

SOCI 4450/5450
Sociology of Sex and Gender

Class: Teams, MW 2-3:15

email: dawne.moon@marquette.edu

Office Hours: By appointment (See Google Sheet); please email me the day before to let me know which platform you'd like to use (Teams, FaceTime, Zoom, phone, etc).

The first question people ask about a baby, even before it is born is: "Is it a boy or a girl?" Common sense tells us that men and women are binary opposites: men are from Mars, women are from Venus; boys are aggressive and girls are passive. This course challenges common-sense assumptions about gender, gender difference, and inequality with studies based on scientific and social-scientific evidence and the theories that draw from it. Definitions of gender permeate our lives, but they have changed over time and have different meanings in different cultures and for different social groups. Even thinking of gender as a binary system (two distinct opposites) is a cultural assumption that has had global consequences. By looking beyond individual-level biological and psychological analyses of gender to see how sex and gender are not just regulated by social institutions and interactions, but produced by them, this course will suggest other ways of thinking about seemingly natural and timeless gender differences. We will explore gender's history, the ways that gender is thought to mean different things when people think about different races and ethnicities, and how assumptions about sexuality and race anchor socially-constructed definitions of gender to make those definitions seem "natural."

The course begins by exploring the concepts of sex and gender, introducing concepts for thinking about these categories critically. We will problematize explanations based on "nature," and throughout the term we will explore how gender is socially constructed and maintained in social structures, institutions, and interactions and how these social processes shape individuals' consciousness. We will explore how gendered categories relate to race, class, and sexuality, and how social power works through these categories to shape our lives. We will examine how people internalize gender and other vectors of identity such that these social constructs come to define our subjectivity, our very feelings about who we are.

As students, you will learn as much from each other as from me. We will focus on how to take in new information, evaluate it, and use it to evaluate what you already think and know, to see how it looks in a new light. We will examine gender from numerous perspectives and apply scholarly concepts to everyday, gendered situations in order to understand them better. In the process, you will learn to give and take constructive feedback. In the end, you'll produce as a class an online resource to teach others about gender and its intersections with other vectors of identity, difference, and inequality, and you will share a reflection on how one or more class concepts help you better to understand a situation or dynamic in your own life.

In Fall 2020, this class will take place online, but none of us will just "phone it in." For each session, I will provide you with a brief recorded background lecture on video, a brief study guide to help you through the readings, readings (and occasionally videos), and a prompt for posting reflections or discussion questions, from which the class will determine what we will discuss when we meet in Teams. (These discussion questions will also be evaluated, so that you can get into the habit of posing thoughtful and fruitful discussion questions.) In addition, as a class you will divide up the work of creating an internal reference guide in the form of a class wiki. That way when we meet on Teams, each student will be ready to articulate your questions and responses to the readings, rather than needing me to summarize them for you, and we can have a challenging, energizing, rewarding conversation at our assigned class time.

Objectives:

By the end of this course, students will:

- think deeply and critically about how gender (intersecting with race, sexuality, and other important things in life) shapes people's selves, relationships, and opportunities
- be able to explain at a deep level what it means to say that gender, race, sexuality, and even sex are socially constructed;
- be able to explain the institutional and interactional dynamics that produce what we see as gender differences every day and make them feel "natural" to many people;
- be able to explain what it means to say that gender, race, sexuality, class, religion, sexuality, ability, and nationality intersect to shape people's identities and life chances;
- understand some of the history of the binary conception of gender and its far-reaching effects
- have the tools and disposition to think critically about "common sense" understandings of the social world
- be able to teach others about how interactional and institutional processes shape people's selves and lives
- reflect upon how the concepts like "doing gender" and "intersectionality" help us to understand features of our own lives

This class meets the objectives of the Sociology, Social Welfare and Justice, and Interdisciplinary Gender/Sexuality Studies majors/minors.

Texts:

- The readings for this class are on our D2L site under Content. I strongly encourage you to PRINT them out—people read and retain better when they read from paper. Think of how much a textbook would have cost, and then let a portion of that be your printing budget.
- Some smaller, online readings and videos are available on our class's D2L site as links embedded in each day's Content module.

Requirements:

Grading will be based on participation (30%), the class wiki (30%), and two essays for our class book (Explanatory Essay [20%], Reflection Essay [10%], Helping others with their essays [5%], and helping format and organize the book [5%]).

