



SOCIOLOGY OF GENDER & SEXUALITY

GNDR 3337-090 | SOC 3337-090
Spring 2021 - Online
Meets BF/DV requirements
3 credit hours

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

“Why is it that, as a culture, we are more comfortable seeing two men holding guns than holding hands?” - Ernest Gaines

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 marginalized 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, socioeconomic status, 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. Optional materials will be marked as such on Canvas.

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. The material from the lecture and readings will be on the quizzes. 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 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).

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 or TA.

ASSIGNMENTS + GRADE SCALE: The *open-book quizzes* will assess students' retention of the course materials. The *Autoethnography* and *Pop Culture Analysis* assignments 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. Rubrics for all assignments will be available on Canvas.

ASSIGNMENTS

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 no time limit, 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 25% of the final grade.

Dates to remember:

Quiz 1: Due Tuesday, February 16

Quiz 2: Due Monday, March 8

Quiz 3: Due Tuesday, April 6

ENGAGEMENT

Students will have opportunities to **engage in online/Canvas discussions** with their peers, and log into live-Zoom dialogues/reviews with the TA and/or Instructor. This 5% of a student's grade includes their screen time and overall interaction with the materials, as well as **extra credit opportunities**.

POP CULTURE ANALYSIS

Throughout the semester, on any one week of your choosing, 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. I will put some usable content in a file on the canvas page, but please feel free to choose a meme/Tweet/Instagram post you've found yourself, a song you've been listening to, or an ad that's caught your eye. See Canvas assignment for examples of how each of these should look for full credit.

Due at midterm: March 1, turn in any time before then!

AUTOETHNOGRAPHY

Throughout the semester, each student will complete an autoethnography, reflecting and writing about their experience engaging with the course material, including readings and other required media, lectures, and classroom discussions. This is meant to be more journaling-style than academic writing, though the required readings should be connected to, critically analyzed, engaged with or threaded throughout. Students should aim to write a one half-page (single space, 12 point font, one-inch margins) reflection each week, considering the following prompts: What did you learn about this week 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. Submit your write-ups (in .doc, .docx, or .pdf format) by 11:59 p.m. on the due date. Additional information and the grading rubric can be found on Canvas in the Assignments folder. Autoethnography accounts for 30% of the final grade.

February 21: Intro autoethnography due (Weeks 1-5)

March 21: Crux autoethnography due (Weeks 6-9)

April 18: Outro autoethnography due (Weeks 10-13)

[Final] DOING GENDER GLOSSARY GALLERY STROLL

For a final project, students will choose the medium of their choice (photography, creative writing or poetry, film, ceramics, mixed-media, record a podcast, song-writing, create a website or game, etc.) and create an innovative/creative project which focuses on a different term or general theme from this course, (for example): *monogamy*, *structural violence*, or the *#SayHerName movement*. etc. If you are stumped, there is a Sociology Gender and Sexuality Glossary in Canvas to peruse for ideas/to add to! Over the course of the semester, students should enter terms and definitions.

The creative submission or piece of art, will be accompanied by a 750-1000 word essay, that references at least one required course material and an additional peer-reviewed source from the student's own literature review (2 outside sources can be used, as long as they are academic). Citations should be formatted according to the ASA style guide and a bibliography 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 30% of the final grade.

Dates to remember:

Wednesday, April 7: theme and bibliography review due

Friday, April 30: Final Projects Due by midnight on Canvas

May 1 – 5: Virtual Gallery stroll on Canvas. Peruse your peer’s creations – like, comment, discuss on Canvas!

Assignments	% of Final Grade
Quizzes	25%
Engagement	5%
Pop Culture Analysis	10%
Autoethnography	30%
Doing Gender Gallery Stroll	30%

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

Late work: Quizzes cannot be accessed or completed after the due date. I will accept any assignment late, however, 5 points will be deducted from the score for each day it is late. Please communicate with me and our TA if you are struggling to meet due dates.

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 Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

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.

Please note: I will listen and believe you if someone is threatening you.

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.

Veterans Center: If you are a student veteran, the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. For more information about the resources they provide to our student veterans please visit <http://veteranscenter.utah.edu/>.

