SOCIOLOGY OF GENDER & SEXUALITY

SOC 3337-090 | GNDR 3337-090
Fall 2022 - Online
Meets BF/DV requirements
3 credit hours

Instructor:
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Office Hours: Virtual and in-person meetings by appointment.
Please allow 24 hours for email response, 48 hours on weekends.

"I am not free while any woman is unfree, even when her shackles are very different from my own."— audre lorde

COURSE OVERVIEW: Welcome to Sociology of Gender and Sexuality. Through readings, lectures, discussions, podcasts, and film, students explore theories and research on sex and gender differences, gender inequality, and sexuality across societies. Using a sociological lens, students examine how gender and gender inequality shape, and are shaped by, a variety of institutions, such as families, schools, religion and the workplace. The course also addresses how gender is implicated in cultural definitions of work, violence, intimacy, sexuality, physical attractiveness, and other social phenomena.

In this course, we will use peer-reviewed social science literature, population-level survey data, and popular media to critically analyze the concepts of sex, gender, and sexuality. This class will introduce students to the sociology of gender and sexuality broadly, as we explore various topics throughout the semester. Lectures will provide brief historical and contemporary context, as well as a data snapshot to ground discussions in quantitative evidence. Assigned readings and films focus largely on how gender and sexuality are experienced in the United States, and as often as possible, center the voices of women, queer, transgender, non-binary, and intersex folks, people of color, indigenous peoples, and other oppressed groups.

This course meets the social and behavioral science general education requirement [BF]. Courses in the social and behavioral sciences introduce students to institutions, cultures, and behaviors by focusing on big questions, both contemporary and enduring. Such courses acquaint students with fundamental concepts, theories, and methods of

analysis used in the social and behavioral sciences. They enable students to think critically about the diversity of human behavior and society and demonstrate their knowledge through the application of skills and responsibilities to new and complex problems.

This course meets the diversity requirement for a Bachelor degree [DV]. The diversity requirement supports the institutional commitment to proactively support a positive campus climate in regard to diversity, equity, and inclusion. Courses that fulfill this requirement provide opportunities for students to critically explore the society and culture in the United States — its norms, laws, public policies, cultural practices, and discourses — in the context of the rich and varied cultural diversity that has shaped in. All students in courses fulfilling this requirement will grapple with theoretical approaches to discrimination, privilege, and social justice. Race, ethnicity, sex, gender, social class, age, religion, ability status, or sexual orientation are the crux of this class. Students will also critically reflect on their own identities and relationships with institutions that maintain and/or challenge the status quo. The goal of this requirement is to extend cross-cultural understanding, to interrogate current and historical narratives of equality, justice, progress, and freedom, to open possibilities for meaningful communication across social boundaries, and to allow students to consider ethical and social decisions from multiple perspectives. This requirement, together with other institutional practices, signals to students that their distinctive traditions, opinions, and insights enrich and are valued at the university.

COURSE MATERIALS: There is no textbook for this course. All readings are available on Canvas in PDF format. Other course materials, such as films, podcasts, reports, and essays can either be accessed through the Marriott Library or via hyperlink included on the syllabus or Canvas. Students are expected to read/view/listen to all assigned material in the module, unless designated "optional."I will finalize and communicate materials at least one week in advance of the relevant module, so please watch for announcements accordingly.

EXPECTATIONS: The goal is to ensure that this online class is as dynamic as an in-person class. With that in mind, this class is more than a guided reading. I expect you to keep up with the audio lectures, readings and assigned media in a timely, careful, and critical manner. As this class is online, it is imperative that you regularly check Canvas in order to keep updated on all class requirements, documents, and assignments. You should also consistently check to see if any changes have been made to the syllabus, updates, reminders, or any other relevant information regarding the course. The scope of the class includes weekly readings, coupled with online lectures, and supplemental materials. There will be a weekly lecture uploaded to Canvas every week. Be sure you have completed the readings and watched the lectures before you attempt the quizzes. Engage with discussion posts and Zoom-meetings when they arise.