I. Participation (10 points per week), (30% of the total grade for the class).

DISCUSSIONS ON D2L AND ON TEAMS

We all learn by discussing, so discussion is a crucial part of this class. That said, circumstances may make some modes of discussion harder for some people than usual from week to week. Discussions will consist of (a) your D2L Discussion threads, (b) your responses to others' threads on D2L, and (c) further discussion of these topics in our Teams meetings. You may also respond further to our discussion prompts after class. I will not deduct points for absence from Teams classes, but I expect you to participate as fully as you are able. If you become sick or otherwise cannot make it to a Teams meeting, you can participate, as you are able, with your reflections, questions, and responses on D2L. (Also, if you become very ill, please feel free to contact me so we can make a suitable arrangement for you, if need be). I will give a grade each week for participation based on the rubric in D2L.

Here's how it will work:

- By 9 pm on the day before each scheduled meeting (9 pm Sunday and 9pm Tuesday), you will begin a discussion thread with one paragraph (maybe two, 3-8 sentences), containing

thoughts and a question that will prompt others to engage thoughtfully with the readings and concepts. You must begin your own thread before you will be able to see others’.

- By 1:30 on the day of class (Monday and Wednesday), please vote on which threads you would like to discuss further on Teams. An up vote only means you want to discuss it, it is not an evaluation of the question itself. That is how we will structure our class discussion. For the Teams meeting, please be sure you have a version of the readings that you can see as we discuss. I know that printing costs money, but having a print copy of a reading, and underlining and making notes as you read, will help you to understand it better than reading from a screen. If you must read from a screen, however, you need to use a pdf editor like Adobe Reader. Whether you’re reading from paper or a screen, be sure to underline and label where the author makes various parts of their argument, important claims, passages that give you trouble, definitions of key concepts, or things you’ll want to remember.
- You may post further thoughts or reflections on D2L after our Teams discussion.
- I will grade Discussion posts in D2L once each week, on Fridays. If you have been sick and post a response or reflection to an earlier week, please let me know so I can be sure to read it and give you credit for it.

Informational questions:

Being able to figure out what you don’t know, put your question into words, and then actually asking that question to someone else is a crucial life skill. Literally no one knows everything, so asking questions is a show of strength (the courage to be vulnerable), not weakness. This class is designed to be challenging, and some of our readings and concepts may be difficult for you. That is how we learn. You should, please, absolutely feel free to ask me questions for clarification in Comments in the Wiki, over email, in a one-on-one meeting, or in a Teams discussion. Letting me know you have these questions before our class meeting will help me to prepare and give you the most succinct and thoughtful answer, but I’m happy to answer questions off the cuff as well. These questions are why I am here and asking them helps me to know what I need to tell you so that you can get the most out of this class. Asking informational questions is a form of participation.

Discussion questions:

Unlike informational questions, discussion questions are meant to show people where you’re coming from as you approach the class materials and to express curiosity about others’ perspectives on what you find striking, interesting, puzzling, or challenging. Discussion questions help us to think more deeply and critically about what we’re learning about.

A thoughtful discussion thread will consist of about 3-8 sentences, including (in any order that makes sense):

- a. Reference to the specific point in the materials that prompts you to ask the question (“On p. X the author states...,” or “In the video X said Y,” or “The author uses [a particular term] to refer to [how they define it].”),
- b. A brief exploration of the concept at hand, to show your line of thought. “This passage was confusing because I wasn’t sure what they meant by... Do they mean X, or do they mean Y, or something else?” “I wonder if this applies to another situation, for instance, [then provide details of another specific situation, as in “Collins talks about controlling images of Black women, but I’m curious about the experience of being an Asian man, where... often happens”]
- c. A thought question. Possible thought questions might be structured as:
 - 1) “What does ___ mean?” [continued on next page]

- 2) “What are some examples of...?”
- 3) “How do we compare or contrast ___ to ___?”
- 4) “How do we reconcile [this claim from the readings] with [this point we discussed earlier]?”
- 5) “How would this apply to [this situation or time]?”

You may pose a question and then give one possible answer, or you may reflect on a point in the readings that makes you think or gives you trouble, and then conclude with a question for others.

Here are some examples of forms discussion threads may take

- On p. X the author says, “___.” I'm not sure what they meant by that. Do they mean ___, or might they mean ___?
- On p. X, the author introduces the concept of ___ to explain X situation. I wonder if that concept can help us to understand other situations. For instance, ___. What are some other examples where we see this concept at work? Are they completely the same, or how might your example be different in some ways from the author's?
- On p. X the author states ___, but in a previous reading, [a different author] said ___. How can we reconcile these two views? Could it be that...?

The most productive discussion threads will be easy for others to understand (written clearly), so they can spend their time thinking about the substance of it rather than trying to decode what you mean.

