week 4:** Sex, Gender, and Sexualities - Queering Bodies
  Tuesday January 28
  1. The Five Sexes
  2. Life Isn't Binary, Bodies Chp. 4 Pp. 116-146

  Thursday January 30
  1. Creating Good Looking Genitals

**Week 5:** Sex, Gender, and Sexualities - Performances
  Tuesday February 4
  **MIDTERM**

  Thursday February 6
  1. Life Isn't Binary: Gender, Chapter 2 (Pp. 54-83)
  2. Queer: A Graphic History Pp. 51-62 (stop at “Key Features”)

Week 6: Power, Discourse, and Pleasure
Tuesday February 11
1. Queer: A Graphic History Pp. 63-82 (stop at “Foucault and Butler Recap”)
2. Pleasure Activism

Thursday February 13
1. Life Isn't Binary: Sexualities, Chapter 1 Pp. 21-53
2. Learning From Drag Queens

Week 7: Praxis – Using What You’ve Learned
Tuesday February 18
2. Life Isn't Binary: Relationships, Chapter 3 Pp. 84-115

Thursday February 20
2. Making The Body Home

Week 8: Gender, Sexuality and Praxis
Tuesday February 25
- Class Project Paper Due
1. Queer: A Graphic History Pp. 146-173 (finish the book!)

Thursday February 27
1. Life Isn't Binary: Emotions, Chapter 5 Pp. 147-183

Week 9: The Roots of Phobias, and Violence
Tuesday March 3
1. Homophobia
2. Life Isn't Binary: Thinking, Chapter 6 Pp. 184-225

Thursday March 5
1. Sexual Terrorism

Week 10: What Can You Do
Tuesday March 10

Thursday March 12

Week 11: Thursday, March 19th FINALS: 10:00-12:05