

**SOCI 4450/5450**  
**Sociology of Sex and Gender**

**Class:** David Straz 465, TuTh 3:30-4:45  
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**Office Hours:** Tuesdays, 10:30-12, Thursdays, 2-3 or by appointment

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 some of these 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. By looking beyond individual-level biological and psychological analyses of gender to see how sex and gender are not only 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. In the latter part of the term, we will explore gender as it is produced in and structures institutions including work, family, marriage, and religion.

**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 under Links.
- You will need to read outside materials pertaining to your class project, and you may discuss those readings in class as they become relevant.

**Requirements:**

**1. Attendance and participation (25%).**

We all learn by discussing. Daily attendance and active participation are central to doing well in this class. I will track attendance daily. Please come to class having posted a discussion question on the wiki and prepared to answer questions about the readings and to bring up questions in class. You’ll need to BRING THE READINGS TO CLASS, along with written notes, questions, or comments on the readings, and you should be able to state in a sentence what each author’s main point is and how

the text relates to the class discussions. This is an important part of your grade. Discussing the course materials with me during office hours is also a form of participation, and perfect attendance also shows commitment to and engagement with the course. **EXCELLENT ATTENDANCE AND CLASS PARTICIPATION ARE ESSENTIAL TO EARNING ABOVE A B- FOR THIS COMPONENT OF THE GRADE.**

Marquette policy recognizes that ANY absence from class impedes your learning, and thus allows for students to be withdrawn for absences (WA) after four absences, making no distinction between excused and non-excused absences. However, if you are having problems or expect to be absent, I appreciate being informed, and I am willing to come to a reasonable accommodation. For the purpose of this class, I do recognize that some absences are more excusable than others. If you have a family emergency or are sick, particularly if your illness may be contagious, please let me know beforehand that you will be missing class. If you are absent a great deal, it is helpful to have a doctor's note to explain your condition, though I know that Marquette's clinic will not issue such notes. In keeping with Marquette policy, more than one absence will result in a lowering of your participation grade, and the grade will fall significantly with each subsequent absence.

## 2. Class Wiki 25% [Link on D2L]

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. 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 10 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 defined 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.

**Analysis/Tracing the Argument (A)**: By 10 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 it! That is too.***

**Revising the Entry (R)**: By 10 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.***

**Another handout details the purposes and goals of the wiki in more detail.**

**Other tasks not separated by group:**

**Questions & Responses:** At least once a week, each student should type in a question about the reading in the reading's entry, which we can discuss in class or in the wiki itself. Of course, you may also bring up questions in class, or send them to me privately via email. Another handout details what I mean by asking a question.

**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. PBworks shows who has been on the site doing what work, but it does not have perfect records, especially if your group shares the labor before posting. 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. A complaint of this sort will not result in immediate punishment, but I will look into the situation, see if the complaint is fair, talk to the relevant party or parties, and possibly adjust points accordingly. On the other hand, it is entirely to be expected that we may disagree with each other or the readings. 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!). Failing to do either may compromise your grade, as well as everyone's learning experience.

**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!

**What if you can't get your wiki assignment in on time?** Please note that the success of this class depends on people contributing in a timely way so that we can discuss the readings, the wiki, and students' questions at the same time. That said, I know that sometimes things come up and students cannot get their work done on time. Tell me what you can do to make up the points, get feedback from me, then do what we agree on. This can fall along the lines of a problem you or others have identified with the wiki's usefulness, or you may think of something else that you could do to contribute to making our class discussions more helpful. Later, this may involve work on our Medium project.

**Grading: Your responsibility for the wiki is responsibility to each other.** Students will evaluate each other's contributions to determine the wiki grade, so be conscientious and respectful! The only way to get a 0 for this assignment is failing to do 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. Extra points will be granted for an exceptional effort, as well as for brilliant insight, a clear explanation, or an illuminating or generative question.

### **3. Class Project (50%—25% for the presentation, 25% for the Medium posting)**

Working alone or in a pair or group, you will develop and carry out a project drawing from outside materials as well as our course readings. There is no way to avoid writing, but you may think through the topic using any genre you like: an essay, a research paper, or review of the literature on a particular topic (8-10 pages), a video, a spoken-word performance, a comic, a short documentary video, a series of infographics, a children's book, a painting, or slam poem, an educational curriculum (for nurses, for 6<sup>th</sup> graders, or...)—how do you think and communicate? Convince me that it is a good way to think more deeply about the concepts we discuss, and you can do it. If you do a work of art, you will need to do an Artist's Statement to accompany it, where you will explore the links between your project and our class readings to explain them to viewers. You may use oral histories, qualitative interviews, a survey, an analysis of documents or other media, or participant-observation, or you may

reflect on your own experiences. Essays, reviews, and research papers may be modeled on long format-journalism such as that found in *Bitch* magazine, the *New Yorker*, or *The Atlantic Monthly*, or a scholarly blog, such as those found at *Girl With Pen* or *The Society Pages* (but longer, or a series) or other websites of critical commentary or public intellectualism. (If you're not sure whether a particular blog you like is a good model for this assignment, show it to me!)