Your post may convey emotions—emotions are actually part of knowing!—and you should do your best to convey your emotions without disrespecting or attacking others or attributing ideas or motivations to them that they have not expressed. Focusing on using “I-terms” can help us to keep from accusing other people of things not in evidence, and to keep the conversation focused on specifics.

Each week's discussion and response posts will be graded on Fridays. Initial threads will be rated on a four-point scale as to whether they 1. Situate the question within specific reference to the reading, such as a quote or anecdote; 2. pose a question that can sustain a variety of different perspectives, rather than a simple answer; 3. reflect on the reading, concept, or question to allow others to see their classmate's train of thought; and 4. are written clearly, succinctly, and show respect for others.

Responses:

I also encourage you to respond to at least one discussion question each week, which will allow you to deepen our class conversations (and earn extra points toward participation). An excellent response is respectful, refers back to the original post (is clearly relevant), goes beyond simple agreement or disagreement to develop the idea further, perhaps with a different example or a different perspective. Specific evidence from the text may be helpful if you disagree with a person's understanding of it. Excellent responses will earn a total of 2 points for the week; responses that are lacking in one or more aspect will earn 1 point. Your score for responses will be an average of all of your responses, so you'll be much better off posting one carefully constructed response than a bunch of weak ones.

In addition to providing an example or trying to do whatever the discussion thread asked you to do, other examples of good response formats might be:

- This helped me see things differently because I was thinking...
- I disagree with the premise of your question because I actually think the author meant something different. On p. X they say..., which I took to mean...
- Thanks for saying it that way. I have experienced... and your reflection helped me to see...

Productive Disagreement

It is entirely to be expected that we may disagree with each other or the readings, because we all have different perspectives and experiences. Disagreement is important to learning, when done the right way. It is up to every student to voice dissenting views, confusion, and reservations, AND to be gracious, polite, and kind to all other students in the class (and me, please!). Here are some helpful tips for productive discussions:

- Think of your mind as being more like a museum than a stone you need to make perfectly smooth. Often, the way our educational system works is to apply more and more “correct answers” onto the surface of your mind, until you have a perfectly smooth, shiny ball with all the correct answers. This is not actually how our minds are made to work, and it does not prepare us for lifelong curiosity and learning. Our minds are more like a museum. Old things are on display there, but new things may come in at any time. It is the curator’s job to think about where the new thing could go in relation to the old things. Sometimes, hanging the new thing by an old thing makes the old thing look different in an interesting way. Sometimes, putting them together causes the curator to rearrange the whole museum to tell a different story with the same materials. Sometimes the old thing simply looks old and outdated, and gets put out in the alley with the trash. Sometimes, the new thing just looks like a cheesy new fad, and goes right back out to where it came from, and restores our appreciation for the old thing. One thing a good museum curator does not generally do is to say: “Our collection has been perfect since 1905 and nothing will change.” Those museums don’t generally hold a lot of people’s interest for a long time. Similarly, going through life thinking, “I know everything I need to know and nothing else will enter my mind” is not a way to engage life to the fullest.
- We learn best in relationship, meaning that we treat others as people to learn from. Be curious about other people’s experiences and perspectives, ask questions to find out where they’re coming from, particularly if what they’re saying seems wrong to you, doesn’t match your own perspective or experience. Understanding where they’re coming from doesn’t automatically change your mind, but it can help you to see to the root of your differences and appreciate them.
- That said, sexism, racism, homophobia, biphobia, transphobia, economic privilege, religious oppression, and other power dynamics can make particular lines of conversation more toxic for some people than others. If a perspective feels threatening or triggering to you, I hope you will feel free to express your perspective on that dynamic as well, or if that feels like too much, talk to me one-on-one about it. I will try, and you may as well, to use the “OTFD” approach if the conversation takes that turn: Observe what is going on, Think about where it might be coming from, express how it makes you Feel, and Declare what you need or want for the future of the discussion that will make it less triggering or oppressive and more productive for everyone.
- Use “I” terms (like “I see it differently...” or “I read it this way...”)
- Think in terms of “and” rather than “but.” We are all looking at things from different perspectives, so our goal is to get a fuller picture of what and using specifics from the readings or specific outside examples Failing to do either may compromise your grade, as well as everyone’s learning experience.

Absences

Life during COVID-19 might mean that you will have to miss a couple of weeks of class, so I will not drop you if I know you want to stay in the class. If you are having problems or expect to be absent, I appreciate being informed, and I am willing to come to a reasonable accommodation. If you have a financial or family emergency, have been exposed to COVID-19, or are sick with anything else, please let me know what’s going on, and I’ll help you however I can.