LGBT Resource Center: The U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building. Hours: M-F 8-5pm. For more information about the resources they offer, along with a list of ongoing events, please visit <http://lgbt.utah.edu/>.

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. For helpful resources contact the Center for Student Wellness; www.wellness.utah.edu or 801-581-7776.

Learners of English as an Additional/Second Language: If you are an English language learner, there are several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (<http://linguistics.utah.edu/esl-program/>); the Writing Center (We recommend this to anyone and everyone – ELL or not: <http://writingcenter.utah.edu/>) ; the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>).

Additional resources can be found on the course Canvas page.

SCHEDULE

week 1 | welcome

January 19 - 24

Review your syllabus and watch welcome video.

READ:

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

Ross, Loretta. 2019. "I'm a Black Feminist. I Think Call-Out Culture is Toxic." The New York Times, Aug 17. Retrieved December 16, 2019 (<https://www.nytimes.com/2019/08/17/opinion/sunday/cancel-culture-call-out.html>).

WATCH:

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Couric, Katie. 2017. *Gender Revolution: A Journey with Katie Couric*. Film. 20th Century Fox Home Entertainment. [1 hr 32 min, access online through the library, or link on Canvas]

Jacob Tobia Interview | March 2019. The Daily Show with Trevor Noah. [Link on Canvas]

DUE: E-Classroom Introduction Discussion Participation (post and comment)

week 2 | theoretical foundation

January 25 – 31

READ:

Butler, Judith. 2004. "Gender Regulations." Pp. 40-56 in *Undoing Gender*. New York and London: Routledge.

Connell, R.W. and James W. Messerschmidt. 2005. "Hegemonic Masculinity: Rethinking the Concept." *Gender and Society* 19(6):829-59.

Vitolo-Haddad, CV. 2017. "Gender as Told by Science". Retrieved December 16, 2019 (<https://hyperallergic.com/wp-content/uploads/2017/08/Gender-As-Told-By-Science.pdf>)

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.

READ/WATCH:

Youtube 2019. "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 on Canvas]

DUE: Introduction Discussion Participation due by January 31

week 3 | intersex stories + relationships

February 1 - 7

WATCH: 3 vlogs/TED talks by intersex individuals, see Canvas module for list

Youtube 2019. "Squirmy and Grubs Use YouTube to Erase Interabled Couple Stigma | NowThis". NowThis News. Retrieved December 16, 2019.

(https://www.youtube.com/watch?v=t5QN_N5ZIno)

READ:

Davis, Georgiann. 2016. "Normalizing Intersex". *Voices: Personal Stories from the Pages of NIB*. 5(2):1-63.

Fetters, Ashley. 2018. "The 5 Years That Changed Dating." *The Atlantic*, December 21. Retrieved Dec 16, 2019. (<https://www.theatlantic.com/family/archive/2018/12/tinder-changed-dating/578698/>)

Ferrer, Jorge N.. 2018. "Mononormativity, Polypride, and the "Mono-Poly Wars." *Sexuality & Culture*, 22(3):817-36.

Buggs, Shantel Gabrieal. 2017. "Dating in the Time of #BlackLivesMatter: Exploring Mixed-race Women's Discourses of Race and Racism." *Sociology of Race and Ethnicity*, 3(4):538-51.

week 4 | family: parenthood

February 8 - 14

READ:

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

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>)

Palowski, A. 2019. "Why Aren't Millennials Having Kids? 8 Insights into the Child-Free Life". *NBC TODAY*, June 10. Retrieved December 16, 2019. (<https://www.today.com/health/why-aren-t-millennials-having-kids-8-insights-child-free-t155804>)

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.

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.

LISTEN:

"And Baby Makes 3" and "Queer Birth, Homebirth Cesarean, Gender-Creative Parenting" Podcast Episodes (links on Canvas)

DUE: Complete Quiz 1 by 11:59pm on Tuesday, February 16

week 5 | family: childhood + adolescence

February 15 - 21

READ:

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.

Gülgöz, Selin, Jessica J. Glazier, Elizabeth A. Enright, Daniel J. Alonso, Lily J. Durwood, Anne A. Fast, Riley Lowe, Chonghui Ji, Jeffrey Heer, Carol Lynn Martin,

and Kristina R. Olson. 2019. "Similarity in transgender and cisgender children's gender development." *Proceedings of the National Academy of Sciences*, 116(49):24480-85.