Topics are as open to you as genres, but your project should NOT be HUGE. Quality is more important than quantity. You may want to do research on something related to gender (race, sexuality, ability, class, ethnicity, nation...) in your life or more broadly, at Marquette, in Milwaukee, in the US, or in another country. You could write a review essay on 2-3 books for deeper understandings about a topic we discuss in class (such as intersectional oppression, or the experiences of a particular racial/gender/class/sexual orientation group, or for breadth on a topic that we don't discuss much (the intersections of gender and social class, for instance). It can have to do with 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, intersections of vectors of oppression or identity, sexuality, dating, sexual violence, health, law, science, or pedagogy—in day-to-day life or in extreme or remarkable situations. In your proposal, you will need to be as specific as possible.

Every assignment must make use of our course's concepts (our wiki can be a guide, but going directly to the source is better) and refer to at least four readings from our class, including West & Zimmerman and/or Crenshaw. (I won't make a distinction between major and minor readings, but the savvy student would focus on heavier, more concept-rich readings.) Works of art will need to be submitted with an Artist's Statement or reflection on how the concepts from the course inform the artistic expression.

Over the course of the semester, you will submit a **proposal** (due 9/13), a **50% draft** (submit draft or written statement of progress by 10am on the day before your appointment to meet with me in office hours between Oct 1 and Oct 15), a **full draft** (due 11/6), a final class **presentation** (11/12-12/5), and a **final, polished version** (with artist's statement, if it is not a written work of non-fiction) to be included in our final magazine (on Medium.com).

Once your full draft is done (due 11/7), you will need to work together with others on editing for clarity and accuracy.

The audience for our class magazine will be next year's class, and possibly other upper-division classes I teach. With Medium.com as our host, you can decide whether you would like to publish your assignment to the Internet for all eternity, or keep it private as a class document (I would not want to see every paper I wrote in college following me around for all future employers to see, but there are few things I wrote that I would have been proud to share, had that been an option. The decision to publish or not is entirely up to you, and your grade will not be affected by your decision to share or not.)

Our assigned final exam slot is on Thursday, 12 December, so that is when our magazine will be complete!

**Note on group projects:** I will permit you to work in pairs or groups if you like. If you do, you will still need to meet with me individually, as well as in a group. In addition, at the end of the term, you will need to evaluate your contribution to the final project as well as the contributions of the other members of your group. Free riders will not receive full credit for group projects.

## **PROJECT DEADLINES:**

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

**Personal introduction (By 13 September):** Come to my office hours 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 thinking about for the final project. We can work together to develop your ideas into something you can do by the end of the term. If you would like to work with others, you may come to this meeting as a group.

### **Proposal: Due Friday, 13 September, 12 pm.**

In a statement of 2-3 clearly-written, well-organized, grammatically correct pages, lay out what you would like to do for your final project. What medium or genre will you work in? What topic would you like to explore? What is your goal? What 4 readings from the syllabus might you incorporate, either in the project itself, or in the write-up that accompanies it? If you'll be working in a group, what will be each member's responsibilities? How will you ensure that all the work does not fall on one person?

### **50% Draft (submit draft or written statement of progress by 10am on the day before your appointment to meet with me in office hours between Oct 1 and Oct 15)**

By mid-October, you need to be making good headway toward your final project. You should have a list of your sources, possibly with notes about what each adds to your project. Your initial sketch or outline should be complete, and you should have at least begun pulling together or drafting your project and have a fairly clear and detailed picture of what your final project will look like. If you are doing a paper, you should have drafted at least half of it, and have a good idea of what you have left to do. If you have questions or problems—and that is an important part of discovery!—you should be able to articulate them as clearly as possible so that I can advise you.

### **Full Draft (Due 11/7)**

By November 7, your project needs to be fully drafted and ready to revise, enrich, and improve. ALL GOOD WRITING IS THE PRODUCT OF MULTIPLE AND PAINSTAKING REVISIONS. A complete draft is necessary if you are to get helpful feedback to make your project into something you can be proud to share with others, and that they will find helpful or illuminating. You will need to share this draft with other people and give each other feedback.

