



SOCIOLOGY OF GENDER & SEXUALITY

Meets BF/DV requirements

3 credit hours

Instructor:

Yasi Shaker, MS (You can call me Yasi. No need for titles)

they/them pronouns

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Office Hours: By appointment and on Tuesdays 3-4:30pm through this zoom link below:

<https://utah.zoom.us/j/92807714522> password: gender

Please allow 48 hours for an email response.

“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, and films, students explore theories, research, and perspectives on sex and gender differences, gender inequality, and sexuality across different social contexts. Using a sociological lens, students examine how gender and gender inequality shape, and are shaped by, a variety of institutions, such as systems, families, schools, religion, and the workplace. The course also addresses how gender is implicated in cultural definitions of systems, work, violence, intimacy, sexuality, physical attractiveness, and other social phenomena.

This class will introduce students to the sociology of gender and sexuality broadly, as we explore various topics throughout the semester. 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.

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, Kanopy, 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.

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 48 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.

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.
- Recognize how media both shapes culture and reveals what we know about culture and one of the secondary agents of **socialization**, manifesting in advertising, gendered tropes in film/TV, and written reporting/communication. After the class should be able to criticize and evaluate the gendered and **stigmatization** of identities in media.
- Describe and give examples of how gender and sexual orientation is on a **spectrum** and define 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 processes such as racism and capitalism.
- Assess the **invisibility of privilege** and how the oppression of LGBTQ+ folks, women, and subjugated masculinities is **institutionalized and systemic**. Committing to reflexivity and taking responsibility through identifying their positionality in different settings and the work they do.”
- 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, and 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 was 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.

GRADING BREAKDOWN

Category	% of Final Grade
Quizzes (x15)	45%
Discussion posts (x15)	30%
Final project (3 parts)	25%

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. Please communicate with me in advance about submitting late work.

Quizzes 45%

Students will complete 15 quizzes throughout the semester after each module. The quizzes are multiple-choice and True/False. They are open book and open notes, and ample time is provided. I strongly recommend completing the quiz at least three hours before it is due to avoid running out of time or technical difficulties.

Discussion posts %30

The students will participate in discussion posts on canvas after each module. Through the discussion, you will have the opportunity to deepen your understanding, exchange ideas with your peers, and apply the theoretical concepts to real-world scenarios and experiences. You will answer to the reflection questions posed and write an initial post which is clear, well-developed, and thoughtful response addressing the assigned questions/prompts. Demonstrates understanding of module concepts. This will be half of your grade the other half of your grade is peer responses to discussion posts which are constructive, respectful, and engaging responses to at least two peers, contributing to the development of the discussion.

[Final project] “DOING” Gender & Sexuality 25%

The final project includes 4 parts: 2% of the grade is the project proposal, 10% artwork, 5% art statement, %5 process journal log and lastly submission of art and art statement to a discussion thread in which your peers can view your work in a virtual gallery format and engagement with other peers’ art work.

Your final project is “Real World Application”. For a final project, students will choose the medium of their choice (dancing, printmaking, photography, poetry, film, drawing, painting, ceramics, mixed-media, song-writing, zine making, etc.) and create an innovative/creative project that focuses on a general theme from this course, (for example): reproductive rights, intersectionality, asexuality, reclaiming pleasure, polyamory, or the #SayHerName movement, etc.

The creative submission or piece of art will be accompanied by an art statement. In the art statement, you will introduce your creative submission and briefly tell us the meaning and emotions along with it. Writing an artist's statement is a good way to clarify your ideas about your work and tell the viewer about your process.

Dates to remember:

Project Proposal due[March 28th, 11:59 pm]

Finished project due on canvas [April 25th, 11:59 pm]

SCHEDULE

week 1 | Welcome Jan 6-10

Syllabus

Introductions

Understanding Pronouns

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

week 2 | Theoretical foundation Jan 13-17

Read:

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.

Watch:

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]

week 3| Disability Jan 20-24

Read:

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

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.

Watch:

[Sins Invalid: An Unshamed Claim to Beauty](#)

week 4 | family: parenthood + childhood + adolescence

Jan 26-31

Read:

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.

