Sociology 344U
GENDER AND SEXUALITIES
Spring 2016
MWF 10:15 - 11:20
Cramer Hall 382

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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

*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.

*Weekly writing assignments (40 points):* Each week, you will complete a 500-600 writing assignment reflecting on what you have learned this week. You may choose to make your writing assignments more personal and reflective or you can critique the readings in an academic style. Assignments are due via D2L each Friday at 5pm.

*Tests (20 points):* There will be two tests, each worth 10 points towards the course grade. Tests will include the material covered in readings and material presented in class. 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 1-5, test 2 covers weeks 6-10. If you miss a test, you will need to inform the instructor and schedule a makeup at the PSU testing center. Test 1 must be made up within one week and test 2 must be made up by the end of finals week.

*Extra credit (5 points):* Attend one academic presentation from options provided by the instructor and write a critical evaluation of the presentation. Extra credit assignments must be 1000-1200 words and submitted via D2L within 72 hours of the presentation you attend.
POLICIES

Required Readings: All required readings are available online (link provided in the syllabus) or through the library e-reserves. Use the following direction to access the e-reserves:

- Go to the library web site: http://library.pdx.edu/
- Click on Course Reserves
- Search by instructor last name (Carathers)
- Login with your Odin account and Password
- Select “Reading Folder for SOC 344U”
- Click through to get to reading list
- Click on the pdf link to open the document

All reading selections in the e-reserves are held by the library. If you cannot access the readings through the e-reserves using the above directions, navigate to the readings from the library homepage.

Note on course content: Readings and discussions for this course will cover controversial topics related to human bodies, sexual practices, pornography, sex work, abusive relationships, sexual assault, gender minority (e.g. transgender and non-binary) and sexual minority (e.g. gay, lesbian, bisexual, queer) identities and experiences, and other topics related to gender and sexualities that some students may be uncomfortable reading and discussing. If you have concerns about the course content generally or any specific topics we may cover, please see the instructor at the start of the term.

D2L: The instructor will post course materials on D2L. Students will submit assignments via D2L. The instructor and TA will also post comments and grades for assignments on D2L.

Email: The instructor and TA regularly communicate with the class via PSU email so be sure that you are receiving our emails. It is your responsibility to check your email daily during the school week and respond in a timely manner. In emails to the instructor and TA, please put the title of the course in the subject line and sign your emails using your first and last name. Use the email addresses on the first page of the syllabus. The instructor and TA 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: You are expected to demonstrate complete academic honesty. Please refer to the Student Conduct Code for more detailed information on PSU policies. Cheating or plagiarism will result in failing the assignment and will be reported.

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

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

Laptops/tablets/e-readers: If you prefer to read electronic versions of the readings, 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.

Classroom Conduct: You must demonstrate the highest level of respect for your peers and for the instructor and TA. 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 the instructor are not acceptable (e.g. coming in late, packing up or leaving early, using electronic devices for non-class purposes, and having side conversations).

Guests in class: The instructor does 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 the instructor 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 the instructor has to cancel class, she will email the class as soon as possible. If the instructor has not arrived to class 10 minutes after the scheduled start time, consider class cancelled for the day.

Absences: In the event you are absent from class, it is your responsibility to ask a classmate for notes, announcements, and any other missed material. If you have any questions after you have checked with a classmate, please see the instructor before or after class or during office hours. If you miss a test, you will need to inform the instructor and schedule a makeup at the PSU testing center. Test 1 must be made up within one week and test 2 must be made up by the end of finals week.

Late assignments: Late assignments will be penalized at 5% per weekday late and late assignments will not be accepted after 5 weekdays. This policy applies only to weekly writing assignments. In-class assignments cannot be completed late or made up. Extra credit assignments will not be accepted late.
COURSE OUTLINE

Note: You are required to complete the readings before class on the day they are due. You are
strongly encourage to bring the readings to class, either in hard copy or on an electronic device
(e.g. laptop, tablet) with the readings on the screen at the start of class. You should refer to your
copies of the readings to complete written in-class assignments and participate in class
discussion.

