**SOC 344U: GENDER & SEXUALITIES**

Winter 2015

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**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.

**OBJECTIVES**

1. To gain an understanding of how a variety of concepts, theories, and methods are used to explain social life in general and gender and sexualities in particular using a sociological approach.

2. To acquire knowledge about a wide variety of topics related to gender and sexualities, with a focus on culture, the family, the economy, and the state.

3. To develop critical thinking skills needed to form opinions and make informed choices about issues related to gender and sexualities.

**REQUIRED READINGS**


Additional readings are listed under ‘Course Content’ on D2L (including the NYT links). You should also access links included in PowerPoints.

**COURSE REQUIREMENTS**
• Access to a computer is required for this class. You cannot participate fully in this class using a tablet or a smart phone (i.e., these devices will not be able to load all materials and links)

• You need to check D2L several times a week minimum

• Weekly Participation is ‘open’ each week from 8am Tuesday through 8pm Saturday.

• All writing assignments (Personal Reflection and the Wednesday Writing Assignments) are due by 10pm on the assigned day. They must be uploaded to the Dropbox folder in D2L.

TECHNICAL SKILLS
• You are familiar with using D2L.
• You know how to search for electronic resources through the library website.
• You know how to download and upload documents and images.

If you need help with this, contact PSU OIT Help Desk: http://www.pdx.edu/oit/contact

POLICIES & PROCEDURES

Paper/Assignment/Test policy
Late work will not be accepted. If exceptional circumstances occur, it is your responsibility to notify me in advance to make appropriate arrangements.

Syllabus
Any revisions to this syllabus will be announced on D2L news feed and will take precedence over this document.

Disability
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.

A Note on Plagiarism
Plagiarism is academically dishonest. Any unacknowledged borrowing of another’s work constitutes plagiarism and has serious consequences, which can range from a failing grade to disciplinary action by the Office of Student Affairs. Many students are unaware of what constitutes plagiarism and unfamiliar with proper citation format. It is plagiarism when:

• You use more than five words in a row directly from another text, without citation. While correct citation is important, please use quotes sparingly in your writing. Too many quotes are a sign of bad writing.
• You paraphrase too closely the work of others.
• You do not cite the source of any idea you got from another text. Remember that you need to cite ideas, not just direct quotes.
• This also applies to materials from films and websites.

ASSIGNMENTS & GRADING

Introductions (2 pts.)

Syllabus quiz 5%

Personal Reflection 10%

Wednesday Writing Assignments (WWA) 20%

Weekly participation 15%

Final Project 10%

Midterm 20%

Final exam 20%

Syllabus quiz (10 pts.) 5%
This is a short online quiz (10 multiple-choice questions) about the course requirements. The quiz must be completed by 8 pm on Wednesday, January 7th.

Personal Reflection (100 pts.)*** 10%
This is a 1-2 page personal reflection on one of the themes from the course. There are four personal reflection questions posted in the syllabus, you must complete one. Personal Reflections are listed on the syllabus and under content in D2L for the weeks due. Personal reflections are due in Dropbox by Wednesday at 10pm on the week they are assigned.

Wednesday Writing Assignments (100 pts. each)*** 20%
You will complete a total of five short writing assignments in which you reflect on the readings using guiding questions. There are 10 Wednesday Writing Assignments (WWA) listed in the syllabus; you must complete five. WWA must be 300-500 words (approximately one double-spaced page) and must be submitted to Dropbox on the assigned day (Wednesday) by 10pm. Late assignments will not be accepted. Further guidelines for the WWA are at the end of this syllabus.

Final Project (100 pts. Each)*** 10%
The Final Project is due anytime in the last two weeks of class, earlier in this block is better for you. This project has loose guidelines, as it is your chance to be creative in the way you show me what you have learned in this class. Further in depth instructions follow at the end of the syllabus.
Weekly Participation (5 pts. each) 15%
Discussions are divided into two sections.

- Groups are assigned to two different weeks and are responsible for primary posts to the discussion board. These need to be thoughtful, academic and address topics from the readings/class material. (You also need to read other posts and respond to at least one other post) Groups are posted on D2L.

- Those not in the primary group for the week must read the primary posts and need to respond at least two times to the primary posts on the discussion board between Wednesday and Saturday at 8pm.

Participation will be assessed through weekly postings on the Discussion board. You are expected to post at least two responses for each week as outlined above on the Discussion board (open from Tuesday 8am—Saturday 10pm). You must participate in these discussions to pass this course. Your post can entail one of the following:

- A response to the reading: a short two to three-paragraph thoughtful response to the reading. Use these questions to guide you: What did you learn in the reading? What surprised you? What other examples can you think of?

