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 Goals

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 obtain the information and develop the critical thinking skills needed to form opinions and make informed choices about issues related to gender and sexualities.

Required Readings

COURSE REQUIREMENTS

Writing assignments (30% of course grade): You will complete a total of 10 short writing assignments in which you reflect on the readings using guiding questions. Each assignment must be 300-500 words (approximately one double spaced page). There are 14 possible assignments; you may choose which 10 you completed (see course outline for dates). All assignments must be submitted online via D2L 30 minutes before the start of class on the day they are due. Late assignments will not be accepted. Assignments not receiving full credit cannot be revised.

In-class assignments (40% of course grade): We will regularly have in-class assignments. These will consist of small group discussions and individual writing assignments. The dates of assignments will not be announced in advance. If you arrive late to class or leave early and miss part of an assignment, you will receive partial credit. If you arrive late or leave early and miss the entire 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.

Quizzes (30% of course grade): There will be four weekly quizzes and the top three quiz scores will count towards your final grade. The quizzes will include the material covered in readings, videos, lectures, and discussions. The quizzes will consist of multiple choice questions only. For each quiz, you will need a Scantron, form 882-E (sold at both the bookstore and at the university market in the Smith Center) and a #2 pencil for the exams. One quiz grade will be dropped (either a missed quiz or the lowest scoring quiz grade) but there will be no make-ups for additional missed quizzes except under extreme extenuating circumstances.

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 and must receive an email with a working link to the video posted on the Gender Stories YouTube channel by Monday July 15 by 5pm. Late assignments will not be accepted.
POLICIES

D2L: The instructor will post the syllabus, lecture slides, and other course materials online. All writing assignments will be submitted via the Dropbox feature of D2L. The instructor will also post grades for all assignments on D2L.

Email: The instructor will regularly communicate with the class via PSU email so be sure that you are receiving the emails. If you prefer, you can arrange to have your PSU email forwarded to another email address. It is your responsibility to check your email daily during the school week and respond in a timely manner. Use the email addresses on the first page of the syllabus. The instructor does not respond to mail sent through D2L. 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. Please refer to the Student Conduct Code for more detailed information on PSU policies. Cheating or plagiarizing will result in failing the assignment or the course 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 site at www.pdx.edu/uasc/drc.

Classroom Conduct: You must demonstrate the highest level of respect for your peers and for the instructor. All points of view will be welcomed and respected; however, statements or behaviors that are disrespectful towards individuals or groups will not be tolerated. Behaviors that are distracting to your peers and to the instructor are not acceptable (e.g. coming in late, packing up or leaving early, using cell phones, and having side conversations). The instructor generally does not allow the use of laptops/tablets/cell phones in class. If you have a compelling reason for needing technology to take notes, see the instructor to request permission.

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 class is cancelled for any reason, you are still expected to submit your writing assignments via D2L.

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.
COURSE OUTLINE

Week 1 (June 24, 25, 26, 27)

Due Tuesday (assignment #1)
- “Night to His Day”: The Social Construction of Gender, Judith Lorber Pp. 33
- The Medical Construction of Gender, Suzanne Kessler Pp. 49

Due Wednesday (assignment #2)
- White Privilege and Male Privilege, Peggy McIntosh Pp. 11
- The End of Violent, Simplistic, Macho Masculinity, Thomas Page McBee

Due Thursday (assignment #3)
- What About the Guys Who Do Fit the ‘Gay Stereotype’? Maya Dusenbery

Note: Quiz #1 Thursday June 27

Week 2 (July 1, 2, 3)

Due Monday (assignment #4)
- 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

Due Tuesday (assignment #5)
- “We Don't Sleep Around Like White Girls Do”: Family, Culture, and Gender in Filipina American Lives, Yen Le Espiritu Pp. 178
- Is Hooking Up Bad for Young Women?, Elizabeth A. Armstrong, Laura Hamilton, and Paula England Pp. 301
Week 2 (July 1, 2, 3)

Due Wednesday (assignment #6)
- 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

Note: Quiz #2 Wednesday July 3

Note: No class Thursday July 4

Week 3 (July 8, 9, 10, 11)

Due Monday (assignment #7)
- What if Marriage is Bad for Us? Laurie Essig and Lynn Owens Pp. 258