Week 1 Intro to gender and sexualities

Monday March 28
• No reading due
Wednesday March 30
• Carefully read the syllabus, including all assignment guidelines.
• Mize, Trenton D. 2015 “What Social Psychology Can Contribute to the Study of Sex,
  Gender, and Sexual Orientation” Sociology Compass 9(12):1066–1081.
• Trân, Ngọc Loan. 2013. “Calling IN: A Less Disposable Way of Holding Each Other
  Accountable” Black Girl Dangerous www.blackgirldangerous.org/2013/12/calling-less-
  disposable-way-holding-accountable/
Friday April 1
• Ainsworth, Claire. 2015. “Sex Redefined” Nature 518: 288–291 www.nature.com/news/sex-
  redefined-1.16943
• Greenfield, Charlotte. 2014. “Should We 'Fix' Intersex Children?” The Atlantic
• Weekly writing assignment due via D2L by 5pm. Suggested prompt for first writing
  assignment: What do you already know about the scholarship on gender and sexualities?
  What would you like to learn from this course?

Week 2 Gender identities

Monday April 4
• Prins, Kaila. 2015. What On Earth Makes Us Want to Wear High Heels? Well, Here’s Your
  Answer Everyday Feminism http://everydayfeminism.com/2015/06/why-wear-high-heels/
• Ewing, Rhea. 2015. “11 Assumptions About Being Butch – And Why They Need to Stop”
Wednesday April 6
• Johnson, Austin H. 2015. “Normative Accountability: How the Medical Model Influences
  Transgender Identities and Experiences” Sociology Compass 9(9):803–813
Friday April 8
• Fudge, Rachel. 2005. “Everything You Always Wanted to Know About Feminism But Were
  Afraid to Ask” Bitch: Feminist Response to Pop Culture
http://bitchmagazine.org/article/everything-about-feminism-you-wanted-to-know-but-were-afraid-to-ask
• Truong, Ashley. 2015. “3 Important Examples of Why Our Feminism Demands Anti-Racism” *Everyday Feminism* http://everydayfeminism.com/2015/02/feminism-demands-anti-racism/
• Uwujaren, Jarune and Jamie Utt. 2015. “Why Our Feminism Must Be Intersectional (And 3 Ways to Practice It)” *Everyday Feminism* http://everydayfeminism.com/2015/01/why-our-feminism-must-be-intersectional/
• Weekly writing assignment due via D2L by 5pm

**Week 3 Sexual identities**

Monday April 11
• 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* http://everydayfeminism.com/2015/01/bi-vs-pan/

Wednesday April 13

Friday April 15
• Weekly writing assignment due via D2L by 5pm

**Week 4 Media and popular culture**

Monday April 18

Wednesday April 20

Friday April 22

Weekly writing assignment due via D2L by 5pm

**Week 5 Gendered and sexual bodies**

**Monday April 25**

**Wednesday April 27**

**Friday April 29**
- Prepare for test 1 in class on Friday
- Weekly writing assignment due via D2L by 5pm

**Week 6 Sexual practices**

**Monday May 2**

**Wednesday May 4**

**Friday May 6**
- Weekly writing assignment due via D2L by 5pm

**Week 7 Sexual and romantic relationships**

**Monday May 9**

Wednesday May 11

Friday May 13
• Weekly writing assignment due via D2L by 5pm

Week 8 Marriage and family

Monday May 16

Wednesday May 18

Friday May 20
• Blackstone, Amy and Mahala Dyer Stewart. 2012. “Choosing to be Childfree: Research on the Decision Not to Parent” Sociology Compass 6(9): 718–727
• Weekly writing assignment due via D2L by 5pm

Week 9 Work

Monday May 23

Wednesday May 25

Friday May 27
• Jones, Angela. 2015. “Sex Work in a Digital Era” Sociology Compass 9(7):558–570.
• Weekly writing assignment due via D2L by 5pm
Week 10 Poverty and social change

Monday May 30
- No Class - Enjoy your Memorial Day!

Wednesday June 1

Friday June 3
- Weekly writing assignment due via D2L by 5pm. Suggested prompt for final writing assignment: Considering the material we have covered in this course, choose some topics or issues that falls into any/all of the following categories (a) A topic or issue that you learned about for the first time in this class; (b) A topic or issue that you developed a stronger opinion about based on the material you learned in this class; (c) A topic or issue that you changed your mind about based on the material learned in this class.