2. Class Wiki on our Teams site (30%)

As part of our daily conversation, the class will develop your own wiki, a private (just for this class) online reference guide to course's concepts and the arguments put forth by each reading. This reference guide will be something you can refer to as you develop your final projects, and it will help you each to recognize and define key concepts, gain a solid understanding of the readings' arguments, and develop your questions. The class will be divided into groups 1, 2, and 3, and these groups will rotate the three major components of composing the wiki: Definitions (D), Analysis/Tracing the Argument (A), Revisions (R). As a group, you'll have to organize yourselves to divide the labor fairly and work together efficiently; you will also want to develop a contingency plan for what to do if a reading turns out to be longer than you expected or if someone gets sick and can't complete their assigned task. In addition, every student will be responsible for developing and posting at least one discussion questions per week, and posting it before our class discussion under Questions & Responses.

Definitions (D): By 9 pm on the night before class, the group responsible for defining terms will locate and draft definitions for key terms from the readings. These terms may be defined in the reading and be central to the author's or authors' point, or may simply be new terms that need to be looked up in a dictionary in order to understand the author's point. If you use a definition provided by the author, please include a page reference, and quotation marks where appropriate. If you use a dictionary, please provide the source.

Analysis/Tracing the Argument (A): By 9 pm on the night before class, the group responsible for tracing the argument will create a section of the same page with the definitions, and spell out the author/s' argument. What is their point or what are their points, and what evidence do they use to support this point or these points? Use page numbers, and quotation marks or block quotes where appropriate. The goal is to provide the information that you'll need at the end of the term (or beyond), when the reading is less fresh in your mind. Do not be afraid to get it wrong! It is part of the learning process. Do not be afraid to correct it or update parts of the wiki, even if others wrote them! That is also part of the learning process.

Revising the Entry (R): By 9 pm on the day after class, the group responsible for revising the entry will polish the entry into something the whole class can use—fixing grammar, updating concepts and arguments based on our discussions, adding new information that came out of discussions, consolidating definitions and removing redundancies. Do not be afraid to correct it or update it! That will make it a far more useful resource.

Other tasks not separated by group:

Working together: Anywhere you go in life—jobs, commerce, community groups, religious groups, families, friends—people need to work together and communicate clearly and mindfully, and this class is no different. To earn the full number of points for participation in creating the wiki, you will need to carry your weight in your group—volunteer for a portion of the work, do what you say you will do, and help others in the class, communicate when you need help. If someone in your group seems to be taking a “free ride” and not doing their fair share, it is up to you to let me know. That said, we all need to be patient and gracious to each other during this difficult time. Your group should devise a contingency plan in case someone falls ill, or for any other reason can't do their wiki assignment on time, so that the group gets it done.

Informational questions: It's not always easy to distinguish between an informational question and a discussion question, but some questions are clearly just questions for the professor. The Wiki will be a great place for you to make a note of any questions you have about a difficult concept or passage, or just “What does this mean?” kinds of questions. You may also email me those questions or just ask them when we meet on Teams as well.

Improving the wiki: As we develop this tool, you may find ways that the wiki could work better, for instance, by being more helpful or clear. Do not keep this to yourself! Raise these concerns,

and make it known that something needs to happen to make the wiki better. Someone who is behind in contributing to the wiki might need a job to do!

Grading: Your responsibility for the wiki is responsibility to each other. At midterm time, students will evaluate each other's contributions to determine the wiki grade, so be conscientious and respectful! The only way to fail at this assignment is failing to contribute to it. Because the purpose is to learn, and we learn by having the courage to be wrong, you will not be downgraded in the class wiki for misunderstanding the concepts. You will discuss and revise them as a group, and then you'll develop a stronger understanding. No one is expected to come to this class knowing the materials already. Credit will be granted for an exceptional effort, as well as for clear explanations and well-phrased questions about the reading's meaning.

3. Class Book (40%)

This project is intended to inspire you to think more deeply about a concept or the interaction among concepts we've been discussing and explain it to people who haven't taken this class. Share your passion for feminism or Gender Studies with those who don't know much about it, or just show how these concepts can help everyone. I hope you'll find it fun and rewarding. Note: For the purposes of publishing our final book, if we decide to, you may publish your essays anonymously or under a pseudonym (false name). For class however, we will be working together on revising and organizing the essays into a book.

Each student will contribute to our class book with an Explanatory Essay (20%) and a Personal Reflection (10%). You will get credit for your work in revising each other's entries (5%), and helping to arrange and format the book for an online audience (5%).

