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 (30 points): Each week, you will complete a 500-600 writing assignment reflecting on what you have learned this week. There is a suggested (optional) prompt for each weekly writing assignment. You may instead choose one or two articles/videos/images/comics/lectures to write about. You may choose to make your writing assignments more personal and reflective or you can critique the course material in an academic style. Assignments are due via D2L each Sunday at 5pm. Weekly writing assignments will be penalized at 10% per weekday late and late assignments will not be accepted after five weekdays (Fridays at 5:00pm). Week 10 writing assignments will not be accepted after 5:00pm Tuesday of finals week.

Weekly quizzes (30 points): There will be weekly multiple choice quizzes on D2L. Use the review sheets and online discussion boards to help review for the weekly quiz. Quizzes are open book and open notes. You will have 20 minutes for a 10 question multiple choice quiz. Each week, quizzes will open Wednesday at 5pm and close Sunday at 5pm.

POLICIES

Required Readings: All reading selections are available for free online or are held by the library. If you cannot access the readings held by the library through the links provided, navigate to the readings from the library homepage or from a google scholar internet search.

Note on course content: Readings and discussions for this course will cover controversial topics related to 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.

**Online content:** This course is taught as a hybrid course, with reduced face-to-face hours. Each week, students are responsible for reviewing the online content listed in the syllabus. This material will generally not be discussed in our face-to-face meetings. This material will be covered on the weekly quizzes. Students may also choose to write about online content for the weekly writing assignments. Questions about online content (as well as questions about all other material for the course) can be posed to other students, the instructor, and TA via the weekly discussion boards. The review sheets posted to the weekly discussion boards should be used to help review the online content.

**D2L:** We will use D2L extensively in this course. It is your responsibility to be able to access D2L.

**Course content:** The syllabus and weekly PowerPoint slides will be posted to D2L.

**Discussion boards:** There will be a discussion board for each week. A review sheet for each weekly quiz will be posted to the week’s discussion board. Students can post (and answer!) questions about the material each week to help prepare for the quiz. The instructor or TA will log in each Friday afternoon after 1pm to answer any remaining questions. The instructor and TA will not answer questions over the weekend. There is no course credit associated with the discussion boards; this is a resource to help you learn.

**Quizzes:** Students will take a multiple choice quiz each week. There will also be an optional extra credit quiz covering all the material for the course at the end of the term.

**Dropbox:** Students will submit weekly writing assignments (and the optional extra credit writing assignment at the end of the term) via the Dropbox feature of D2L. Guidelines for the weekly writing assignments are included in the syllabus,

**Grades:** See grades for all assignments with the grades feature.

**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. All work for the course must be completed independently. 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. We will practice “calling in” in this course. 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.

Title IX reporting: As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. 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. For more information about Title IX please complete the required student module Creating a Safe Campus in your D2L.
COURSE OUTLINE

Note: You are required to complete the readings before class on the day they are due. You are strongly encouraged 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 the readings to complete written in-class assignments and participate in class discussion.

Week 1 Intro to gender and sexualities

Monday April 3
• No reading due

Wednesday April 5
• Trần, Ngoc Loan. 2013. “Calling IN: A Less Disposable Way of Holding Each Other Accountable” Black Girl Dangerous LINK
• Kelly, Maura. 2016. “Sex versus Gender Categorization” The Wiley Blackwell Encyclopedia of Gender and Sexuality Studies LINK (Note: there is one place where the editors changed my correct use of the term “gender” to an incorrect use of “sex.” Can you find it?)

Online
• Mize, Trenton D. 2015 “What Social Psychology Can Contribute to the Study of Sex, Gender, and Sexual Orientation” Sociology Compass 9(12):1066–1081. LINK
• Weekly quiz must be completed via D2L by Sunday at 5pm (Note: see discussion board on D2L to access the review sheet and to post and answer questions).
• Weekly writing assignment due via D2L by Sunday at 5pm. Suggested (optional) prompt for 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 Theorizing gender

Monday April 10
• Fudge, Rachel. 2005. “Everything You Always Wanted to Know About Feminism But Were Afraid to Ask” Bitch: Feminist Response to Pop Culture LINK
• Dastagir, Alia E. 2017 “A Feminist Glossary Because We Didn't All Major in Gender Studies” USA TODAY LINK

Wednesday April 12
• 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 being butch, but these equally apply to masculinity more broadly)
• Prins, Kaila. 2015. What On Earth Makes Us Want to Wear High Heels? Well, Here’s Your Answer Everyday Feminism LINK

Online
• Green, Laci and Franchesca Ramsey. 2015. “WTF is Intersectional Feminism??” (video) LINK
• Weekly quiz must be completed via D2L by Sunday at 5pm.
• Weekly writing assignment due via D2L by Sunday at 5pm. Suggested (optional) prompt for writing assignment: What does it mean to be a feminist? Which version of feminism (as articulated by the authors of the readings for this week) is most appealing to you? Is “feminist” an identity you hold? Why or why not?