Finals week

Final exam Wednesday June 8 10:15-12:05

GUIDELINES FOR WEEKLY WRITING ASSIGNMENTS

TASK

Each week, you will complete a 500-600 writing assignment reflecting on what you have learned this week. You may choose to make your writing assignments more personal and reflective or you can critique the readings in an academic style. Do not simply summarize the readings or material covered in class.

SOURCES

For writing assignments, you may draw on course readings or outside sources in addition to the reading selections for the week; however, drawing on outside sources is strongly discouraged. You should only incorporate additional sources if it enhances your analysis. You must include a references section at the end of the reading response only if you use sources other than the course readings.
When citing sources in the text, use the last name(s) of the author(s) and year. If using quotes, include the page number. You may use the title of the article (in quotation marks) or book (in italics) in the text if you wish, but this is not necessary. For the weekly writing assignments, you only need to cite the author and year for the reading selection once. Examples:

Gerson (2011) draws on interviews with young men and women to examine attitudes towards marriage, family, and work.

Acker defines “inequality regimes” as “loosely interrelated practices, processes, actions, and meanings that result in and maintain class, gender, and racial inequalities within particular organizations” (2006:443).

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

COMPONENTS OF THE ASSIGNMENT

You may choose to make your writing assignment more personal by reflecting on how what you this week learned relates to you and your life. Alternately, you can write more academic writing assignments, writing a critical analysis of the week’s readings and other material presented in class.

Reflective essay

If you choose to write a more personal and reflective essay, describe your personal response to the readings, material presented in class, or class discussion this week. The purpose of the reflection is to consider how you engaged with the ideas presented, not just summarize the ideas.

Some questions to consider discussing:

- Did you learn something new that surprised you? Did you reevaluate your views on an issue based on the arguments and evidence presented this week?
- Did you disagree with any of the arguments presented this week (if so, provide an argument and evidence to support your view)?
- Were there related issues you wished we had covered this week (if so, describe what would you have wanted to discuss)?
- Was there anything you would have liked to say in class discussion but didn’t?

Critical analysis
If you choose to write an academic critique one or more of the week’s readings, discuss the theoretical, methodological, and empirical strengths and weaknesses of the text. The purpose of the critique is to provide an original and critical response rather than a summary of the text. Note that your personal feelings, responses, or experiences are not appropriate for an academic analysis.

Some questions to consider discussing:

- What are the strengths and, more importantly, what are the weaknesses of the article (but be sure you are not simply summarizing points from the text)?
- For empirical articles, how does the research design shape the findings?
- What questions does the research raise that might be addressed by future studies?

Additional guidelines for either type of writing assignment

- You do not need to discuss all the readings and material presented in class. Just choose one or two readings or topics to focus on.
- Assignments should provide in-depth discussion and fully explain all ideas. It is best to choose just a few points to make rather than make superficial comments on many topics.
- If you are discussing one or more of the course readings, be sure to include the author(s) name and the year of publication once in the text. You do not need a references section unless you use outside sources.
- Use examples and quotes to support your points (for these short assignments, limit your use of quotes and use only short quotes).
- 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.

DUE DATES, SUBMITTING THE ASSIGNMENTS, AND GRADING

A total of 10 weekly writing assignments are required. Entries must be submitted by 5pm on Friday each week. Late assignments will be accepted up to 5 weekdays late, with a penalty of 5% each day.

Assignments can be submitted any time during the week they are due. Note that you may write and submit a critical analysis of a reading either prior to our discussion in class or after.

Submit your assignment in the appropriate folder (indicated by the week) in the dropbox of D2L. Be sure to COPY AND PASTE your assignment into the “comments” box as well as ATTACH your word or pdf document.

Each assignment will be graded as complete/incomplete, based on word count, submitted on time or late, and meeting the criteria for the assignment described above. Each successfully completed assignment is worth 4 points towards the course grade.