- An image/link analysis: post an image or a url link related to the course content for that week and write 1-2 short paragraphs that analyzes it and explains it’s correlation/connection to material.

Exams (midterm & final, 100 pts. each) 40%
Each exam will be worth 20% of the course grade. These multiple-choice exams will include the material covered in readings, videos, lectures, and discussions. While the exams will be open-book and open-note, you will have a one hour time limit for each exam. It is your responsibility to make sure that you will be available at the scheduled exam time. The final exam is not cumulative.

Extra Credit***
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. The instructor must receive an email with a working link to the video posted on the Gender Stories YouTube channel by Monday March 9th at 5pm. Late assignments will not be accepted. Details on extra credit can be found at the end of this syllabus.

***DO NOT WAIT UNTIL THE LAST MINUTE TO DO OR HAND IN ASSIGNMENTS, PLAN ACCORDINGLY OVER THE TERM TO SPREAD THEM OUT OR THEY WILL SEEM COMPOUNDED!! NO LATE WORK IS ACCEPTED!

GRADING
Wednesday Writing Assignments (WWA), the personal reflection, and weekly participation posts are expected to be well written, coherent, and thoughtful. I also expect all class writing to be free from any spelling or grammar mistakes. Late assignments are not accepted. Weekly
participation and Wednesday Writing Assignments (WWA) are graded on the following 5 point scale:

1-2 points: did not address the topic clearly; extensive spelling and grammatical errors. If you are getting 1s and 2s regularly, your participation and WWA grade will be in the failing range

3-4 points: responded somewhat to question; did not probe deeper meanings

5 points: took the conversation to a higher level; brilliant and thoughtful comments that get others to think more deeply
CLASS OUTLINE AND SCHEDULE
(Any links needed will be posted in their most recent form on D2L in case of any changes, also additions and subtractions may be made as needed and posted on D2L and will override this syllabus)

Remember when assignments are due!
- WWA are open from 8am—10pm each Wednesday.
- Weekly participation is ‘open’ from 8am Tuesday—Saturday 8pm
- Primary posting is due by Wednesday at 8pm
- Response posting is due by Saturday at 8pm

Week 1 (January 4-10)
Introduction, Gender and Music, and Social Construction of Gender and Sex

Readings/Media:
- “Night to His Day”: The Social Construction of Gender, Judith Lorber Pp. 33
- The Medical Construction of Gender, Suzanne Kessler Pp. 49
- Hip Hop: Beyond Beats and Rhymes https://www.youtube.com/watch?v=uCaoajwOgp8
- PowerPoint Week one

Writing Assignment #1
Who is responsible for the sexist and violent messages in hip-hop music? Artists? Music companies? Audience?

Week 2 (January 11-17)
Gender and Privilege, Trans issues, Intersectionality

Readings/Media:
- White Privilege and Male Privilege, Peggy McIntosh Pp. 11
- 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
- “The Masculine Mystique,” Stephen Marche, The Atlantic, July/August 2013 (D2L)
- Transgender Feminism: Queering the Woman Question, Susan Stryker Pp. 63
- Theorizing Difference from Multiracial Feminism, Maxine Baca Zinn and Bonnie Thornton Dill Pp. 70
- Everything You Always Wanted to Know About Feminism but Were Afraid to Ask, Rachel Fudge http://bitchmagazine.org/article/everything-about-feminism
- PowerPoint week two

Writing Assignment #2
According to Romano and Dokoupil, in “Why we need to Reimagine Masculinity,” why do we need to reimagine masculinity? What do women have to gain? What do men have to gain? Give at least two specific references or examples from the reading that demonstrates that you read and understood the reading.

**Personal Reflection #1: Invisible Privilege**
McIntosh describes many examples of invisible privilege that comes with being European American and heterosexual. Consider other forms of privilege, such as: male, cisgender, wealthy, Christian, a citizen; adult, able-bodied, and meeting cultural expectations for physical attractiveness. Reflect on what kinds of invisible privilege you have and discuss how you can ‘unpack’ these forms of privilege.

**Personal Reflection #2: Feminism**
Drawing on the lecture and the readings for this week, do you consider yourself a feminist? Why or why not?

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**Week 3 (January 18-24)**
Gender Socialization, Disney and Gender non-conforming Youth

**Readings/Media:**
- Hetero-Romantic Love and Heterosexiness in Children's G-Rated Films, Karin A. Martin and Emily Kazyak Pp. 153
- Girls and Boys Together...But Mostly Apart: Gender Arrangements in Elementary Schools, Barrie Thorne Pp. 167
- What’s So Bad About a Boy Who Wants to Wear a Dress? Ruth Padawer
- Powerpoint week three

**Writing Assignment #3**
Drawing on “Hetero-Romantic Love and Heterosexiness in Children’s G-rated Films,” what do the authors mean when they describe children’s films as heteronormativity? Give at least two specific references or examples from the reading that demonstrates that you read and understood the reading.