### **Final Presentation (11/12-12/5) [25% of your final grade]**

In class, you will present your findings to the rest of us, most likely in sections. The class will give feedback before the final version, and we will look for connections among the projects and ways to make our final magazine cohere as a whole. A student or group of students may need to write an overview of the magazine, so as a group, we will be looking for unifying themes and perspectives to introduce the magazine.

### **Final Project (11/21, 12/3, or 12/12) [25% of your final grade]**

You may submit your project to me on November 21 for pre-grading; you may wish to revise by final due date of 12/12.

Students who do not wish to publish their projects to the Internet for all eternity will not be required to do so, but those who do wish to do so, may. All students should think of their final projects as something to present to an audience of interested parties, strangers, peers, friends and possible detractors. The projects will have to cohere as a magazine.

## **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 magazine, 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).

## Moon's Basic Grading Rubric

All good writing is the product of multiple revisions. Revising is what writers do. On your proposal and early drafts, I will endeavor to provide a grade as a general sense of what your final grade would be if your work continued on its current trajectory, so that you may improve it. Your grade for the final project will be simply the grade on that project, not the average of all assignments, unless you do not submit a final project, in which case, that zero will be averaged in with the other grades your project has received. On your written work, I will endeavor to provide thoughtful, helpful comments to explain the grade I have given and what it will take to earn a better grade on the final project.

- A Provides a thoughtful, thought-provoking analysis of the reading(s) and evidence discussed. Detailed, close reading of text or a fruitful, careful comparison of two or more texts. May offer a thoughtful challenge to the reading's argument or analysis, or pushes beyond a summary of the reading. Assertions are backed with convincing evidence. Quotations are present and have page references. Paper is beautifully written, edited, and well-crafted—the discussion includes some sort of thesis statement or concluding statement, and paragraphs follow a clear logic.
- A- Excellent on all but one of the above measures. Could be pushed a bit farther, or reveals a minor slip of logic, or needs better organization or evidence.
- B+ Fulfills basic requirements of the assignment, as laid out in the syllabus, and required for a B, but improves on it in one or two ways.
- B Fulfills basic requirements of assignment, as laid out in syllabus. May involve more summary than engagement with the text. Engages text, but might lack full detail or depth. May reveal only a cursory understanding of text in some small aspect. May contain slips of logic. May be lacking in direct quotations. May have minor problems with grammar or style. An otherwise-perfect book report would merit *no higher* than a B.
- B- Fulfills basic requirements of assignment, but severely lacking in one or more areas. Memos that ask numerous questions and provide answers that do not engage deep thinking risk falling into this category. May be generally correct but poorly edited or not very clear. May articulate questions very well, but reflect a shaky grasp of the readings.
- C+ Makes a good point or engages with one point of the readings, but overall seems to miss their point. May have serious grammatical errors or style problems. May have more than one of the problems listed as qualifying for a B-.
- C Makes a good point or engages with one point of readings, though perhaps not to full, logical conclusion. May have serious grammatical errors or style problems. May seem hurried or slapdash, or reflect a weak understanding of the readings. May focus more on personal experiences or opinions rather than engaging the text.
- C- Shows some effort, but contains serious errors or problems. May be missing direct quotations from the readings, or show very weak grasp. May have serious grammatical errors or style problems.
- D+ Between a D and a C-.
- D Shows some effort. Significantly under-theorized. Not completely incorrect or without insight. May have serious grammatical errors or style problems.
- F Shows very little to no effort. Significantly under-theorized. Makes incorrect assertions. Reveals little grasp of the reading. May have serious grammatical errors or style problems.