The Explanatory Essay (20 points, approximately 1200-1500 words, due to your peers October 30, to be workshopped in class on November 2, revised, and workshopped again November 16) will be on a topic of your choice related to the Sociology of Sex and Gender. You may write about a situation and explain how a concept or concepts help us to understand it, or you may start with a concept or concepts and use an example to illustrate what it means. Want to write your explanatory essay a different way? Let's talk about it in a one-on-one meeting or over email!

As a class, we will discuss what concepts need to be covered and we will discuss the plan for our book during our Teams meeting and in a D2L Discussion thread during midterm week. You may meet with me to one-on-one or over email to talk about what you might want to write about, and then mention it in the class discussion. Or you may wait until the class develops a list of topics and choose one of those. To share different perspectives, more than one person may write on major concepts from the class, but we may want to talk about how to make each of your essays distinctive so that our book isn't repetitive.

In your Explanatory Essay, the key is to define and explain a concept (or the intersection of two concepts) for an audience of your peers who have not taken this class (for instance, intersectionality, the difference between the concepts of "doing gender" and "gender roles," toxic masculinity, gender in colonialism, the medical treatment of intersex people...), and provide an example to illustrate it. You may wish to focus on how a concept relates to a particular institutional setting, such as healthcare, marketing, politics, or a specific situation. It can have to do with intersectionality, gender roles or performance, women, men, nonbinary people, intersex, trans or cis people, relations between racial or ethnic groups or within a group, the creation of categories, sexuality, dating, sexual violence, health, law, workplaces, science, or pedagogy—in day-to-day life or in extreme or remarkable situations. You may find it helpful to start by writing a paragraph about what you want to cover, to give yourself guidelines for your essay.

The Reflection Essay (10 points, approximately 500-700 words, Due November 11) will explore how one of our class concepts helps you to understand something specific to your own experience or that of someone close to you, or helps you (or others) better to understand your position amidst social hierarchies (a-ha! moments). It will provide another way of teaching our audience about what these concepts mean and how they help us to understand how the social world works, while conveying the depth at which the social dynamics they illuminate shape our lives. This is a great place for poetic, vivid descriptions of situations and feelings.

Each essay will be workshopped collectively and revised for clarity and strength. We will also think about the overall presentation and organization of the book, to make it something that will actually be informative and interesting for other people to read—think about showing it to your friends, family, or future employers. You will get credit (10 points) for contributing meaningfully to others' revision process and to the overall presentation of the book.

The Rubrics in D2L will show you how each essay will be evaluated. Here is a summary of the grading criteria for each:

Explanatory Essay (20 points)

Concept is clearly correctly and clearly defined and essay makes importance clear (0-4)

Explanation (Example, Analogy, or Explanation) is illuminating and makes unmistakable to anyone why it is important (0-4)

Clarity: Writing is easy to follow and allows ideas to come through unimpeded (0-4)

Organization: Essay is clearly organized and presents a logical flow (0-4)

Attribution: All cited/quoted sources have links or correct bibliographic information (0-4)

Reflection Essay (10 Points)

Message: Does the essay clearly convey what the student is trying to say? (0-2)

Connection: Does the author make a connection with the audience with vivid and clear description of the situation? (0-2)

Conceptual Foundation: Are concepts explained correctly and illustrated clearly? (0-2)

Clarity: Does essay flow easily to the reader? (0-2)

Attribution: Are sources cited or linked to correctly? (0-2)

Due Dates:

NOTE: You may confer with me ANT ANY POINT for guidance (email or office hours).

- Personal Introduction (By September 11): Meet with me one on one over Teams (or another video conferencing platform) during the first three weeks of the semester to introduce yourself, let me know of any questions or concerns you have, and let me know what you're interested in learning about and what brings you to this class.
- Explanatory Essay: To your editing group by October 30, to be workshopped November 2
- Reflection Essay: To your editing group by November 8, to be workshopped November 11
- Revised Explanatory Essay: To your editing group by November 13, to be workshopped Nov 16

ACADEMIC HONESTY POLICY

If you are unclear about whether something would be considered plagiarism, please ask me before you do it. Plagiarism (including taking material off of the internet and submitting it as your own), and other forms of academic misconduct are severe offenses and will be penalized according to Marquette's policy

on academic honesty, which can be found online at:

<http://www.marquette.edu/academics/regulations/acaddishonesty.html> . At the very least, plagiarism and other forms of cheating will result in an F for the assignment (without the opportunity to make it up) and a report to your Dean of Students and the Chair of SOCS.

