Instructor: Dr. Maura Kelly
Email: maura2@pdx.edu
Office: Cramer 217 R

COURSE DESCRIPTION

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

Response papers (40 points): You will complete a total of ten 500-600 word response papers reflecting on what you have learned. There is a suggested (optional) prompt for each response paper. You may instead choose one or two articles/videos/images/comics/lectures to write about. You may choose to make your response papers more personal and reflective or you can critique the course material in an academic style. Response papers will generally be accepted up to seven days late, with a late penalty of 10% per day; no late assignments will be accepted after the end of the last day of class (Sunday July 23 at 5pm).

Quizzes (60 points): There will be four multiple choice quizzes. 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 40 minutes for 20 question multiple choice questions. 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.

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

Content: The syllabus (includes weekly course materials and assignments) and lecture slides.
Discussions: 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 will log in each Thursday afternoon to answer any remaining questions. The instructor 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.

Assignments: Students will submit response papers via the Assignments feature of D2L. Guidelines for response papers are included in the syllabus.

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

Email: The instructor will regularly communicate with the class via PSU email so be sure that you are receiving my 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, 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 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.

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

Week 1: Gender

Intro to the course
• LECTURE: Introduction and syllabus (video)

Response paper #1 (4 points): What do you already know about the scholarship on gender and sexualities? What would you like to learn from this course? 500-600 words due via D2L by Tuesday 6/27 at 5pm.

Gender
• LECTURE: Gender parts 1 and 2 (video)
• Kelly, Maura. 2016. “Sex versus Gender Categorization” The Wiley Blackwell Encyclopedia of Gender and Sexuality Studies (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?)
• Fudge, Rachel. 2005. “Everything You Always Wanted to Know About Feminism But Were Afraid to Ask” Bitch: Feminist Response to Pop Culture
• Dastagir, Alia E. 2017 “A Feminist Glossary Because We Didn't All Major in Gender Studies” USA TODAY
• Green, Laci and Franchesca Ramsey. 2015. “WTF is Intersectional Feminism??” (video)
• LECTURE: Research methods (video)

Masculinity and femininity
• Ewing, Rhea. 2015. “11 Assumptions About Being Butch – And Why They Need to Stop” Everyday Feminism (comic) (Note: in this comic, Rhea Ewing critiques assumptions about being butch, but these equally apply to masculinity more broadly)
• Serano, Julia. 2014. “Empowering Femininity” Ms Magazine
• Prins, Kaila. 2015. What On Earth Makes Us Want to Wear High Heels? Well, Here’s Your Answer Everyday Feminism

Response paper #2 (4 points): Suggested (optional) prompt for response paper: 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? You may instead choose any one or two articles/videos/lectures from the list above to write about. 500-600 words due via D2L by Thursday 6/28 at 5pm.
Intersex identities and experiences
- Boldly. 2015. “What It's Like To Be Intersex” (video)
- Interface Project. 2012. “Jim Ambrose” (video)
- Greenfield, Charlotte. 2014. “Should We 'Fix' Intersex Children?” The Atlantic

Transgender and identities and experiences
- National Center for Transgender Equality. 2016. “An Introduction to Transgender People” (video)
- Dennis. Riley J. “How Many Genders Are There?” (video)

Response paper #3 (4 points): Suggested (optional) prompt for response paper: Consider either intersex or transgender identities and experiences. What did you learn that was new to you? What should everyone know about these identities and experiences? You may instead choose any one or two articles/videos/comics/lectures from the list above to write about. 500-600 words due via D2L by Sunday 7/2 at 5pm.

Quiz #1 (15 points): Use the review sheet and online discussion board to help review for the weekly quiz. Quizzes are open book and open notes. You will have 40 minutes for 20 question multiple choice questions. The quiz will open Wednesday at 5pm and close Sunday 7/2 at 5pm.
Week 2: Sexuality

Sexual identities
- LECTURE: Sexuality (video)
- 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
- Diamond, Barbara (Dir). 2013. What Are You?: Microaggressions and LGBTQ Identities (video)

Sexual practices
- Houston, James (Dir). 2012. Let’s Talk about Sex (video)
- Friedrichs, Ellen. 2015 “4 Easy Ways to Incorporate More Sex Positivity into Your Parenting” Everyday Feminism
- Utt, Jamie. 2014. “5 Lies that Distort Male Sexuality and Hurt Men” Everyday Feminism
- Unknown. 2013. “What Old People Think About Gay Sex”
- Qaurmby, Kathering. 2015. “Disabled and Fighting for a Sex Life” The Atlantic
- Greene, Cheryl Cohen. 2013. “Sexuality & Disability, A Seat at the Table: Cheryl Cohen Greene” TED Talk