Note regarding professionalism: I will teach this course professionally, take your student development seriously, and respect your finite time, academic work, and adult lives outside the academy. I ask that you reciprocate the courtesy. I value good communication and will do my best to email you back within 24 hours, have your assignments graded within a week, and am happy to meet according to your schedule. Please, in turn, take care to communicate any needs or issues in a timely manner so we can quickly resolve them.

As a matter of respecting one another's time, **if your question is already answered in this syllabus or communicated clearly on Canvas, I will direct you accordingly.**

Note Regarding Online Classes: **Discussion threads and e-mails are all equivalent to classrooms, and student behavior within this environment shall conform to the Student Code**. Specifically: Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting. When discussing topics students should be respectful of race, color, creed, religion, gender, disability, sexuality, etc. Discriminatory language will not be tolerated, and is subject to be handled according to the Student Code. Online course communications are part of the classroom, therefore University property and subject to the Student Code.

Purposefully and respectfully challenging the material is welcome; challenging people is not. I will do my very best (and I fully expect each of you to do the same) to ensure that this class, even in the online-format, will be a SAFE ZONE AND A BRAVE SPACE. Please be prepared to engage as academics that are participating in the scientific process of inquiry and analysis. You are responsible for acquainting yourself with and satisfying the entire range of academic objectives and requirements (PPM, Policy 6-100III-O).

As per the Student Code, Section Q, 3b:

> Students are expected to take courses that will challenge them intellectually and personally. Students must understand and be able to articulate the ideas and theories that are important to the discourse within and among academic disciplines. Personal disagreement with these ideas and theories or their implications is not sufficient grounds for requesting an accommodation. Accommodations requested on such grounds will not be granted. The University recognizes that students' sincerely-held core beliefs may make it difficult for students to fulfill some requirements of some courses or majors. The University assumes no obligation to ensure that all students are able to complete any major.

I plan this class to be both challenging and fun. This course will be reading and writing intensive, emphasizing personal creativity and meaning alongside academic rigor. We will

approach heavy subjects in a light-hearted way while maintaining academic integrity and utmost respect for our peers. I approach this work with a growth-based mindset, but *intentionally* chauvinistic or condescending behavior of any kind will not be tolerated. While the University recommends that students drop classes whose course requirements conflict with "sincerely-held core beliefs," there is protocol for content accommodations in extreme cases (e.g. dropping the class would place an undue burden on the student). However, the request does not obligate me and in general, no content accommodations will be made. This includes profanity, images, and the content of academic articles.

Thus, I suggest you look over the course readings to be sure you are prepared for what we will discuss. This course is grounded in facts, not opinions, "culture wars," or beliefs, and we continually update class content to ensure it is on the cutting edge of social science. Engaging with the course materials in good faith is imperative for your success.

Course Outcomes:

After a successful completion of this course, you will:

- Recognize gendered behavior (such as expressions of masculinity and femininity) as a social construction. Specifically, you will understand how gender roles are assigned and practiced, not natural and innate.

- Understand how media is both a culture shaping and culture revealing primary agent of socialization, manifesting in advertising, gendered tropes in film/TV, and written reporting/communication.

- Be familiar with how sociologists conceptualize and study the gender spectrum and the spectrum of sexual orientation, including relevant terminology.

- Have practice engaging with difficult, highly emotional, controversial material in good faith. You will understand how to respond with curiosity rather than antagonism, particularly to criticism of your own social group.

- Recognize how patriarchy functions within societies, and its connection to hegemonic masculinity, emphasized femininity, and systemic inequalities.

- Understand the invisibility of privilege and how the oppression of LGBTQ+ folks, women, and subjugated masculinities is institutionalized, systematic, and ubiquitous.

- Understand that you must never assume the gender identity or sexuality of another. Gender and sexuality both operate on a spectrum, there are as many gender and sexual identities as there are humans to imagine them.

