SOC 344U: GENDER & SEXUALITIES
Winter 2016

Professor Heidi Esbensen
Email: esbensen@pdx.edu
Office hours: By appointment on google chat or in Cramer Hall 217 by appointment on T/TH

TA (Graduate): Madeline
Email: moneil@pdx.edu
Office hours: TBA, Cramer Hall room 209

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

-You may buy the Eight Edition (page numbers will be different), there are several articles that are not in the new edition of the textbook, but are required. You can find all but one of them through the library databases, but you may also get them from other classmates or the reserve in the library.

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

Anything on the D2L checklist is required, those listed with page numbers are from the textbook.
**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, you must read the news feed every time you log on.

- You **must** email through the addresses given at the top of this syllabus, **not** through D2L mail. I will reply typically within 24 to 48 hours.

- Weekly Participation is ‘open’ each week from *10am Monday through midnight Saturday*.

- All writing assignments (Personal Reflection and the Wednesday Writing Assignments) are **due by midnight 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](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 or sent through pdx email 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](mailto: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**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductions (2 pts.)</td>
<td></td>
</tr>
<tr>
<td>Syllabus quiz</td>
<td>5%</td>
</tr>
<tr>
<td>Personal Reflection</td>
<td>10%</td>
</tr>
<tr>
<td>Wednesday Writing Assignments (WWA)</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly participation</td>
<td>15%</td>
</tr>
<tr>
<td>Final Project</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm</td>
<td>17.5%</td>
</tr>
<tr>
<td>Final exam</td>
<td>17.5%</td>
</tr>
</tbody>
</table>

**Syllabus quiz (10 pts.)**  
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.)***  
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 midnight on the week they are assigned.

**Wednesday Writing Assignments (5 pts. each)***  
You will complete a total of four short writing assignments in which you reflect on the readings using guiding questions. There are 10 Wednesday Writing Assignments (WWA) listed in the
you must complete four, and no more than four. WWA must be 500-700 words (approximately one and a half double-spaced page) and must be submitted to Dropbox on the assigned day (Wednesday) by midnight. Late assignments will not be accepted. Further guidelines for the WWA are at the end of this syllabus. Follow the guidelines closely as your grade will depend upon following them.

Final Project (100 pts. Each)** 15%
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 Groups: you are assigned to a group through D2L and this will be your group for the term. Participation will be assessed through weekly postings on the Discussion board. You are expected to post a primary posting and at least two responses for each week as outlined below on the Discussion board (open from Monday 10 am—Saturday midnight). You must participate in these discussions to pass this course. I reserve the right to not pass an individual based on non-participation in the discussions. Your primary post can entail one of the following:

- A response to the reading: a short two(ish)-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.

Your responses must be thoughtful, and ADD to the discussion. You must engage in a discussion, not just a sentence response, to receive full credit.

Exams (midterm & final, 100 pts. each) 35%
Each exam will be worth 17.5% 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, so you need to study the material beforehand. 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*** THIS MAY CHANGE!!! (Only 2 extra credit pieces are accepted per term)
You MAY 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. This will be announced the last 4 weeks of the term with more details or another option will be presented. More details to follow.
***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 until midnight each Wednesday.
- Weekly participation is ‘open’ from 10am Monday—Saturday midnight
- Primary posting is due by Wednesday at midnight
- Response posting is due by Saturday at midnight

**Week 1 (January 4th thru January 9th)**
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* – not required as some is missing.

**Writing Assignment option #1**
According to “The Medical Construction of Gender,” how does the discussion of the medical management of intersex children help us understand how our culture believes gender is a natural system of differences? Give at least two specific references or examples from the reading that demonstrates that you read and understood the reading.

**Week 2 (January 11 thru January 16th)**
Gender and Privilege, Trans issues, Intersectionality

Readings/Media:
- White Privilege and Male Privilege, Peggy McIntosh Pp. 11
- Student Project James: PowerPoint 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

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.

Week 3 (January 18th thru 23rd)
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

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.

Personal Reflection option #2: Gender Socialization
How has gender socialization affected you through your childhood and life? Think of times that there were pressures from sources you may not have realized were pressures to conform. Were there times when you were ‘gender non-conforming’?

Week 4 (January 25th thru 30th)
Romantic and Sexual Relationships, Gendered promiscuity, Online dating and polyamory

Readings/Media:
• Peruse Dan Savage’s *Savage Love*  
• “We Don't Sleep Around Like White Girls Do”: Family, Culture, and Gender in Filipina American Lives, Yen Le Espiritu  P. 178
• Is Hooking Up Bad for Young Women?, Elizabeth A. Armstrong, Laura Hamilton, and Paula England Pp. 301
• Shopping for Love: Online Dating and the Making of a Cyber Culture of Romance, Sophia DeMasi Pp. 295
• Only you. And You. And You., Jessica Bennett  

**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 1st thru February 6th)**
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  

**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 at least two writing assignments

**Week 6 (February 8th thru February 13th)**
Gendered Bodies, Eating Disorders
Midterm: February 8\textsuperscript{th} 10:00am-11:00pm

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

\textbf{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\textsuperscript{th} thru 20\textsuperscript{th})
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
- Why Women Should Stop Trying to Be Perfect, Debora Spar
- Cosmetic Surgery: Paying for Your Beauty, Debra Gimlin Pp. 128
- Student project Danielle: https://youtu.be/hk1b1jrUr2w

\textbf{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.

\textbf{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\textsuperscript{nd} thru 27\textsuperscript{th})
Abortion, Controversies over Contraception and Reproductive Justice

Readings/Media:
- An Abortion Battle, Fought to the Death, David Barstow
  \url{http://www.nytimes.com/2009/07/26/us/26tiller.html}
- Look at the Personhood USA website: \url{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: \textit{Frontline “Last Abortion Clinic”} (load each chapter separately) \url{http://www.pbs.org/wgbh/pages/frontline/clinic/view/}

\textbf{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 (February 29\textsuperscript{th} thru March 5\textsuperscript{th})
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

Listen to the following:
- Perspectives on Living Wage
  \url{http://www.pbs.org/pov/wagingaliving/special_goodman_nyc.php}
- Listen to interview with Barbara Ehrenreich:
  \url{http://www.pbs.org/pov/wagingaliving/special_ehrenreich.php}
- The Working Poor of New York City
  \url{http://www.pbs.org/pov/wagingaliving/special_13panel.php}

\textbf{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 7th thru 12th)**
Poverty

Note: Extra credit assignment due Monday June 1st by 5pm (GENDER STORIES)

Readings/Media:
- Poverty in America: Why Can't We End It?, Peter Edelman
- Video D2L

**Final Project Due by Saturday midnight**

**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 14th 10:00am-11:00pm**
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 500 words, maximum of 700 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 500 words and a maximum of 700 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 4 you complete. All assignments must be submitted online via D2L (in Dropbox) by midnight Wednesday night the week they are assigned. Late assignments will not be accepted. You should submit 2 before the midterm and the remaining two 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/drawing, etc.
- Song written by you
- Video (made by you) expanding on a topic
- Short Research Project
- PowerPoint
- Mixed CD (no less than 8 songs)
- Social experiment
- Activity in the community as activist or volunteer with write up
- THIS LIST IS BY NO MEANS LIMITED

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 off 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 Saturday March 12th by midnight, but can be handed in anytime the last two weeks of the term. 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.