

# **SYD 4800: Sociology of Gender Spring 2025 Syllabus**

Class #24651

MWF Period 3, 9:35 – 10:25 AM

Location: Anderson Hall, Room 019

## **Instructor Information**

Sierra Plotner (she/her)  
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Office Hours: Mondays 10:40 AM – 12:45 PM  
Office Location: Turlington, 3347

For a quick response, please **message me through Canvas**. Canvas is a dedicated space explicitly for instructor-student communication, whereas my email receives much outside attention. I aim to respond to student messages and emails within 24 hours but no later than 48 hours.

I will use Canvas primarily to communicate with students about the course. Students are responsible for periodically checking the Canvas announcement section and their Canvas inbox.

## **Course Description**

SYD 4800 offers a comprehensive exploration of the Sociology of Gender within the context of the United States. Whether or not you've spent extensive time contemplating it, this course presents an opportunity to refine your understanding and theory of gender. Together, we will delve into sociological theories and empirical studies, using them as tools to scrutinize and test our conceptions of gender. Students will complete assignments that allow them to document their thoughts and reflect upon the material. Additionally, students will develop a final project throughout the course that seeks to further comprehend or address a problem of gender inequality. Students are encouraged to engage and direct their own learning journeys, bringing innovation to their work. This class aims to help students cultivate their sociological imaginations and empower them to critically and creatively analyze gender dynamics both now and in the future.

## **Course Objectives**

- Cultivate sociological curiosity, fostering an inquisitive mindset towards understanding the complexities of gender within society.
- Analyze and articulate gender as a social achievement, system, and/or structure, utilizing sociological frameworks to deconstruct its multifaceted nature.
- Relate everyday gender practices to large-scale social inequality, examining how gender dynamics contribute to broader patterns of societal advantage and disadvantage.
- Analyze how gender intersects with other axes of inequality, such as race and class, elucidating the interconnectedness of social categories and their impact on individual experiences.

- Relate sociological material to your own life, social world, and/or current events, applying course concepts to critically assess and interpret real-world phenomena.
  - Refine your own theory of gender, engaging in reflective exercises and critical discussions to develop a nuanced understanding of gender dynamics and their implications.
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### **General Education (S, D) Requirements**

SYD 4800 fulfills General Education requirements for Social Perspectives (S) and Diversity (D) but doesn't fulfill the Writing Requirement. This course provides students with an in-depth understanding of social dynamics and diversity within the framework of gender sociology.

#### **Social and Behavioral Sciences (S)**

Courses in the social and behavioral sciences introduce students to the history, core themes, principles, terminology, and underlying theories or methodologies within these fields. Through instruction in these courses, students develop the ability to identify, describe, and explain various social institutions, structures, and processes. Emphasis is placed on the application of accepted problem-solving techniques, both formal and informal. Students engage in qualitative or quantitative analysis to examine individual and group decision-making processes, as well as to evaluate opinions, outcomes, and human behavior. Ethical perspectives in individual and societal decisions are assessed and analyzed.

#### **Diversity (D)**

The Diversity designation is always coupled with another program area and signifies that the course extensively addresses diversity content and engagement, serving as a defining aspect of the curriculum. In Diversity courses, students explore historical processes and contemporary experiences that define social and cultural differences within the United States. This exploration encompasses a dynamic understanding of diversity, including intersections such as race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Through critical analysis, students evaluate how social inequities are constructed and impact opportunities and constraints across the U.S. population. Furthermore, students reflect on how cultural perspectives and beliefs shape their own understanding and that of others within an increasingly diverse society.

#### **Student Learning Objectives**

The general education Student Learning Outcomes (SLOs) describe the knowledge, skills, and attitudes students are expected to acquire while completing a general education course at the University of Florida. The SLOs fall into three categories: *content*, *communication*, and *critical thinking*:

- *Content* is knowledge of the concepts, principles, terminology, and methodologies used within the discipline. Students demonstrate competence in the terminology, concepts, methodologies, and theories used within the discipline. The Content SLO is assessed through in-class activities, discussion posts, and team exercise facilitations.
- *Communication* is the development and expression of ideas in written and oral forms. Students communicate knowledge, ideas, and reasoning clearly and effectively in written or

oral forms appropriate to the discipline. The Communication SLO is assessed through in-class activities, discussion posts, gender journals, and team exercise facilitations.

- *Critical thinking* is characterized by comprehensively analyzing issues, ideas, and evidence before accepting or formulating an opinion or conclusion. Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems. The Critical Thinking SLO is assessed through in-class activities, team exercise facilitation, an annotated bibliography, and the final project.

