SOCILOGY OF GENDER & SEXUALITY

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

Instructor:
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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 films, 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 course 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 it. 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. Please
reach out to myself and our wonderful course TA, Yasi, via our emails posted above or via the Canvas email system.

Please refer to me as Wes. **No need for “Professor Wes” or any other formal forms of address.** Not only am I not a professor, but we will be engaged in difficult work together, which I prefer to do on a first-name basis.

**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**.

- Apply Critical Media Theory to analyses of advertising, gendered tropes in film/TV, and written reporting/communication. You will understand how media is **both** a culture shaping and culture revealing primary agent of socialization.

- 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 or TA.

**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.
Rubrics for all assignments will be available on Canvas. All assignments will be due Friday 11:59 PM of the week of the relevant module on Canvas, with the exception of finals week – see schedule below. I am aware that Friday deadlines tend to be less common for online classes – my goal is to protect our weekends from last-minute work. Sorry in advance for any inconvenience.

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. Each personal essay should be 100-250 words submitted on Canvas (in .doc, .docx, or .pdf format) and is worth 2.5% of your grade (5% total).

Dates to remember:
Gender Identity Reflection 1: Due Friday May 28 11:59 PM
Gender Identity Reflection 2: Due Friday July 30 11:59 PM

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. Students will be expected to attend at least one of the following Zoom dialogues, so please plan accordingly. Each one will fall on a different day/time of the week in order to accommodate a diversity of schedules.

Dates to remember:
Zoom dialogue option 1: Tuesday, June 1 10:00 AM
Zoom dialogue option 2: Friday, July 2 1:00 PM
Zoom dialogue option 3: Wednesday, July 28 7:30 PM

POP CULTURE ANALYSIS
Throughout the semester, on any two weeks 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. Each analysis will be worth 5% of your grade.

Dates to remember:
Pop Culture Analysis 1: Due by Friday, June 18 11:59 PM
AUTOETHNOGRAPHY
Throughout the semester, each student will complete an autoethnography, reflecting and writing about their experience engaging with the course material. This is meant to be more journaling-style than academic writing, but EACH 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 Yasi and myself. Students should write a 250–500-word 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. Additional information and the grading rubric can be found on Canvas in the Assignments folder. Autoethnography accounts for 40% of the final grade (10 essays total worth 4% each). Submit your write-ups (in .doc, .docx, or .pdf format) by 11:59 p.m. Friday each week (except weeks 1 and 12).

[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 three required course material in each and at least three additional peer-reviewed source from the student’s own literature review. 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:
July 9: Select theme and bibliographies due
August 4: Art and Essay Due
August 4 - 6: Virtual Gallery stroll on Canvas. Peruse your peer’s creations – like, comment, discuss on Canvas!

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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.

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.

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.

Student Support Services (TRIO): TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities. Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor’s degree and need academic assistance and other services to be successful at the University of Utah. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website trio.utah.edu or call at 801-581-7188.

American Indian Resource Center: The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website diversity.utah.edu/centers/airc or call at 801-581-7019.

Black Cultural Center: Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website diversity.utah.edu/centers/bcc or call at 801-213-1441.

Center for Childcare & Family Resources: Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website childcare.utah.edu or call at 801-585-5897.

Center for Ethnic Student Affairs: The Center for Ethnic Student Affairs offers several programs dedicated to the success of students with varied cultural and ethnic backgrounds.
Their mission is to create an inclusive, safe campus community that values the experiences of all students. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website diversity.utah.edu/centers/cesa/ or all at 801-581-8151.

**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/).

**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/.

**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/.

**The Women’s Resource Center (WRC) at the University of Utah** serves as the central resource for educational and support services for women. Honoring the complexities of women’s identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality. Contact the Women’s Resource Center at womenscenter.utah.edu or 801-581-8030.

Additional resources and student groups can be found on the course Canvas page and at studentsuccess.utah.edu/resources/student-support and getinvolved.utah.edu/

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**SCHEDULE**

**week 1 | welcome**

May 17 - 23
PLEASE 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).


WATCH:
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 Friday May 21 11:59 PM: E-Classroom Introduction Discussion Participation (No autoethnography due this week.)

week 2 | theoretical foundation

May 24 – 30

READ:


READ/WATCH:

DUE Friday May 28 at 11:59 PM: Gender Identity Reflection 1 Autoethnography 1

week 3 | intersex stories + relationships

May 31 – June 6

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


READ:

SOC/GNDR 3337-090_Summer 2021_version 1_May 2021


**Zoom dialogue option 1:** Tuesday, June 1 10:00 AM
**Due Friday June 4 at 11:59 PM:** Autothethnography 2

### week 4 | family: parenthood + childhood + adolescence

**June 7 - 13**

**READ:**


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

**WATCH:**
([https://www.youtube.com/watch?v=12t7PYiINQQ](https://www.youtube.com/watch?v=12t7PYiINQQ))

**LISTEN:**
“And Baby Makes 3” and “Queer Birth, Homebirth Cesarean, Gender-Creative Parenting” Podcast Episodes (links on Canvas)

**Due Friday June 11 at 11:59 PM:** Autothethnography 3
week 5 | environment + gender

June 14 - 20

READ:


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

DUE Friday June 18 at 11:59 PM: Pop Culture Analysis 1
Autothethnography 4

week 6 | religion + culture

June 21 – 27

WATCH:

READ:

Bonnet-Acosta, “Brave Daughters of the Buddha”

Due Friday June 25 11:59 PM: Autoethnography 5

week 7 | schools – early education & campus life

June 28 – July 4

READ:
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.


Optional Further Reading:


Zoom dialogue option 2: Friday, July 2 1:00 PM
Due Friday July 2 11:59 PM: Autoethnography 6

week 8 | labor + gender + capitalism

July 5 – 11

READ:


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

Due Friday July 9 11:59 PM: [FINAL] Select theme and bibliographies due
Autoethnography 7

**week 9 | bodies + sex**

July 12 – 18

Guest Lecture by Ellen Young, Disability Activist and Scholar

READ:


Due Friday July 16 11:59 PM: Autoethnography 8

**week 10 | sickness, wellbeing, health care**

July 19 – 25

GUEST: Lecture with Ariel Nobre (he/him)

WATCH:
PRECISO DIZER QUE TE AMO (Film by Ariel)

READ:


**Extra Credit Opportunity:**


**Due Friday July 16 11:59 PM:** Pop Culture Analysis 2
Autoethnography 9

**week 11 | violence + incarceration**

**July 25 – August 1**

READ:


Due Friday July 30 11:59 PM: Gender Identity Reflection 2
Zoom dialogue option 3: Autoethnography 10: Wednesday, July 28 7:30 PM

Extra Credit Opportunity:

week 12 | hope for the future
social movements + art + media + protest

August 2 – 6

Guest Lecture by Local Activists

READ:


Coursework finished by Wednesday, August 4

Due Wednesday August 4:11:59 PM: [FINAL] Art and essay due
Thursday-Friday August 4-6: [FINAL] Virtual Gallery stroll on Canvas.

NOTES: No autoethnography due this week. All assignments and extra credit must be turned in by 11:59 p.m. on August 4.

•• 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.