An additional reminder about technology: Please perform these tasks as early as possible to ensure you do not have technological problems. Back up any and all assignments, use a USB flash drive, google docs, email attachments, what have you. I cannot give you credit if your assignment did not post and you do not have a back-up copy. If you are unsure if an assignment correctly submitted, please check on the submission status and send your assignment as an attachment so to confirm it was completed by the due date. As soon as possible, please familiarize yourself with the Canvas page and let me know if you have any questions. It is best to submit and download assignments and readings early to make sure we handle any glitches in the system, particularly since these may need to be handled by the Canvas tech, and not the instructor.

ASSIGNMENTS + GRADE SCALE: The *Gender Identity Reflection* provides students with a space to trace their personal identity journey in relation to the course. The *Autoethnography* and *Pop Culture Analysis* assignments will assess students' retention of the course materials, as well as provide an opportunity for students to reflect on how they are observing and experiencing the course content in their own life experience. The *Doing Gender Gallery Stroll* blends creative and critical thinking, with students choosing three concepts from the course terminology which they will create art pieces and accompanying essays.

ASSIGNMENTS

GENDER IDENTITY REFLECTION

Students will consider their own gender identities twice, once at the beginning of the semester and once at the end of the semester. They do not have to be academic papers with in-text citations. These are personal essays where you write about your own experience with gender and sexuality. Think about your gender and sexual evolution or journey. Think back to childhood and your early socialization and when or how you began to understand your unique gender identity (because everyone has their own). When did you know you were a boy? A girl? Neither? What institutions, communities, or environments helped shape your identity? In the second essay, think about how your gender identity has changed over the course of the semester if at all. Share whatever you feel comfortable sharing. Your instructor is the only person reading these reflections. Each personal essay should be 250-500 words submitted on Canvas (in .doc, .docx, or .pdf format) and is worth 5% of your grade (10% total).

Dates to remember:
Gender Identity Reflection 1: Due Friday September 2, 11:59 PM
Gender Identity Reflection 2: Due Friday December 2, 11:59 PM

QUIZZES

Students will complete 3 quizzes throughout the semester. The quiz will cover the required course materials listed on the syllabus for the weeks prior, as well as information from the lectures and supplemental materials from that week. The quizzes are all multiple choice and True/False. The quizzes are open book and open notes and there is ample time provided. You are allowed 2 attempts [highest score records]. I strongly recommend completing the quiz at least three hours before it is due to avoid running out of time or technical difficulties.

Quizzes account for 30% of the final grade.

Dates to remember:

Quiz 1: Due Friday, September 30, 11:59 PM
Quiz 2: Due Friday, October 28, 11:59 PM
Quiz 3: Due Friday, November 25, 11:59 PM

POP CULTURE ANALYSIS

You will have the chance to practice your critical thinking skills by analyzing one meme, creating a playlist, or presenting some other pop cultural reference. See Canvas assignment for examples of how each of these should look for full credit. Each analysis will be worth 5% of your grade.

Dates to remember:
Pop Culture Analysis 1: Due Friday, September 16, 11:59 PM
Pop Culture Analysis 2: Due Friday, October 21, 11:59 PM

AUTOETHNOGRAPHY

Each student will complete two autoethnographies, reflecting and writing about their experience engaging with the course material. This is meant to be more journaling-style than academic writing, but at least 10 required reading must still be referenced, critically analyzed, and connected to your experience. Referencing other required media, lectures, and classroom discussions is optional but encouraged. These essays are where you demonstrate serious engagement with the course material, relate your experience to the literature, and initiate a written dialogue with me. Students should write a 1500-2000 word single space, 12-point font, one-inch margins reflection considering the following prompts: What did you learn about the in modules that keeps swirling around in your mind? How do you think your upbringing and personal background and experience shaped the way you think about this topic? Did you notice anything outside of the

classroom that had to do with this week's topic – a news story or an interaction you had? Connect to readings, and analyze/critique/reflect. Additional information and the grading rubric can be found on Canvas in the Assignments folder. Autoethnography accounts for 30% of the final grade (2 essays total worth 15% each). Submit your write-ups (in .doc, .docx, or .pdf format).
Dates to remember:
Autoethnography 1: Due Friday, October 7,11:59 PM
Autoethnography 2: Due Friday, November 18,11:59 PM