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.

Watch:

[Moonlight](#)

week 5 | Genders and Sexualities Feb 3-7

READINGS:

Understanding Bisexuality

How the word 'queer' was adopted by the LGBTQ community - Columbia Journalism Review

Watch:

▶ This Girl Has Balls | Georgiann Davis | TEDxUNLV

▶ Alok Vaid-Menon Exists Outside Of Your Heteronormative Gender Binary.

week 6 | religion + culture Feb 10-14

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=w6hxrZW6I9I>

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.

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 Feb 17-21

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.

[The Mask You Live In](#)

week 8 | labor + gender + capitalism Feb 24-28

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]

Esteban Ortiz-Ospina and Max Roser. 2019. "Economic inequality by gender". Published online at OurWorldInData.org. Retrieved December 17, 2019
(<https://ourworldindata.org/economic-inequality-by-gender>) [Online Resource]

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

Watch:

[Angela Davis on Intersectional Feminism](#)

[8 Minutes with Silvia Federici](#)

week 9 | environment + gender March 3-7

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.

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

Spring Break – March 9-16

week 10 |sickness, wellbeing, health care March 17-21

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)

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 12 | pleasure + desire March 24-28

READINGS:

Reis, J., de Oliveira, L., Oliveira, C., & Nobre, P. (2021). Psychosocial and behavioral aspects of women's sexual pleasure: A scoping review. *International Journal of Sexual Health*, 33(4), 494-515.

Lentz, A. M., & Zaikman, Y. (2021). The Big "O": Sociocultural influences on orgasm frequency and sexual satisfaction in women. *Sexuality & Culture*, 25(3), 1096-1123.

Ben-Ze'ev, A. (2022). I Am Glad That My Partner Is Happy with Her Lover. *The Moral Psychology of Love*, 127.

brown, adrienne maree. "Pleasure activism : the politics of feeling good." Chico, CA : AK Press, 2019 [selections]

Watch:

[The Purity Myth: The Virginity Movement's War Against Women](#)

week 13 | gender + sex + media March 31- April 4

READINGS:

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

Hanson, K. R. (2022). Collective exclusion: How white heterosexual dating app norms reproduce status quo hookup culture. *Sociological Inquiry*, 92, 894-918.

Watch:

[Sonita](#)

week 14 | violence + incarceration April 7-11

READINGS:

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

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/>)

Watch:

[Anita](#)

Week 15 | Consent Culture April 14-18

Nov 24-27

The Wheel of Consent and the 4 quadrants

https://www.youtube.com/watch?v=auokDp_EA80

The Taking Quadrant

https://www.youtube.com/watch?v=WlyIwYb_YkI&t=53s

The Allowing Quadrant

<https://www.youtube.com/watch?v=WfEB43PzFHU>

The Giving (Serving) quadrant

<https://www.youtube.com/watch?v=pHu-rluSgTs&t=7s>

The Receiving (Accepting) Quadrant

<https://www.youtube.com/watch?v=s4-ztUrUFQI>

Body Sovereignty and Kids: How we can cultivate a culture of consent

<https://www.youtube.com/watch?v=EvGyo1NrzTY>

Week 16 | Art and hope for the future social movements

April 21-25

Read:

['It's not over yet': Artists work to keep Iran's protests in view](#)

[Art of Palestinian Women](#)

[Why this artist used seesaws to protest at the border | PBS NewsHour](#)

Watch:

[Jean LaMarr "Purple Flower Girl"](#)

Indigenous Women and Artists: Art as Resistance

•• This Syllabus is a living document, subject to change.
All students will be notified of any changes. ••

Take care of yourself. Show up for each other.



Institutional Policies and Procedures

- **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. If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide free, confidential, and trauma-informed support services to students, faculty, and staff who have experienced interpersonal violence. To privately explore options and resources available to you with an advocate, contact: Center for Student Wellness (801-581-7776, <https://wellness.utah.edu>), 328 Student Services Building, 201 S. 1460 E., Salt Lake City, UT 84112
- **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.