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## Course Requirements

### Readings

The required textbook for this course is Wade and Ferree's third edition of *Gender: Ideas, Interactions, Institutions* (2022). Students should buy the most recent edition and not an earlier version. The publisher offers an eBook of the textbook that is the most affordable copy (\$36.95). Students can purchase access through the link below. All other assigned readings will be free and accessible online through Canvas.

<https://wwnorton.com/books/9780393892864>

If you buy or rent a physical copy of the textbook, you do *not* need to purchase additional access to InQuizitive. If you have questions or concerns about what to purchase, trial access for the first four chapters online is available. Please reach out for clarification, and do not wait too long to purchase the textbook. Students will need full access to the textbook before Week 5.

### Student Responsibilities

A core value of our class is to treat each other with kindness and respect. Together, our actions shape the atmosphere we create. We recognize everyone's diverse knowledge and experiences, and it's our shared responsibility to make space for these differences, fostering inclusivity.

Respect for fellow students, the instructor, and the educational process is always expected. We'll discuss sensitive topics like racism, sexism, and others, so it's crucial to be courteous and avoid disrespect. We'll prioritize healthy disagreement over disrespect. If you find certain topics emotionally challenging, feel free to talk to me. If you need to step out during a discussion, you won't face academic consequences, but you'll need to catch up on missed material. If you're absent for an extended period, arrange to get notes from a classmate or meet with me.

#### **In all class discussions:**

- Allocate time to read and prepare beforehand, ensuring active participation thoroughly.
- Engage in open dialogue by sharing questions and ideas, while attentively listening to others.
- Embrace positive assumptions and embrace diverse perspectives, making space for differing viewpoints.

#### **In general:**

- Support classmates in times of difficulty, especially in areas where you may hold expertise.
- Utilize available resources, including classmates, the writing center, internet, library, and instructor, when encountering challenges.
- Uphold principles of academic integrity by presenting your work honestly and acknowledging the contributions of others through proper citation.

### **Attendance.**

Regular attendance is required, as we will frequently engage in discussions that will enrich students' learning experiences. Students will be assessed on in-class activities (ICAs). Class discussions and activities will help students focus their thoughts, stimulate new discussions, encourage students to communicate efficiently by sharing their insights and listening to others, review important material, and help student retention through writing. Class activities will vary in format and difficulty and will be submitted during class time; they will be assessed as students' attendance grades.

To accommodate our various needs and how life can be busy sometimes, the lowest 2 ICAs will be dropped. In other words, you do not need to communicate to me about your absence. You can choose to use these two “unexcused absences” however you please.

Students with court-imposed legal obligations (e.g., jury duty or subpoena) or accommodations through the Disability Resource Center (DRC) must contact the Instructor as soon as possible to discuss how these circumstances will affect their ability to attend class and complete assignments. The Instructor will work with students to establish the appropriate accommodations. Students must provide supporting evidence or documentation with their request (e.g., court paperwork or DRC Accommodation Letter). More information about DRC accommodations can be found in the “UF accommodations” section under “University and CLAS Policies.” All other requests for excused absences are granted at the Instructor's discretion.

Students may request an excused absence due to religious holidays, military obligations, professional development activities, or participation in university-sponsored activities, but these requests should be made at least 2 business days before the relevant class period(s). Excused absences should be accompanied by supporting evidence or documentation. Requests for excused absences are granted at the Instructor's discretion.

### **Late work and makeup work.**

Student responsibilities include submitting their work on time. However, I will accept late work **only for discussion posts and gender journals** with a few conditions:

- (1) There will be a deduction of 10% off each day it is late, up to 50% off on the 5<sup>th</sup> day.
- (2) I *will not* accept late work after the 7<sup>th</sup> day, especially without some kind of communication and agreement. Any work that has not been submitted within the week that it was due *will* receive an automatic zero.
- (3) That being said, students *should* communicate with the Instructor before a deadline has passed—*DO NOT* wait until the last minute.

With excused absences—see attendance responsibilities above—students will be given a reasonable amount of time to make up missed work and will, of course, not be deducted points for lateness.

### **Communication.**

Students are responsible for regularly checking their Canvas messages and the course page, especially the announcement section.

For a quick response, please **message me through Canvas** rather than email. Canvas is a dedicated space explicitly for instructor-student communication, whereas my email receives much outside attention. I aim to respond to student messages and emails within 24 hours but no later than 48 hours. If you have questions about the final project, please review the material and contact me early.