[Final] DOING GENDER GLOSSARY GALLERY STROLL

For a final project, students will choose the medium of their choice (photography, creative writing or poetry, film, figure drawing, ceramics, mixed-media, record a podcast, song-writing, create a website or game, etc.) and create an innovative/creative project which focuses on a general theme from this course, (for example): asexuality,*polyamory, or the #SayHerName movement*. *etc.* If you are stumped, you can talk to me and brainstorm ideas.

The creative submission or piece of art, will be accompanied by a 750-1000 word essay, that references at least three required course materials and at least three additional peer-reviewed source from the student's own literature review. In-text citations should be formatted according to the ASA style guide and a bibliography (not included in word count) should be included with the essay. Additional information and the grading rubric can be found on Canvas in the Assignments folder. Doing Gender Gallery Stroll accounts for 20% of the final grade.

Dates to remember:
Friday, November 11, 11:59 PM : Select theme and bibliographies due 5%
Friday December 9, 11:59 PM: Art and Essay Due 13%
August 9 - 12: Submit art to Virtual Gallery stroll on Canvas. Peruse your peer's creations – like, comment, discuss on Canvas! 2%

GRADING BREAKDOWN

Percentage	Grade
100-93	A
92-90	A-
89-88	B+
87-82	B
81-80	B-
79-78	C+
77-72	C

71-70	C-
69-68	D+
67-62	D
61-60	D-
<60	E

Assignments	% of Final Grade
Gender Identity Reflection	10%
Pop Culture Analysis	10%
Autoethnography	30%
Quizzes	30%
Doing Gender Gallery Stroll	20%

Late work: PLEASE SUBMIT YOUR WORK ON TIME. I generally do not accept late work but am willing to work with you on a case-by-case basis.

ENGAGEMENT

Students will have opportunities to join live-Zoom dialogues/reviews with me the instructor. I will prepare discussion questions for us to have a fruitful discussion even though this class is online I want to make sure there is an outlet for you all to meet each other and have worthwhile discussions. I will take attendance and people who join will receive **extra credit**. (Note: There will be some other extra credit opportunities available during the semester if you are not able to attend these ones.)

Dates to remember:

Zoom dialogue option 1: Monday, October 3, 10:00 AM

Zoom dialogue option 2: Friday, November 4, 4:00 PM

ADA Statement: The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability & Access (https://disability.utah.edu/), 162 Olpin Union Building, 801-581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.

Academic Misconduct Statement: Per University of Utah regulations (Policy # 6-400). “A student who engages in academic misconduct,” as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, “may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.” Please refer

to the Student Code for full elaboration of student academic and behavioral misconduct policies (http://regulations.utah.edu/academics/6-400.php).

Sexual Misconduct Statement (Addressing Sexual Misconduct): Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS). NOTE – this language is and must be very official to be legally binding, but please understand this policy provides protection for those who experience sexual assault in the campus community. If you have questions or need help, you can go to the victim's advocate in the Student Services Building RM 426, call the Rape Recovery Center 24-Hour Hotline at 801-467-7273, or talk to me. Be aware I am under obligation to report sexual misconduct, but I can connect you with resources.

Emergency Preparedness Information CSBS EMERGENCY PREPAREDNESS SYLLABUS PAGES Familiarize yourself with the information in this page, making sure that you know the evacuation plan for each relevant building. You will also need to add the page to each of your syllabi.Keep in mind that it is likely students will not pay much attention to this information, so the responsibility falls on you to know it and be able to guide them if the need arises.

Undocumented Student Support Statement. Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.