USE OF THE INTERNET

By developing our own class wiki and book, my hope is that you will become more savvy about the information available on the Internet. Please note that you will be expected to display an understanding only of materials that we have covered in our readings and/or discussions—intelligent, critical, and properly attributed use of the Internet is allowed, but is not required. Please keep in mind that the Internet is full of misinformation that, if used uncritically, may hurt your performance in this course. You may refer (with link or citation) to something you find on the Internet in a wiki entry or your final project in order to illustrate an issue you wish to analyze, but please **DO NOT** rely on it to do your analysis for you. The analysis should emerge from your own thought process, in engagement with the readings and class discussions (and if you choose, with me during office hours or via email).

IF YOU CANNOT MAKE IT TO A TEAMS MEETING

While it will be helpful for you to attend every Teams meeting, I understand that sickness, connectivity problems, and many other things may make it impossible. If you must be absent, first please let me know as close to the day as you can. You may make up the class by watching the Teams video and posting a 1- to 2-page (300-500 words) reflection essay, based on the Context Video, the Readings, and the Teams discussion, to the D2L Discussions for that week. Normally, this reflection would be due by the Friday of the week when you missed, but if you are sick for an extended period of time, we can come to a workable arrangement. Please let me know when you have posted it, so I can go find it and grade it.

The reflection may pose and think through questions you have about the concepts or readings, an example of the phenomenon the class talked about, a comparison to a past reading, a response to another student's discussion question, or whatever else the class inspires you to write about. I will comment on your reflection and assign make-up credit for the class.

ASSIGNMENTS:

WEEK I 26 August	Introduction: Rethinking Sex, Gender and Nature Before we meet, please do the following: <ol style="list-style-type: none">1. Review the syllabus2. Watch my Welcome Video3. Watch Context Video: "Sociology & Social Construction"4. Watch Context Video: "Feminist Sociology, Defining Gender"5. Be prepared to talk about what interests you in this class6. Be prepared to talk about what ground rules you like to have in place for online class discussions (written on D2L and in Teams class meetings) You will also meet in breakout groups with your Wiki groups (1, 2, and 3) to get organized.
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WEEK 2 31 August	Watch Context Video “W&Z”
Group 1 D Group 2 A Group 3 R	Read: Candace West & Don R. Zimmerman, 1987, “Doing Gender,” <i>Gender & Society</i> 1 (2): 125-151. —CONTENT Watch Video: “Trans Men Explain Male Privilege”—[LINK]
	Contribute to the Wiki as determined by your group Start Discussion Thread Read Discussion Threads and comment at your leisure Vote on which Threads to discuss
2 September	Watch Context Video Read: Sharon Preves, 2002. “Sexing the Intersexed: An Analysis of Sociocultural Responses to Intersexuality,” <i>Signs</i> 27 (2): 523-556. —CONTENT Read: “I Feel for Caster Samenya” —[LINK] Watch Video: “What It’s Like To Be Intersex” https://www.buzzfeed.com/lizzwarner/what-its-like-to-be-intersex?utm_term=.dxzdp6rwk#.py27AwIY3 —[LINK] Optional Video: Lianne Simon portion of Lianne Simon and Megan DeFranza “Male, Female, and Intersex in the Image of God”—[LINK] Contribute to the Wiki as determined by your group Start Discussion Thread Read Discussion Threads and comment at your leisure Vote on which Threads to discuss
WEEK 3 7 September	NO CLASS—Labor Day
9 September	Watch Context Video
Group 1 A Group 2 R Group 3 D	Manuela Picq, 2018. “Decolonizing Indigenous Sexualities: Between Erasure and Resurgence,” <i>The Oxford Handbook of Global LGBT and Sexual Diversity Politics</i> (www.oxfordhandbooks.com) —CONTENT Duane Brayboy, “Two Spirits, One Heart, Five Genders” <i>Indian Country Today Media Network</i> , 23 January 2016. http://indiancountrytodaymedianetwork.com/2016/01/23/two-spirits-one-heart-five-genders —[LINK] Video: “Two Spirit — Injunuity”—[LINK] Video: “The Meaning of Mahu”—[LINK] Contribute to the Wiki as determined by your group Start Discussion Thread Read Discussion Threads and comment at your leisure Vote on which Threads to discuss
11 SEPT	INITIAL MEETING WITH PROF. MOON BY FRIDAY, 9/11