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**Week 4 (January 25-31)**
Romantic and Sexual Relationships, Gendered promiscuity, Online dating and polyamory

**Readings/Media:**
- Peruse Dan Savage’s *Savage Love*
Writing Assignment #4

Compare and contrast the following readings—"We Don’t Sleep Around Like White Girls Do’ and “Is Hooking Up Bad for Young Women?" What similarities and differences do you find in these scholars’ discussions of the sexuality of young women? Give at least one specific reference or example from each of the readings that demonstrates that you read and understood the reading.

Week 5 (February 1-7)

Fatherhood, Marriage, Family and Work, Gay Marriage and Adoption

Readings/Media:
- What if Marriage is Bad for Us? Laurie Essig and Lynn Owens Pp. 258
- The Implications of a Turning Tide, Mary Bernstein
  http://mobilizingideas.wordpress.com/2012/03/19/the-implications-of-a-turning-tide/#more-2001
- What’s Good for the Kids, Lisa Belkin
- Adoptions by Gay Couples Rise, Despite Barriers, Sabrina Tavernise
- Powerpoint week five

Writing Assignment #5

Drawing on “What if Marriage is Bad for Us?” and “Moral Dilemmas, Moral Strategies, and the Transformation of Gender,” in what ways has our culture’s practice of marriage changed? In what ways has our culture’s ideology about marriage changed? Give at least one specific reference or example from each of the readings that demonstrates that you read and understood the readings.

Note: by the end of week five you should have completed two or three writing assignments

Week 6 (February 8-14)

Gendered Bodies, Eating Disorders
• Midterm: February 9th 12:00-8:00pm

Readings/Media:
• Loose Lips Sink Ships, Simone Weil Davis Pp. 349
• Benefits of Circumcision Are Said to Outweigh Risks, Roni Caryn Rabin
• Powerpoint week six

  **Writing Assignment #6**
  Drawing on ‘Loose Lips Sink Ships’ and “Benefits of Circumcision Are Said to Outweigh Risks,” compare and contrast labiaplasty, female genital cutting, and male circumcision. How are these three types of surgeries similar? How are they different? Give at least one specific reference or example from each of the readings that demonstrates that you read and understood the reading.

  Week 7 (February 15-21)
  Hair, Beauty

Readings/Media:
• Hair Still Matters, Ingrid Banks Pp. 142
• Excerpt from Beauty Myth, Naomi Wolf
  https://www.youtube.com/watch?v=UJh8GEU2qik
• Do Women Like Men That Clean-shaven?, Catherine Saint Louise
• Cosmetic Surgery: Paying for Your Beauty, Debra Gimlin Pp. 128
• Powerpoint week seven

  **Writing Assignment #7:**
  Drawing on ‘Hair Still Matters’ and ‘Do Woman Like Men that Clean-shaven,’ how does gender intersect with sexuality, race, ethnicity, class, and age in beauty culture? Give at least one specific reference or example from each reading that demonstrates that you read and understood the reading.

  **Personal Reflection #3: Beauty Culture**
  Drawing on the readings, video, and discussion for this week, how are the effects of beauty culture on men and women similar and different? How does beauty culture impact you?

  Week 8 (February 22-28)
Abortion, Contraversies over Contraception and Reproductive Justice

Readings/Media:

- An Abortion Battle, Fought to the Death, David Barstow
- Look at the Personhood USA website: http://www.personhoodusa.com/
- Beyond Pro-Choice versus Pro-Life: Women of Color and Reproductive Justice, Andrea Smith Pp. 372
- “The Contraception Controversy: A Comprehensive Reply,” Center for Reproductive Rights (D2L)
- Video: Frontline “Last Abortion Clinic” (load each chapter separately)
- Powerpoint week eight

Writing Assignment #8

Drawing on “The Social Life of Emergency Contraception in the United States” and “The Contraceptive Controversy,” explain how contraceptive access is disciplined through gender norms and ideas about ‘appropriate’ sexuality. Give at least one specific reference or example from each reading that demonstrates that you read and understood the reading.