University Safety Statement: The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit utah.edu

R-1 statement: As the only institution in the state classified in the highest research category (R1), at the University of Utah you will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in programs that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.

Wellness Statement: Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. Please feel welcome to reach out to your instructor or TA's to handle issues

regarding your coursework. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

SCHEDULE

week 1 | welcome

PLEASE REVIEW YOUR SYLLABUS and watch welcome video.

READINGS:

Nicholas, Lucy. 2018. "Queer ethics and fostering positive mindsets toward non-binary gender, genderqueer, and gender ambiguity." *International Journal of Transgenderism.* 20(2-3):169-80.

Ryle, Robyn. 2016. "What is Gender and Why Should We Care About It? Introducing Gender" (Chapter 1 of *Questioning Gender*).

Tanesini, A. (2011). Feminist epistemology. In The Routledge Companion to Epistemology (pp. 885-894). Routledge.

Read Glossary https://lgbtqia.ucdavis.edu/educated/glossary and https://lgbtqia.ucdavis.edu/trans-101 familarize yourself with basic but important terminology

week 2 | theoretical foundation

READINGS:

Connell, R. W. 1987. "Hegemonic Masculinity and Emphasized Femininity." *Gender and Power*. Cambridge: Polity Press.

Lorde, Audre. 1978. "Uses of the Erotic: The Erotic as Power." *Sister Outsider.* Freedom, CA: The Crossing Press. READ/WATCH: "Audre Lorde reads Uses of the Erotic: The Erotic as Power (FULL UPDATED)." Retrieved December 16, 2019. (https://www.youtube.com/watch?v=aWmq9gw4Rq0) [Note: PDF available for reading in Canvas Folder for Module]

Kafer, Alison. 2013. *Feminist, Queer, Crip*. Introduction and Chapter 1.

week 3 | Sexualities

READINGS:
Kaufman, Miriam, Cory Silverberg, and Fran Odette. 2003. “Myths about Disability and Sexuality.” In The Ultimate Guide to Sex and Disability. Jersey City, NJ: Cleis Press.

Scott, Susie. 2015. “Rethinking asexuality: A Symbolic Interactionist account.” *Sexualities* 18(1/2): 3–19.

Bailey, M. M., & Stallings, L. H. (2017). Antiblack racism and the metalanguage of sexuality. Signs: Journal of Women in Culture and Society, 42(3), 614-621.

Cruz, A. (2021). Not a moment too soon: A juncture of BDSM and race. Sexualities, 24(5-6), 819-824.

week 4 | family: parenthood + childhood + adolescence

READINGS:
Gartrell, Nanette et al. 2019. “‘We Were Among the First Non-Traditional Families’: Thematic Perceptions of Lesbian Parenting After 25 Years”. *Frontiers in Psychology,* 10(2414). Retrieved December 16, 2019. (https://www.frontiersin.org/articles/10.3389/fpsyg.2019.02414/full)

Kane, Emily W. 2006. “No way my boys are going to be like that!”: Parents’ Responses to Children’s Gender Nonconformity. *Gender & Society*. 20(2):149-176.

Sisson, Gretchen. 2012. “Finding a Way to Offer Something More: Reframing Teen Pregnancy Prevention”. *Sexuality Research and Social Policy*, 9(1):57-69.

Smith Leavell, Ashley, Catherine S. Tamis-LeMonda, Diane N. Ruble, and Kristina M. Zosuls, Natasha J. Cabrera. 2011. “African American, White and Latino Fathers’ Activities with their Sons and Daughters in Early Childhood” *Sex Roles*, 66(1-2):53-65.

Klesse, C., Cardoso, D., Pallotta-Chiarolli, M., Raab, M., Schadler, C., & Schippers, M. (2022). Introduction: Parenting, polyamory and consensual non-monogamy. Critical and queer perspectives. Sexualities, 13634607221114466.

week 5 | violence + incarceration

READINGS:
Crenshaw, Kimberle. 1991. “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color” *Stanford Law Review,* 43(6):1241-99.