## ASSIGNMENTS:

<b>WEEK 1</b> 27 August	<b>Introduction: Rethinking Sex, Gender and Nature</b>
29 August	<p><b>MEET AT DIGITAL MEDIA STUDIO, RAYNOR LIBRARY</b></p> <p>We will orient you to both the Wiki platform (PBworks) and our final project platform (Medium.com)</p> <p>In advance: Start thinking about what you'd like to do for your project and sketching out your proposal. I may ask you to share it with the class, so please be prepared.</p> <p>You will also meet with your groups (1, 2, and 3) and get organized for wiki for the semester.</p>
<b>WEEK 2</b> 3 September	Candace West & Don R. Zimmerman, 1987, "Doing Gender," <i>Gender &amp; Society</i> 1 (2): 125-151. — <b>CONTENT</b>
Group 1 D Group 2 A Group 3 R	<b>Video:</b> "Trans Men Explain Male Privilege" — <b>[LINK]</b>
5 September	<p>Sharon Preves, 2002. "Sexing the Intersexed: An Analysis of Sociocultural Responses to Intersexuality," <i>Signs</i> 27 (2): 523-556. — <b>CONTENT</b></p> <p>"I Feel for Caster Samenya" — <b>[LINK]</b></p> <p><b>Video:</b> "What It's Like To Be Intersex"</p> <p><a href="https://www.buzzfeed.com/lizzwarner/what-its-like-to-be-intersex?utm_term=.dxzdp6rwk#.py27Aw1Y3">https://www.buzzfeed.com/lizzwarner/what-its-like-to-be-intersex?utm_term=.dxzdp6rwk#.py27Aw1Y3</a> — <b>[LINK]</b></p>
<b>WEEK 3</b> 10 September	Manuela Picq, 2018. "Decolonizing Indigenous Sexualities: Between Erasure and Resurgence," <i>The Oxford Handbook of Global LGBT and Sexual Diversity Politics</i> ( <a href="http://www.oxfordhandbooks.com">www.oxfordhandbooks.com</a> ) — <b>CONTENT</b>
Group 1 A Group 2 R Group 3 D	<p>Duane Brayboy, "Two Spirits, One Heart, Five Genders" Indian Country Today Media Network, 23 January 2016.</p> <p><a href="http://indiancountrytodaymedianetwork.com/2016/01/23/two-spirits-one-heart-five-genders">http://indiancountrytodaymedianetwork.com/2016/01/23/two-spirits-one-heart-five-genders</a> — <b>[LINK]</b></p> <p><b>Video:</b> "Two Spirit — Injunity" — <b>[LINK]</b></p> <p><b>Video:</b> "Two Spirits, One Dance for Native American Artist" — <b>[LINK]</b></p> <p><b>Video:</b> "The Meaning of Mahu" — <b>[LINK]</b></p>
12 September	<p>Emily Martin, "The Egg and the Sperm," <i>Signs</i>, Vol. 16, No. 3. (Spring, 1991), pp. 485-501. — <b>CONTENT</b></p> <p>Robert M. Sapolsky, "Testosterone Rules," <i>Discover</i> 1997 — <b>CONTENT</b></p> <p>Gloria Steinem, "If Men Could Menstruate" originally published in <i>Ms.</i> (October, 1978) — <b>[LINK]</b></p>
13 September	<b>PROPOSAL DUE THROUGH DROPBOX (D2L)</b>

<b>WEEK 4</b> 17 September	<p>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. — <b>CONTENT</b></p> <p>Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House," pp. 110-113 in <i>Sister Outsider: Essays and Speeches by Audre Lorde</i> Freedom, CA: The Crossing Press, 1984). —<b>CONTENT</b></p> <p><b>Video:</b> Kimberlé Crenshaw, "The Urgency of Intersectionality" — <a href="#">[LINK]</a></p>
Group 1 R Group 2 D Group 3 A	
19 September	<p>Austen Hartke, 2018, "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). —<b>CONTENT</b></p> <p>David Valentine, "I Went to Bed with My Own Kind Once: The Erasure of Desire in the Name of Identity," pp. 407-418 in <i>The Transgender Studies Reader, Vol. I</i>, edited by Susan Stryker and Stephen Whittle. (New York: Routledge, 2006). —<b>CONTENT</b></p>
<b>WEEK 5</b> 24 September	<p>Barbara Risman, 2009, "Gender as Structure," pp. pp. 295-304 in <i>Mapping the Social Landscape</i>, 6<sup>th</sup> ed., ed. by Susan J. Ferguson, McGraw-Hill. — <b>CONTENT</b></p> <p><b>Discuss 50% Drafts</b></p>
Group 1 D Group 2 A Group 3 R	
26 September	<p><b>Cultural and Historical Roots</b></p> <p>Laurel Richardson, "Gender Stereotyping in the English Language," (<u>and insets</u>) pp. 115-122 in <i>Feminist Frontiers</i> (4<sup>th</sup> ed.) (New York: McGraw Hill, 1997). — <b>CONTENT</b></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). —<b>CONTENT</b></p>
1-15 OCT	<p><b>MEET WITH ME TO DISCUSS 50% DRAFT AND PROGRESS. 50% DRAFT &amp; SKETCH OF PLANS TO FINISH. DUE 10am THE DAY BEFORE WE MEET</b></p>