Due Tuesday (assignment #8)
- The Implications of a Turning Tide, Mary Bernstein
  http://mobilizingideas.wordpress.com/2012/03/19/the-implications-of-a-turning-tide/#more-2001
- The Gay Guide to Wedded Bliss, Liza Mundy

Due Wednesday (assignment #9)
- Sex Segregation in the U.S. Labor Force, Christine E. Bose and Rachel Whaley Pp. 197
- The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant-Owned Nail Salons, Miliann Kang Pp. 207

Due Thursday (assignment #10)
- Poverty in America: Why Can’t We End It?, Peter Edelman

Note: Quiz #3 Thursday July 11
Week 4 (July 15, 16, 17, 18)

Note: Extra credit assignment due Monday July 15 by 5pm

Due Monday (assignment #11)
- An Abortion Battle, Fought to the Death, David Barstow
- Beyond Pro-Choice versus Pro-Life: Women of Color and Reproductive Justice, Andrea Smith Pp. 372

Due Tuesday (assignment #12)
- Loose Lips Sink Ships, Simone Weil Davis Pp. 349
- Benefits of Circumcision Are Said to Outweigh Risks, Roni Caryn Rabin

Due Wednesday (assignment #13)
- Hair Still Matters, Ingrid Banks Pp. 142
- Do Women Like Men That Cleanshaven?, Catherine Saint Louise

Due Thursday (assignment #14)
- Why We Need to Reimagine Masculinity, Andrew Romano and Tony Dokoupil
- Why Women Should Stop Trying to Be Perfect, Debora Spar

Note: Quiz #4 Thursday July 18
GUIDELINES FOR WRITING ASSIGNMENTS

TASK

Write a response to the readings using the guiding questions posed by the instructor. Guiding questions can be found for each assignment using the dropbox feature of D2L. Each assignment must be 300-500 words (approximately one double spaced page). There are 14 possible assignments; you may choose which 10 you completed (see course outline for dates).

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. You may draw on other course readings or outside sources; however, drawing on outside sources is strongly discouraged. You should only incorporate outside sources if it enhances your response. 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. Thoroughly answer all the questions posed. Use examples and quotes to support your answer (in this short paper, limit your use of quotes and 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; assignments will not receive full credit if they show significant problems with grammar, spelling, word use, typos, and/or awkward sentences.

See the sample student writing assignments online for further guidance on completing the assignment.

FORMATTING

- Times New Roman, size 12 font
- One inch margins all around, paragraphs indented half an inch
- All double spaced with 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. You will receive very brief written comments on writing assignments; however, you may meet individually with the instructor any time during the quarter to discuss the assignments.

DUE DATES AND SUBMITTING THE ASSIGNMENTS

There are 14 possible assignments; you may choose which 10 you complete (see course outline for dates). All assignments must be submitted online via D2L 30 minutes before the start of class on the day they are due. Late assignments will not be accepted. Assignments not receiving full credit cannot be revised. If you are having technical difficulties submitting your assignment online, you may email your assignment to the instructor. It must be received by the due date and time to receive credit.

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 EXTRA CREDIT ASSIGNMENT

TASK

Create a mini-documentary telling a “gender story” and post it to the Gender Stories YouTube channel (www.youtube.com/user/genderstories). Videos will be shown in class (time permitting). 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

• Your mini-doc must feature a gender story, that is, one or more people talking about a specific experience related to gender. The story should include the following elements:
  − What happened (a good story has a beginning, middle, and end)
  − How the person reacted to this experience or how they felt about it
  − What the person thinks this story says about gender in our culture
• Your mini-doc may only feature people over 18 years of age.
• Your mini-doc must be between 2 and 5 minutes.
• 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.)
• Once the mini-doc is successfully created and uploaded to the Gender Stories YouTube channel, send an email to the instructor and course TA. The email should include:
  − The title of the mini-doc
  − A one line description
  − Running time
  − The name(s) of the student(s) who made the mini-doc
  − A link to the mini-doc on the Gender Stories YouTube channel

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 instructor can film you telling a gender story during office hours (by appointment).
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 “gssummer2013.”
- 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.

If you need some assistance uploading your video, ask a tech-savvy friend or make an appointment to meet with the instructor for assistance (bring your video file on a flash drive to that meeting).

GRADING

Mini-docs that meet the 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

Your email (with a working link to the video) must be received by the instructor by Monday July 15 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.