Battle, B. P. (2022). “Everything I Believe In Is Rooted in Love”: Women and Non-binary Activists of Color Fighting for the Practice and Promise of Abolition.

Lucchesi, Annita and Abigail Echo-Hawk. 2016. “Missing and Murdered Indigenous Women and Girls Report”. *Urban Indian Health Institute* (2):1-31. Retrieved December 16, 2019. (https://www.uihi.org/wp-content/uploads/2018/11/Missing-and-Murdered-Indigenous-Women-and-Girls-Report.pdf)

Human Rights Campaign Foundation. 2018. “Dismantling a Culture of Violence: Understanding Anti-Transgender Violence and Ending the Crisis”. Retrieved December 16, 2019(https://assets2.hrc.org/files/assets/resources/2018AntiTransViolenceReportSHORTENED.pdf?_ga=2.184279590.1887167414.1576108683-783712014.1576108683)

The Sentencing Project. 2019. “Incarcerated Women and Girls.” The Sentencing Project. Washington, DC: The Sentencing Project, Retrieved December 16, 2019 (https://www.sentencingproject.org/publications/incarcerated-women-and-girls/)

week 6 | religion + culture

READINGS:

WATCH:Them, 2018. “Inqueery: Indigenous Identity and the Significance of the Term ‘Two-Spirit’”. Them, December 12. Retrieved December 16, 2019. (https://www.them.us/story/inqueery-two-spirit)

Brown, trans, queer, Muslim and proud | Sabah Choudrey
https://www.youtube.com/watch?v=w6hxrZW6l9I

Hoyt, Amy and Sara M. Patterson. 2011. “Mormon Masculinity: Changing Gender Expectations in the Era of Transition from Polygamy to Monogamy, 1890-1920”. *Gender and History,* 23(1):72-91.

Rahman, Momin. 2010. “Queer as Intersectionality: Theorizing Gay Muslim Identities.” *Sociology*, 44(5): 944 –961.

Chakravarty, D., Heaton, T. B., Bradshaw, W. S., Galliher, R. V., & Dehlin, J. P. (2022). The Relationship of Religiosity and Sexuality in Non-heterosexual Mormon Women: A Mixed Methods Study. Sexuality & Culture, 26(3), 1012-1030.

Cisneros, S. (1996). “Guadalupe the Sex Goddess.” In, Castillo, A. (ed), Goddess of the Americas: writings on the Virgin of Guadalupe. New York: Riverhead Books.

week 7 | schools – early education & campus life

READINGS:

Canan, Sasha N., Kristen N. Jozkowski, and Brandon L. Crawford. 2016. “Sexual Assault Supportive Attitudes: Rape Myth Acceptance and Token Resistance in Greek and Non-Greek College Students From Two University Samples”. *Journal of Interpersonal Violence*, 33(22):3502-3530.

Charles, Maria. 2011. “What Gender is Science?” *Contexts,* 10(2):22-28.

Marx, Robert A. and Heather Hensman Kettrey. 2016. “Gay-Straight Alliances are Associated with Lower Levels of School-Based Victimization of LGBTQ+ Youth: A Systematic Review and Meta-analysis”. *Journal of Youth and Adolescence*, 45:1269-1282.

Miller, Sarah A. 2016. “‘How You Bully a Girl’: Sexual Drama and the Negotiation of Gendered Sexuality in High School”. *Gender & Society*, 30(5):721-44.