Week 3 Intersex and trans identities and experiences

Monday April 17
• Ainsworth, Claire. 2015. “Sex Redefined” Nature 518: 288–291 LINK
• Greenfield, Charlotte. 2014. “Should We 'Fix' Intersex Children?” The Atlantic LINK

Wednesday April 19

Online
• Weekly quiz must be completed via D2L by Sunday at 5pm.
• Weekly writing assignment due via D2L by Sunday at 5pm. Suggested (optional) prompt for writing assignment: Consider either intersex or transgender identities and experiences. What did you learn this week that was new to you? What should everyone know about these identities and experiences?
Week 4 Sexual identities

Monday April 24
• Rogers, Thomas. 2012. “The Invention of the Heterosexual” *Slate* [LINK](https://www.slate.com/)
• 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](https://www.everydayfeminism.com/)
• Tibbs, Adri. 2014. “Debunking 5 Common Myths About Asexuality” *Everyday Feminism* (comic) [LINK](https://www.everydayfeminism.com/)

Wednesday April 26
• Rupp, Leila J. 2001 “Toward a Global History of Same-Sex Sexuality” *Journal of the History of Sexuality* 10: 287-302. [LINK](https://www.journals.uchicago.edu/)
• Ward Jane. 2015. “Is Male Sexuality Fluid or Fixed?” *Newsweek* [LINK](https://www.newsweek.com/)

Online
• Weekly quiz must be completed via D2L by Sunday at 5pm.
• Weekly writing assignment due via D2L by Sunday at 5pm. Suggested (optional) prompt for writing assignment: Focusing on a reading on one type of sexual identity (heterosexual, gay/lesbian, bi/pan/queer, asexual, or fluid sexual identities) how does the author conceptualize this type of sexual identity? How does this differ from mainstream societal understanding of this sexual identity?

Week 5 Sexual practices

Monday May 1
• Utt, Jamie. 2014. “5 Lies that Distort Male Sexuality and Hurt Men” *Everyday Feminism* [LINK](https://www.everydayfeminism.com/)

Wednesday May 3
• Qurumby, Kathering. 2015. “Disabled and Fighting for a Sex Life” *The Atlantic* [LINK](https://www.theatlantic.com/)

Online
• *Let’s Talk about Sex* (video) [LINK](https://www.everydayfeminism.com/)
• Friedrichs, Ellen. 2015 “4 Easy Ways to Incorporate More Sex Positivity into Your Parenting” *Everyday Feminism* [LINK](https://www.everydayfeminism.com/)
• Weekly quiz must be completed via D2L by Sunday at 5pm.
• Weekly writing assignment due via D2L by Sunday at 5pm. Suggested (optional) prompt for writing assignment: Focusing on one or two readings or videos for this week, what are “sexually healthy” messages in formal and informal sexual education? What kinds of messages and information about sex would you want children, teenagers, and/or adults to be able to easily access?
Week 6 Deviant sexuality

Monday May 8
• Wolkomir, Michelle. 2015. “One But Not the Only: Reconfiguring Intimacy in Multiple Partner Relationships” *Qualitative Sociology* 38(4):417-438 [LINK](#)

Wednesday May 10
• Downer, Ivy. 2016. “Why We Need To Talk About Stripping As Labor *Black Girl Dangerous*” [LINK](#)

Online
• Simon, Brittany. 2015. “Can You Be a Feminist and a BDSM Submissive?” (video) [LINK](#)
• Weekly quiz must be completed via D2L by Sunday at 5pm.
• Weekly writing assignment due via D2L by Sunday at 5pm. Suggested (optional) prompt for writing assignment: What makes certain kinds of sex be viewed as “deviant”? Choose one of the topics for this week (polyamory, sex work, or S/M) and describe why it is seen as deviant and why that might be a problem for people who engage in these sexual practices.