GUIDELINES FOR RESEARCH PRESENTATION EXTRA CREDIT ASSIGNMENT
TASK

Attend one academic presentation from options provided by the instructor and write a critical evaluation of the presentation. Extra credit assignments must be 1000-1200 words and submitted via D2L within 72 hours of the presentation you attend. You may attend a presentation at the following events:

- Women, Gender, and Sexualities Studies Colloquium, Friday April 8, 9:00-6:00, SMSU (please check in at Smith 238). Schedule TBA.
- Sociology Club/SGSO/AKD Sociology Student symposium, Friday April 15th, 10:00-4:00, Location and schedule TBA.
- Sociology brown bag series, generally 12:00-1:00 the second and fourth Fridays each month, location and schedule TBA.

SOURCES

For the extra credit assignment, the only source is the presentation you attend. You may draw on course readings or outside sources in addition to the presentation; however, drawing on additional sources is strongly discouraged. You should only incorporate additional sources if it enhances your analysis. You must include a references section at the end of the reading response only if you use sources other than the course readings. See the weekly writing assignment guidelines for how to cite sources in the text.

COMPONENTS OF THE ASSIGNMENT

Take notes during the presentation. After the presentation, write a 1000-1200 word paper critiquing the presentation using the guiding questions provided.

Address ALL the following questions:

- What was the title of presentation and name of presenter(s)?
- What was the main argument made by the presenter(s)?
- What were the strengths of this presentation?
- What were the weaknesses of this presentation?

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, awkward sentences and/or improper formatting. See standard formatting template on D2L (incorrectly formatted assignments will lose points).

DUE DATE

Extra credit assignments must be submitted via D2L within 72 hours of the presentation you attend. Submit extra credit assignments in the “Extra credit” folder in the dropbox of D2L. Be sure to COPY AND PASTE your assignment into the “comments” box as well as ATTACH your word or pdf document.
ACADEMIC AND OTHER CAMPUS SUPPORTS

Advising and Career Services (ACS): University Services Building room 402, (503) 725-4005, www.pdx.edu/advising-career-services/. “Advising and Career Services (ACS) supports the career development needs of all Portland State University students and provides academic advising for those who are exploring/changing majors.”

Center for Student Health and Counseling (SHAC): University Center Building 200, 503-725-2800, www.shac.pdx.edu/.

Disability Resource Center: Smith 116, 503-725-4150 (voice) and 503-725-6505 (TDD), www.pdx.edu/uasc/drc.html. “The mission of the Disability Resource Center (DRC) is to collaborate with and empower Portland State University students with disabilities in order to coordinate support services and programs that enable equal access to an education and university life. To accomplish this goal, the DRC provides pre-admission and disability counseling, advocacy, educational training, and a variety of accommodations for equal access to the educational process and campus at Portland State University.”

Multicultural Center: Smith 228, 503-725-5342, multicul@pdx.edu, http://culture.pdx.edu/. “The Multicultural Center provides a forum for collaborative cultural, educational, and social experiences at PSU and beyond. Our mission is to bring together students, faculty, staff and the community to promote respect, understanding, equality, social justice, and interdependence among people of diverse backgrounds.”

Queer Resource Center (QRC): Smith 458, 503-725-9742, qrc@pdx.edu, www.qrc.pdx.edu/. “The Portland State University Queer Resource Center strives to provide an inclusive safe space in advocating for gay, lesbian, bisexual, transgender, queer and questioning students, staff, faculty and their allies. Our mission is to serve the PSU and surrounding communities through both outreach education and social programming that promotes awareness.”

Student Legal Services: Smith Center M343 (on the mezzanine), 503-725-4556, www.pdx.edu/sls/. “Student Legal Services (SLS) is a full service law firm available to serve eligible Portland State University students. The goal of SLS is to encourage students to fully participate in and complete their academic endeavors by helping to alleviate legal obstacles to degree or program completion.”

Student Code of Conduct: Know what your rights and responsibilities are by checking out this link: www.pdx.edu/dos/codeofconduct


Women’s Resource Center (WRC): Basement of Montgomery Hall, 503-725-5672, http://wrc.pdx.edu/. “The WRC provides a great student lounge and event space, a Leadership in Action program that gives students the chance to get involved with grass roots feminist activism, The Empowerment Project which provides resources to non-traditional women students, and sexual assault and domestic violence advocacy and information.”

Writing Center: Cramer 188, 503-725-3570, www.writingcenter.pdx.edu/