Zuckerman, Michael. 2011. "The Paradox of American Adolescence". *The Journal of the History of Childhood and Youth*, 4(1):11-25.

Pacific Standard Magazine 2019. "Understanding Generation Z Series". Santa Barbara, CA: The Social Justice Foundation. Retrieved December 16, 2019. [pick 2-3 essays to read] (<https://psmag.com/tag/generation-z>)

Gender and Toys Photo Galleries – take a gander – links on Canvas.

WATCH:

Youtube 2016. "Want Gender Equality? Let's Get Creative. Kyl Myers TEDxSaltLakeCity". TEDx Talks. Retrieved December 16, 2019. (<https://www.youtube.com/watch?v=12t7PYiINQQ>)

DUE: Intro Autoethnography (#1: Includes Weeks 1-5) Due by midnight, Sunday, February 21

week 6 | religion + culture

February 22 – 28

Guest Lecture by Yasi, our TA – readings TBD

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>)

READ:

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.

Bonnet-Acosta, "Brave Daughters of the Buddha"

Blackburn (2002) "Disrupting the (Hetero)Normative: Exploring Performance and Identity Work with Queer Youth"

DUE: Pop Culture Analysis due by 11:59pm on Canvas Monday, March 1

week 7 | schools – early education & campus life

March 1 – 7

READ:

Ryan, Caitlin, Jasmine M. Patraw and Maree Bednar. 2013. "Discussing Princess Boys and Pregnant Men: Teaching About Gender Diversity and Transgender Experiences Within an Elementary School Curriculum". *Journal of LGBT Youth*, 10(1-2):83-105.

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.

CAMPUS:

READ:

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

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.

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>)

Optional Further Reading:

Vázquez, Andrea Del Carmen. 2016. "Necessary Disidentifications: Queer Students of Color in Discourses of Intersections and Assemblages" [masters thesis, PDF on Canvas].

Currier, Danielle. 2013. "Strategic Ambiguity: Protecting Emphasized Femininity and Hegemonic Masculinity in the Hookup Culture". *Gender & Society*, 27(5):704-727.

Salazar, Alejandra. 2019. "California Ensures Abortion Access for College Students in National First". *Refinery 29*, October 12. Retrieved December 16, 2019. (<https://www.refinery29.com/en-us/2019/10/8565227/california-medical-abortion-pill-rights-state-universities>)

DUE: Complete Quiz 2 by 11:59 p.m. on Monday, March 8

week 8 | labor + gender + capitalism

March 8 – 14

Lecture by Weston, former TA of this course

READ:

Miller, Radhika. 2016. "A Marxist Perspective on Ending Women's Oppression." *Breaking the Chains*. Retrieved August 08, 2020 (<https://www.breakingthechainsmag.org/a-marxist-perspective-on-ending-womens-oppression/>). (Attached)

admin. 2015. "The Marxist understanding of the roots of LGBTQ oppression." Liberation School. Retrieved August 08, 2020 (<https://liberationschool.org/the-marxist-understanding-of-the-roots-of-lgbtq-oppression/>).

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]

LISTEN:

Bloomberg, 2019. The Motherhood Penalty. The Pay Check. [podcast]
<https://megaphone.link/BLM8899720021>

week 9 | bodies + sex

March 15 – 21

Guest Lecture by Ellen Young, Disability Activist and Scholar

READ:

Gittelman, Maya. 2019. "3 Steps Toward Good Sex Beyond the Binary: Having Sex with a Non-Binary Person, Even When that Person is You." *The Body is Not an Apology*, Nov 11. Retrieved December 17, 2019. (<https://thebodyisnotanapology.com/magazine/sex-with-the-non-binary-person-even-when-that-person-is-you-maya/>)

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.

Gurza, Andrew. 2016. "Price of Intimacy: The Time I Hired a Sex Worker". *Out Magazine*, February 9. Retrieved December 16, 2019. (<https://www.out.com/lifestyle/2016/2/09/price-intimacy-time-i-hired-sex-worker>)

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

Taylor, Sunny. 2014. *The Right Not to Work: Power and Disability*. Monthly Review.