WEEK 4 14 September	Watch Context Video: Martin Sapolsky Steinem Emily Martin, "The Egg and the Sperm," <i>Signs</i> , Vol. 16, No. 3. (Spring, 1991), pp. 485-501. —CONTENT
Group 1 R Group 2 D Group 3 A	Robert M. Sapolsky, "Testosterone Rules," <i>Discover</i> 18(3, 1997):45-50 —CONTENT
	Gloria Steinem, "If Men Could Menstruate" originally published in <i>Ms.</i> (October, 1978)— [LINK] Contribute to the Wiki as determined by your group Start Discussion Thread Read Discussion Threads and comment at your leisure Vote on which Threads to discuss
16 September	Cultural and Historical Roots Watch Context Video: "The Big Picture"—[LINK] Video: Kimberlé Crenshaw, "The Urgency of Intersectionality" —[LINK] Kimberlé Crenshaw, 1989, "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics," <i>University of Chicago Legal Forum</i> , 139-168. —CONTENT "José: Tulsa, Oklahoma," pp. 208-210 in <i>Tell Me Who You Are: Sharing Our Stories of Race, Culture, and Identity</i> , by Winona Guo and Priya Vulchi (New York: Tarcher Perigee, 2019). Contribute to the Wiki as determined by your group Start Discussion Thread Read Discussion Threads and comment at your leisure Vote on which Threads to discuss
WEEK 5 21 September	Watch Context Video: "Standpoint Theory"—[LINK]
Group 1 D Group 2 A Group 3 R	Patricia Hill Collins, "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought," <i>Social Problems</i> 33(number 6, 1986): S14-S32. —CONTENT
	Black Feminisms.com, "5 Controlling Images that Affect Black Women." —[LINK] Contribute to the Wiki as determined by your group Start Discussion Thread Read Discussion Threads and comment at your leisure Vote on which Threads to discuss
23 September	Watch Context Video Austen Hartke, "Introduction" and "The Beginners' Guide to Gender," pp. 1-5 and 21-31 in his <i>Transforming: The Bible and the Lives of Transgender Christians</i> (Louisville, KY: Westminster John Knox Press, 2018). —CONTENT Shantel Gabriel Buggs, "(Dis)Owning Exotic: Navigating Race, Intimacy, and Trans Identity," <i>Sociological Inquiry</i> 90 (2): 249-270. —CONTENT Contribute to the Wiki as determined by your group Start Discussion Thread Read Discussion Threads and comment at your leisure Vote on which Threads to discuss

<p>WEEK 6 28 September</p> <p>Group 1 A Group 2 R Group 3 D</p>	<p>Audre Lorde, "Age, Race, Class, and Sex: Women Redefining Difference," pp. 114-123 in <i>Sister Outsider: Essays and Speeches</i> by Audre Lorde. Freedom, CA: The Crossing Press, 1984). —CONTENT</p> <p>Carol Cohn, "Wars, Wimps and Women," pp. 591-600 in <i>Men's Lives</i>, 7th ed., Ed. by Michael S. Kimmel and Michael A. Messner (Boston: Pearson, 2007, reprint). —CONTENT</p> <p>Contribute to the Wiki as determined by your group Start Discussion Thread Read Discussion Threads and comment at your leisure Vote on which Threads to discuss</p>
<p>30 September</p>	<p>Michael S. Kimmel, 2009, "Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity," pp. 58-70 in <i>The Sex, Gender & Sexuality Reader: The New Basics</i>, ed. by Abby L. Ferber, Kimberly Holcomb, and Tre Wentling New York: Oxford University Press. —CONTENT</p> <p>Contribute to the Wiki as determined by your group Start Discussion Thread Read Discussion Threads and comment at your leisure Vote on which Threads to discuss</p>
<p>WEEK 7 5 October</p> <p>Group 1 R Group 2 D Group 3 A</p>	<p>Andrea Smith, 2004, "Rape and the War Against Native Women," pp. 63-76 in <i>Reading Native American Women</i>, edited by Inés Hernandez-Avila. Alta Mira Press. —CONTENT</p> <p>Catherine MacKinnon, 1991, "Sexuality," Chapter 7 in her <i>Toward a Feminist Theory of the State</i>, Harvard University Press. —CONTENT</p> <p>Rebecca Traister, "The Game is Rigged: Why Sex That's Consensual Can Still Be Bad, And Why We're Not Talking About It" https://www.thecut.com/2015/10/why-consensual-sex-can-still-be-bad.html—[LINK]</p> <p>Contribute to the Wiki as determined by your group Start Discussion Thread Read Discussion Threads and comment at your leisure Vote on which Threads to discuss</p>
<p>7 October</p>	<p>Gloria Anzaldúa, 1987, "The Homeland, Aztlán: El Otro México," and "Movimientos de rebeldía y las culturas que traicionan," pp. 1-45 in her <i>Borderlands / La Frontera: The New Mestiza</i> San Francisco: Aunt Lute Books). —CONTENT</p> <p>Contribute to the Wiki as determined by your group Start Discussion Thread Read Discussion Threads and comment at your leisure Vote on which Threads to discuss</p>
<p>WEEK 8 12 October</p> <p>Group 1 A Group 2 R Group 3 D</p>	<p>Topics in the Sociology of Gender</p> <p>Emily Kane, 2006, "No Way My Boys Are Going to Be Like That! Parents' Responses to Children's Gender Nonconformity," <i>Gender & Society</i> 20(2):149-76. —CONTENT</p> <p>Contribute to the Wiki as determined by your group Start Discussion Thread Read Discussion Threads and comment at your leisure Vote on which Threads to discuss</p>