Week 9 (March 1-7)

Sex Segregation and Work, Emotional Labor and Caring Work

Readings/Media:

- Sex Segregation in the U.S. Labor Force, Christine E. Bose and Rachel Bridges Whaley Pp. 197
- The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant-Owned Nail Salons, Miliann Kang Pp. 207
- Powerpoint week nine

Listen to the following:

- Perspectives on Living Wage
  http://www.pbs.org/pov/wagingaliving/special_goodman_nyc.php
- Listen to interview with Barbara Ehrenreich:
  http://www.pbs.org/pov/wagingaliving/special_ehrenreich.php
- The Working Poor of New York City
  http://www.pbs.org/pov/wagingaliving/special_13panel.php
Writing Assignment #9:
What is emotional labor? How did the workers in Kang’s ‘The Managed Hand’ use emotional labor? Give at least two specific examples from the reading that demonstrates that you read and understood the reading.

Personal Reflection #4: Emotional Labor
How have you performed emotional labor in jobs you have held?

Week 10 (March 8-14)
Poverty

Note: Extra credit assignment due Monday March 9 by 5pm (GENDER STORIES)

Readings/Media:
• Stratified Reproduction and Poor Women's Resistance, Karen McCormack Pp. 430
• Powerpoint week ten
• Gender Stories, watch

Final Project Due by Wednesday 10pm

Writing Assignment #10:
Drawing on ‘Stratified Reproduction and Poor Women’s Resistance,’ explain why achieving financial success and being a ‘good mother,’ both as defined by dominant American ideals, are often contradictory and impossible to sustain for low-income mothers. What role do capitalism and sexism play in placing this double stress on low-income mothers? Give at least two specific references or examples from the reading that demonstrate that you read and understood the reading.

Final exam: Monday March 16 12:00-8:00pm
GUIDELINES FOR WEDNESDAY WRITING ASSIGNMENTS (WWA)

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. While you may draw on other course readings or outside sources; drawing on outside sources is strongly discouraged. 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. Answer all the questions posed. Use examples and quotes to support your answer (limit your use of quotes; 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.

FORMATTING
- Times New Roman, size 12 font
- 1 inch margins all around, paragraphs indented half an inch
- All double spaced (no extra blank lines)
- Heading in upper right corner (name, date, assignment name)
- Page number in bottom right corner
- Minimum of 300 words, maximum of 500 words

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.

DUE DATES AND SUBMITTING THE ASSIGNMENTS
There are 10 possible assignments; you may choose which 5 you complete. All assignments must be submitted online via D2L (in Dropbox) by 10pm Wednesday night. Late assignments will not be accepted. You should submit 2-3 before the midterm and the remaining before the final.

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 FINAL PROJECT

This is an opportunity to express in a manner that is chosen by you (paper, art, music, video, etc.) what you have learned/gained from this course and presented materials that expanded and utilized your sociological imagination. These projects can be done alone, or in a group of no more than three of your classmates. Some suggestions for projects are listed below, but not limited to them. Email me if you want to clarify that a project you have in mind would be a good choice!

- Mixed media art piece
- Painting
- Song written by you
- Video expanding on a topic
- Short Research Project
- Powerpoint
- Mixed CD (no less than 8 songs)

Each of the projects needs to be accompanied by a short explanation of how it relates to class materials and what/why you did it. This should be around 2 pages. For a mixed CD you must briefly explain why and where each song relates to class material/content. This project may be submitted online, or dropped of in the Sociology department with me. If you do an art project and are not going to drop off a physical copy then good pictures along with the paper must be turned in.

This project is due no later than March 11th by 10pm, but can be handed in anytime between March 1st and the 11th. Keep in mind that you may have a WWA, the Gender Stories extra credit and there is a final near the end of the term so plan accordingly.

GRADING

Grades for this project will be based on 1) relation to course material and ability to connect concepts with sociological imagination and 2) effort shown in completion of the project. Grading is non-specific because the projects will be different, but you need to show me that you put in worth A effort into the project to receive an A, etc.

GUIDELINES FOR EXTRA CREDIT: Gender Stories

TASK

Create a mini-documentary telling a “gender story” and post it to the Gender Stories YouTube channel (www.youtube.com/user/genderstories). 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

There are only four requirements:
1. Your mini-doc must feature a gender story, that is, one or more people talking about a specific experience related to gender.
2. Your mini-doc may only feature people over 18 years of age.
3. Your mini-doc must be between 2 and 5 minutes.
4. 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.)

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 stories. You may work with up to two classmates 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.

TECHNICAL DIRECTIONS
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 “fall2014gs.”
• 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.

GRADING
Mini-docs that meet the four 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
Once the mini-doc is successfully created and uploaded to the Gender Stories YouTube channel, send an email to the instructor. The email should include: (1) the title of the mini-doc; (2) a one line description; (3) running time; (4) the name(s) of the student(s) who made the mini-doc; and (5) a link to the mini-doc.

Your email (with a working link to the video) must be received by the instructor and course TA by Monday, March 9th 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.