Optional:

Loe, Meika. 2004. "Sex and the Senior Woman: Pleasure and Danger in the Viagra Era." *Sexualities*, 7(3): 303-326.

Chesser, Stephanie, Diana Parry, and Tracy Penny Light. 2019. "Nurturing the Erotic Self: Benefits of Women Consuming Sexually Explicit Materials". *Sexualities*, 22(7-8):1234-1252.

DUE: Crux Autoethnography (#2: covers Weeks 6-9) due Sunday, March 21

week 10 | sickness, wellbeing, health care

March 22 – 28

GUEST: Lecture with Ariel Nobre (he/him)

WATCH:

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PRECISO DIZER QUE TE AMO (Film by Ariel)

READ:

Hankivsky, Olena. 2012. "Women's Health, Men's Health, and Gender and Health: Implications of Intersectionality". *Social Science Medicine*, 74(11):1712-20.

Meredyth, Nicole. 2019. "Cute Little Hands." *Annals of Surgery*, 270(6):964-65.

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/xwnziz/microdosing-testosterone-hormones-non-binary-transition)

Kramer, Larry. 1983. "1,112 and Counting - A historic article that helped start the fight against AIDS" *New York Native*, (53). Retrieved December 16, 2019 (<https://www.erhsnyc.org/ourpages/auto/2012/5/24/38901276/1112%20and%20Counting.pdf>)

Bowden, Ebony. 2019. "New HIV Infections Plummet as NYC Eyes End to Epidemic". *New York Post*, November 22. Retrieved December 16, 2019. (<https://nypost.com/2019/11/22/new-hiv-infections-plummet-as-nyc-eyes-end-to-epidemic/>)

Extra Credit Opportunity:

WATCH: *Quiet Heroes*. (2018). [film] Directed by J. Mackenzie. Salt Lake City: Morally Imperative Media. [streaming available through Marriott Library].

week 11 | violence + incarceration

March 29 – April 4

READ:

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)

Shanahan, Jesse. 2015. "Ableism and Violence: The Epidemic of violence facing people with disabilities". Medium, December 5. Retrieved December 16, 2019 (<https://medium.com/@enceladosaurus/ableism-and-violence-517f8fa5c058>)

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/>)

Extra Credit Opportunity:

WATCH: Duvernay, Ava. "13th". 2016. Film. Directed by A. DuVernay. United States: Kandoo Films. [available on Netflix]

DUE: Quiz 3 by 11:59 p.m. on Tuesday, April 6

week 12 | environment + gender

April 5 – 11

Guest Lecture by Yasi, our TA – readings TBD

READ:

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.

Wilma A. Dunaway & M. Cecilia Macabuac "The Shrimp Eat Better Than We Do": Philippine Subsistence Fishing Households Sacrificed for the Global Food Chain."

week 13 | hope for the future social movements + art + media + protest

April 12 – 18

Guest Lecture by Local Activists

READ:

Skerski, Jamie. 2007. "From Prime-Time to Daytime: The Domestication of Ellen DeGeneres". *Communication & Cultural/Critical Studies*, 4(4):363-81.

Craig, Shelley L, Lauren Mcinroy, Lance T. Mccready, and Ramona Alaggia. 2015. "Media: A Catalyst for Resilience in Lesbian, Gay, Bisexual, Transgender, and Queer Youth." *Journal of LGBT Youth*, 12(3):254-275.

Barajas, Joshua. 2019. "Why This Artist Used Seesaws to Protest at the Border". *PBS News Hour*, Aug 16. Retrieved December 17, 2019 (<https://www.pbs.org/newshour/arts/pink-seesaws-at-the-border-wall-showed-that-play-is-a-form-of-protest>)

DUE: Final/Outro Autoethnography (#3: Weeks 10-13) Due April 18

week 14 | gender + the future?

April 19 – 25

Readings TBD

Classes End Tuesday, April 27

FINAL DUE:

Friday, April 30: Final Projects Due by midnight on Canvas

All assignments and extra credit must be turned in by 11:59 p.m. on May 2.

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

Take care of yourself. Take care of each other.