<p><b>WEEK 6</b> 1 October</p> <p>Group 1 A Group 2 R Group 3 D</p>	<p>John D’Emilio, 1983, “Capitalism and Gay Identity,” pp. 467-478 in <i>The Lesbian and Gay Studies Reader</i>, ed. by Abelove, Barale, and Halperin New York: Routledge. — CONTENT</p>
<p>3 October</p>	<p>Gloria Anzaldúa, 1987, “The Homeland, Aztlán: El Otro México,” and “Movimientos de rebeldía y las culturas que traicionan,” pp. 1-23 in her <i>Borderlands / La Frontera: The New Mestiza</i> San Francisco: Aunt Lute Books). — CONTENT</p>
<p><b>WEEK 7</b> 8 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” <a href="https://www.thecut.com/2015/10/why-consensual-sex-can-still-be-bad.html">https://www.thecut.com/2015/10/why-consensual-sex-can-still-be-bad.html</a> — [LINK]</p>
<p>10 October</p>	<p><b>SOCIAL CONSTRUCTION THROUGH INTERACTION</b></p> <p>Emily Kane, 2006, “No Way My Boys Are Going to Be Like That! Parents’ Responses to Children’s Gender Nonconformity,” <i>Gender &amp; Society</i> 20(2):149-76. — CONTENT</p>
<p><b>WEEK 8</b> 15 October</p>	<p><b>Re-read Crenshaw, Moraga, or West &amp; Zimmerman — Don’t just pretend! Really re-read! I’m not playing!</b></p> <p>How can we help each other understand the concepts of “Doing Gender” and intersectionality at a deeper level?</p> <p>Bring in examples from your project and we’ll talk about the concepts in light of your research.</p>
<p>17 October</p>	<p><b>NO CLASS! Have a great break!</b></p>
<p><b>WEEK 9</b> 22 October</p> <p>Group 1 D Group 2 A Group 3 R</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 &amp; Sexuality Reader: The New Basics</i>, ed. by Abby L. Ferber, Kimberly Holcomb, and Tre Wentling New York: Oxford University Press. — CONTENT</p>

24 October	Kristen Schilt and Laurel Westbrook, 2009, "Doing Gender, Doing Heteronormativity: 'Gender Normals,' Transgender People, and the Social Maintenance of Heterosexuality," <i>Gender &amp; Society</i> 23 (4): 440-464. – CONTENT 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
<b>WEEK 10</b> 29 October	<b>SOCIAL CONSTRUCTION: INSTITUTIONAL Religion</b>
Group 1 A Group 2 R Group 3 D	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 J. E. Sumerau, Ryan T. Cragun, and Lain A. B. Mathers, 2015, "Contemporary Religion and the Cisgendering of Reality," <i>Social Currents</i> , 1-19. – CONTENT
31 October	<b>Politics and Health</b> Andrea Smith, 2005, "Beyond Pro-Choice Versus Pro-Life: Women of Color and Reproductive Justice," <i>NWSA Journal</i> 17: 119-140. – CONTENT
<b>WEEK 11</b> 5 November	<b>Work &amp; Family</b> Kathleen Gerson, 2002, "Moral Dilemmas, Moral Strategies, and the Transformation of Gender: Lessons from Two Generations of Work and Family Change," <i>Gender &amp; Society</i> , 16(1): 8-28. – CONTENT
Group 1 R Group 2 D Group 3 A	
7 November	<b>Complete <u>Draft</u> of Final Project Due</b> Meet at Digital Scholarship Lab to discuss final projects, re-orient you to Medium, and begin peer revision We will pass a sign up sheet to show who is reading whose paper (with rubric) to make suggestions and go through checklist
<b>WEEK 12</b> 12 November	<b>FINAL PRESENTATIONS</b>
14 November	<b>FINAL PRESENTATIONS</b>
<b>Week 13</b> 19 November	<b>FINAL PRESENTATIONS</b>
21 November	<b>COMPLETE VERSION DUE FOR PRE- GRADING REVIEW</b> <b>FINAL PRESENTATIONS</b>

<b>WEEK 14</b> 26 November	FINAL PRESENTATIONS?
28 November	No Class – THANKSGIVING
<b>WEEK 15</b> 3 December	FINAL PRESENTATIONS
5 December	FINAL PRESENTATIONS
<b>THURSDAY</b> 12 Dec	<b>MAGAZINE COMPLETED AND GOING LIVE (-ISH)?</b>

HAVE A GREAT BREAK! CONGRATULATIONS, GRADUATES!