Yarmosky, Jessica. 2019. “‘I Can Exist Here’: On Gender Identity, Some Colleges Are Opening Up”. National Public Radio, March 21. Retrieved December 16, 2019. (https://www.npr.org/2019/03/21/693953037/i-can-exist-here-on-gender-identity-some-colleges-are-opening-up)

week 8 | FALL BREAK

No readings this week! Enjoy your Fall break :)

week 9 | labor + gender + capitalism

READINGS:

Davis, Angela. 1983. Women, Race, and Class. New York: Vintage Books. [Selections]

Federici, Silvia. 2004. Caliban and the Witch: Women, the Body, and Primitive Accumulation. New York: Autonomedia. [Selections]

Gerassi, Lara. 2015. “A heated debate: Theoretical perspectives of sexual exploitation and sex work.” *Journal of sociology and social welfare*, 42(4):79.

week 10 | sickness, wellbeing, health care

READINGS:
Evans, Sean. 2018. “Not Talking About Mental Health Is Literally Killing Men.” *Men’s Health.*May 2nd. Retrieved July 12, 2021. (https://www.menshealth.com/health/a20111514/men-mental-health-awareness-month/)

Holslin, Peter. 2019. “The Journey of Becoming You”. *City Weekly,* December 4. Retrieved December 16, 2019. (https://www.cityweekly.net/utah/the-journey-of-becoming-you/Content?oid=14522991)

Enriquez, Alyza. 2019. “How Microdosing Testosterone Changed My Life”.VICE, April 25. Retrieved December 16, 2019. (https://www.vice.com/en_us/article/xwnzjz/microdosing-testosterone-hormones-non-binary-transition)

Zeeman, L., & Aranda, K. (2020). A systematic review of the health and healthcare inequalities for people with intersex variance. International Journal of Environmental Research and Public Health, 17(18), 6533.

Lekas, H. M., Siegel, K., & Schrimshaw, E. W. (2006). Continuities and discontinuities in the experiences of felt and enacted stigma among women with HIV/AIDS. Qualitative health research, 16(9), 1165-1190.

Zamantakis, A., & Lackey, D. (2022). Dying to be (A) Gendered: An Exploratory Content Analysis of Trans/Nonbinary People’s Experiences with Eating Disorders. Sociological Inquiry, 92, 870-893.

Wolfe, T., & van der Meulen Rodgers, Y. (2022). Abortion during the COVID-19 pandemic: racial disparities and barriers to care in the USA. Sexuality Research and Social Policy, 19(2), 541-548.

week 11 | environment + gender

READINGS:
Bell, Karen. 2016. “Bread and Roses: A Gender Perspective on Environmental Justice and Public Health.” International Journal of Environmental Research and Public Health 13

(1005):1-18.

Rivière, Loup. 2019. “DANCING IS AN ECOSYSTEM SERVICE, AND SO IS BEING TRANS.” *Klima Magazine* IV: 225-233.

Rocheleau, Dianne, Barbara Thomas-Slayter, and Esther Wangari. 1996. “Gender and Environment: A Feminist Political Ecology Perspective.” Ch. 1 in Feminist Political Ecology: Global Issues and Local Experiences. D. Rocheleau et al. Eds. New York: Routledge. pp. 3-23.

Bell, Shannon Elizabeth and Yvonne A. Braun. 2010. “Coal, Identify, and the Gendering of Environmental Justice Activism in Central Appalachia.” Gender & Society 24(6): 794-813.

Shiva, Vandana. 1988. “Development, Ecology, and Women.” Ch.1 in Women, Ecology, and Survival in India. London: ZED Books. Pp. 1-13.

week 12 | gender + sex + media

READINGS:

Arrington-Sanders, R., Harper, G. W., Morgan, A., Ogunbajo, A., Trent, M., & Fortenberry, J. D. (2015). The role of sexually explicit material in the sexual development of same-sex-attracted Black adolescent males. Archives of sexual behavior, 44(3), 597-608.

Brooks, D. E., & Hébert, L. P. (2006). Gender, race, and media representation. Handbook of gender and communication, 16, 297-317.

Bivens, R., & Hoque, A. S. (2018). Programming sex, gender, and sexuality: Infrastructural failures in the" feminist" dating app Bumble. Canadian Journal of Communication, 43(3), 441-459.

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week 15 | hope for the future social movements + protest

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All students will be notified of any changes. ··

Take care of yourself. Show up for each other.