14 October	Plan Final Book What Topics Should We Cover? What Topic Would You Like to Write Your Concept Essay About?
WEEK 9 19 October	Laurel Richardson, "Gender Stereotyping in the English Language," (and insets) pp. 115-122 in <i>Feminist Frontiers</i> (4 th ed.) (New York: McGraw Hill, 1997).
Group 1 D Group 2 A Group 3 R	Contribute to the Wiki as determined by your group Start Discussion Thread Read Discussion Threads and comment at your leisure Vote on which Threads to discuss
21 October	Kylan Mattias De Vries, 2012, "Intersectional Identities and Conceptions of the Self: The Experience of Transgender People," <i>Symbolic Interaction</i> 35(1): 49-67. —CONTENT Contribute to the Wiki as determined by your group Start Discussion Thread Read Discussion Threads and comment at your leisure Vote on which Threads to discuss
WEEK 10 26 October	SOCIAL CONSTRUCTION: INSTITUTIONAL-work Adia Harvey Wingfield, "Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work," <i>Gender & Society</i> 23 (1, Feb 2009): 5-26.—CONTENT
Group 1 A Group 2 R Group 3 D	Contribute to the Wiki as determined by your group Start Discussion Thread Read Discussion Threads and comment at your leisure Vote on which Threads to discuss
28 October	Religion Christel J. Manning, 1997, "Women in a Divided Church: Liberal and Conservative Catholic Women Negotiate Changing Gender Roles." <i>Sociology of Religion</i> 58(4) 375-90. —CONTENT Contribute to the Wiki as determined by your group Start Discussion Thread Read Discussion Threads and comment at your leisure Vote on which Threads to discuss
30 OCTOBER	*Explanatory Essay due to your editing group. Read and complete worksheets from Writing Center. Please come to our Teams class on Monday, 11/2, having read your group's essays. (You may set your own deadline as a group)*
WEEK 11 2 November	Writing Center Workshop Explanatory Essay Please read your group's drafts and be prepared to comment

4 November	Intersectionality and Reproductive Politics
Group 1 R Group 2 D Group 3 A	Video: "Pro-choice or pro-life? 39% of Americans don't pick a side." https://www.youtube.com/watch?v=ssSIUVPjDns Andrea Smith, 2005, "Beyond Pro-Choice Versus Pro-Life: Women of Color and Reproductive Justice," NWSA Journal 17: 119-140. —CONTENT
	Contribute to the Wiki as determined by your group Start Discussion Thread Read Discussion Threads and comment at your leisure Vote on which Threads to discuss
Sunday 8 Nov	*Reflection Essay due to editing group (arrange your own deadline)* Please read and complete Worksheets from Writing Center for 11/11 Teams meeting.
WEEK 12 9 November	Work, Family and Values: Thinking about the Future
Group 1 R Group 2 D Group 3 A	Kathleen Gerson, 2002, "Moral Dilemmas, Moral Strategies, and the Transformation of Gender: Lessons from Two Generations of Work and Family Change," Gender & Society, 16(1): 8-28. —CONTENT
	Contribute to the Wiki as determined by your group Start Discussion Thread Read Discussion Threads and comment at your leisure Vote on which Threads to discuss
11 November	Workshop Reflection Essays with Writing Center Staff Please read your group's drafts and be prepared to comment.
Fri 13 Nov	*Revised Explanatory Essay due to editing group (or arrange your own deadline)*
Week 13 16 November	Workshop Revised Explanatory Essays Please read your group's drafts and be prepared to comment.
18 November	*Final Essays All Due in Book Platform* Review Final Book; what do we need to adjust? What should we call it? What sections should we organize it into?
WEEK 14 23 November	Debrief; what worked, what didn't, what will you bring with you into your life? How could the class be improved?

HAVE A GREAT BREAK, and STAY HEALTHY, EVERYONE!