Week 7 Marriage and family

Monday May 15

Wednesday May 17

Online
• Valenti, Jessica. 2012. “Not Wanting Kids Is Entirely Normal” *The Atlantic* [LINK](#)
• Weekly quiz must be completed via D2L by Sunday at 5pm.
• Weekly writing assignment due via D2L by Sunday at 5pm. Suggested (optional) prompt for writing assignment: Drawing on one or two of the readings for this week, why do people get married? Why do they have children? What are the benefits and drawbacks of marriage?
Week 8 Work

Monday May 22
- Tourjee, Diana.2016. “How Your Height and Weight Affect Your Paycheck” Vice Link

Wednesday May 24

Online
- Play the online game “spent” (Note: play through at least twice, choosing different options) Link
- Weekly quiz must be completed via D2L by Sunday at 5pm.
- Weekly writing assignment due via D2L by Sunday at 5pm. Suggested (optional) prompt for writing assignment: What are the causes of poverty in the contemporary U.S.? What policy changes would need to occur to address the issue of poverty?

Week 9 Popular culture

Monday May 29

Wednesday May 31
- Lee, Tiffany. 2016. “If You Ain’t Got In-Formation” Black Girl Dangerous Link
- Rao, Sameer. 2016. “What You Need to Know About the Reaction to bell hooks' Critique of 'Lemonade’” Colorlines Link
- Fabello, Melissa A. 2014. “3 Reasons Why Sex-Positivity without Critical Analysis Is Harmful” Everyday Feminism Link

Online
- Smith, Stacy. 2016 “The Data Behind Hollywood's Sexism” TED Talk (video) Link
- Weekly quiz must be completed via D2L by Sunday at 5pm.
- Weekly writing assignment due via D2L by Sunday at 5pm. Suggested (optional) prompt for writing assignment: Drawing on one or two of the readings, videos, or presentations for this week, what are the messages about gender and sexuality in popular media? What effect might these messages have on people who consume popular media?
Week 10 Beauty culture & masculinity/femininity revisited

Monday June 5
• Ben-Achour, Sabri. 2016. “How it became OK for guys to take care of themselves” Marketplace (Note: listen to the radio news story and read the text) LINK

Wednesday June 7
• Romano, Andrew. 2010. “Why We Need to Reimagine Masculinity” Newsweek LINK
• Spar, Debora. 2012. “Why Women Should Stop Trying to Be Perfect” Newsweek LINK

Online
• Sherwood, Jessica Holden. 2011. “Imagine There’s No Gender: It’s Not Easy, But We Can Try” Ms Magazine LINK
• Weekly quiz must be completed via D2L by Sunday at 5pm.
• Weekly writing assignment due via D2L by Sunday at 5pm (late assignments not accepted after 5:00pm Tuesday of finals week). Suggested (optional) prompt for writing assignment: Drawing on one or two of the readings for this week, what is your ideal vision for the future of gender and gender equality? What can individuals and institutions to move towards this vision?

Finals week

No final exam! See optional extra credit assignments below.

Extra credit quiz (up to 5 points extra credit): This optional extra credit quiz will consist of a multiple choice questions covering all the material from the course. Your score will be added to your course grade (up to 5 points). You will have 100 minutes for a 50 question quiz. The quiz will be open on D2L from Wednesday of week 10 at 5pm to Tuesday of finals week at 5pm.

Extra credit writing assignment (up to 5 points extra credit): Write 500-600 words on the following prompt: Considering the material we have covered in this course, choose one or more topics or issues that falls into any 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. Due via D2L by Tuesday of finals week at 5pm. Late assignments will not be accepted.
GUIDELINES FOR WEEKLY WRITING ASSIGNMENTS

TASK

Each week, you will complete a 500-600 writing assignment reflecting on what you have learned this week. There is a suggested (optional) prompt for each weekly writing assignment. You may instead choose one or two articles/videos/images/comics/lectures to write about. You may choose to make your writing assignments more personal and reflective or you can critique the course material in an academic style. Assignments are due via D2L each Sunday at 5pm.

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).

COMPONENTS OF THE ASSIGNMENT

You may choose respond to the suggested prompt or choose course material to respond to. You may 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.

1. Suggested (optional) prompt: Respond to the questions listed in the syllabus for each week.

2. 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. If you choose a personal and reflective style, use your best judgement to avoid being overly graphic in descriptions of your body or your sexual experiences. 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?

3. **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 articles/videos/images/comics or one in-class discussion topic to write about.
• 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. Assignments are due via D2L each Sunday at 5pm. Weekly writing assignments will be penalized at 10% per weekday late and late assignments will not be accepted after five weekdays (Fridays at 5:00pm). Week 10 writing assignments will not be accepted after 5:00pm Tuesday of finals week. 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 four points towards the course grade.
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/