Response paper #4 (4 points): Suggested (optional) prompt for response paper: 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? You may instead choose any one or two articles/videos/comics/lectures from the list above to write about. 500-600 words due via D2L by Thursday 7/6 at 5pm.
Deviant sexuality

- Downer, Ivy. 2016. “Why We Need To Talk About Stripping As Labor *Black Girl Dangerous*
- Marron, Dylan. 2017 “Shutting Down Bulls!*t with Sex Workers” (video)
- Simon, Brittany. 2015. “Can You Be a Feminist and a BDSM Submissive?” (video)

Response paper #5 (4 points): Suggested (optional) prompt for response paper: What makes certain kinds of sex be viewed as “deviant”? Choose one of the “deviant” sexual practices we have covered (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. You may instead choose any one or two articles/videos from the list above to write about. 500-600 words due via D2L by Sunday 7/9 at 5pm.

Quiz #2 (15 points): Use the review sheet and online discussion board to help review for the weekly quiz. Quizzes are open book and open notes. You will have 40 minutes for 20 question multiple choice questions. The quiz will open Wednesday at 5pm and close Sunday 7/9 at 5pm.
Week 3: Marriage, family and work

Marriage and family
- LECTURE: Marriage and family (video)
- Hurt, Byron (Dir). 2012. Soul Food Junkies: A Film About Family, Food & Tradition
- LECTURE: Research on same gender couples and housework (video)

Response paper #6 (4 points): Suggested (optional) prompt for response paper: 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? You may instead choose any one or two articles/videos/lectures from the list above to write about. You may instead choose any one or two articles/videos from the list above to write about. 500-600 words due via D2L by Thursday 7/13 at 5pm.

Work
- LECTURE: Work (video)
- Tourjee, Diana. 2016. “How Your Height and Weight Affect Your Paycheck” Vice
- Play the online game “Spent” (game) (Note: play through at least twice, choosing different options)

Response paper #7 (4 points): Suggested (optional) prompt for response paper: What are the causes of poverty in the contemporary U.S.? What policy changes would need to occur to address the issue of poverty? You may instead choose any one or two articles/videos/lectures/games from the list above to write about. 500-600 words due via D2L by Sunday 7/16 at 5pm.

Quiz #3 (15 points): Use the review sheet and online discussion board to help review for the weekly quiz. Quizzes are open book and open notes. You will have 40 minutes for 20 question multiple choice questions. The quiz will open Wednesday at 5pm and close Sunday 7/16 at 5pm.
Week 4: Gender, sexuality, and popular culture

Media
- LECTURE: Research on Hunger Games (video)
- Smith, Stacy. 2016 “The Data Behind Hollywood's Sexism” TED Talk (video)

Response paper #8 (4 points): Suggested (optional) prompt for response paper: Drawing on one or two of the readings, videos, or presentations, what are the messages about gender and sexuality in popular media? What effect might these messages have on people who consume popular media? You may instead choose any one or two articles/videos/lectures from the list above to write about. 500-600 words due via D2L by Thursday 7/20 at 5pm.

Beauty culture
- Roberts, Darryl (Dir). 2009. America the Beautiful (video)
- Sesame Street. 2010. “I Love My Hair”
- Ben-Achour, Sabri. 2016. “How it became OK for guys to take care of themselves” Marketplace (Note: listen to the radio news story)

Masculinity and femininity revisited
- Romano, Andrew. 2010. “Why We Need to Reimagine Masculinity” Newsweek
- Sherwood, Jessica Holden. 2011. “Imagine There’s No Gender: It’s Not Easy, But We Can Try” Ms Magazine

Response paper #9 (4 points): Suggested (optional) prompt for response paper: 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? You may instead choose any one or two articles/videos/lectures from the list above to write about. 500-600 words due via D2L by Sunday 7/23 at 5pm.

Response paper #10 (4 points): 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 Sunday 7/23 by 5pm.
Quiz #4 (15 points): Use the review sheet and online discussion board to help review for the weekly quiz. Quizzes are open book and open notes. You will have 40 minutes for 20 question multiple choice questions. The quiz will open Wednesday at 5pm and close Sunday 7/23 at 5pm.

Extra credit quiz (up to 10 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 10 points). You will have 100 minutes for a 50 question quiz. The quiz will be open on D2L from Wednesday at 5pm to Sunday 7/23 at 5pm.