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### **Evaluation**

**In-class Exercises (15%)**  
10 Exercises 1.5% each

**Discussion Posts (25%):**  
10 Discussions 2.5% each

**Gender Journals (10%):**  
3 Check-Ins ~3.33% each

**Team Exercise Facilitation (20%):**  
Presentation 7.5%  
Class Exercise 7.5%  
Peer Evaluation 5%

**Annotated Bibliography (10%)**

**Final Project (20%)**

### **Grades**

This course adheres to the grading scale seen below. Please be aware of your grade trajectory throughout the course. **A minimum grade of C is required for general education credit.** If you are concerned about your grade at any point, you should reach out to me as soon as possible.

### **Grading Scale**

A	94.0-100	C	73.0-76.9
A-	90.0-93.9	C-	70.0-72.9
B+	87.0-89.9	D+	67.0-69.9

B	83.0-86.9	D	63.0-66.9
B-	80.0-82.9	D-	60.0-62.9
C+	77.0-79.9	E	≤59.9

For information on current UF grading policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext>.

## Assignments

### In-class Activities (ICAs)

Active attendance and participation are vital for this seminar. Success depends on engaging in discussions and contributing to class activities. It's important to create a respectful environment where everyone feels comfortable sharing their thoughts.

Complete the readings before each class to prepare for discussions and in-class activities (ICAs). The attendance policies are detailed in the "Attendance" section. If you miss a class, it is your responsibility to catch up on notes and updates from the instructor and peers. There will be 12 ICAs, but students can drop their lowest 2 scores to account for absences. **ICAs are attendance-based and cannot be made up**, though they may be excused under certain circumstances outlined in the attendance policies.

### Discussion Posts

Students are expected to come prepared to actively participate in class discussions and activities, where engagement is essential to the learning experience. To ensure everyone is ready, students must submit a discussion post on Canvas by 9:35 am on Monday each week (unless otherwise notified due to holidays or schedule changes). There will be twelve opportunities for students to earn credit, but two of the lowest scores will drop. **Students who are scheduled to lead a team exercise facilitation are excused from submitting a discussion post for that week.**

The goal of the discussion posts is to promote active, thoughtful engagement with the course readings and materials. These posts are not just summaries but should demonstrate your comprehension and critical thought. By sharing your ideas publicly, you'll have the opportunity to engage with your peers' perspectives, which will enrich both your own learning and the class discussions. Publicly posting your thoughts also encourages you to critically engage with the material, helping to minimize the temptation to rely on AI tools, and ensuring that your posts reflect your own understanding and insights.

#### What to include:

Posts should be at least 350 words (not including questions) and must be submitted before the start of the class. Your post should reflect your understanding and insights—this is not a place for simply regurgitating information but for developing and sharing your insights.

Each discussion post should provide a concise summary of the key ideas from the readings, identifying 1-2 central arguments made by the authors. Highlight areas of agreement or overlap between the readings, as well as points of disagreement or critique. To deepen your analysis, you

are encouraged to draw connections between the current week's readings and those from previous weeks. This demonstrates both your comprehension and your ability to synthesize course material over time. **Students are expected to name and engage with explicit concepts and theories from the readings within their posts.**

Additionally, pose 1-2 thoughtful questions for your peers to consider during class, perhaps about something you'd wish to explore or found challenging or unclear. While we may not always address every question, I encourage you to raise them during discussions, and I will also work to integrate them into our conversation when possible.

### **Gender Journals**

Students are required to submit three entries from their gender journals at different points in the semester. The goal of these journals is to provide a space for personal reflection on gender, allowing students to explore their own thoughts, experiences, and evolving understanding of the concepts discussed in class. This is meant to be a free space for students to express themselves—vent, reflect, and think through the ideas they are encountering—without the pressure of being overly formal or critical (though critical thinking is encouraged).

Each submission should be at least two pages long, double-spaced, and focus on your personal insights and reflections. You are welcome to integrate course materials but feel free to also explore how your own experiences relate to the themes we are discussing. This is about your learning journey and how your understanding of gender develops over time. Keep the structure simple, focusing on reflection and personal exploration rather than rigid analysis or formatting.

While this assignment isn't weighted heavily (~3.33% each towards the final grade), it is an important part of creating a space for you to think critically and develop your voice on these issues so you can engage more thoughtfully in class discussions and assignments.

### **Team Exercise Facilitation (TEF)**

Students will be expected to present in teams and create a class exercise once a semester on the week's assigned readings. The size of the teams will depend on class enrollment, but some weeks with lighter workloads may have fewer members. We will begin presentations in the third week: ten weeks are available for students to earn credit for the TEF. Students will have the freedom to select the topic that they wish to present and create a class exercise.

TEFs are worth 20%, but they are divided into three parts: presentation (7.5%), class exercise (7.5%), and peer evaluation (5%).

#### **Presentation.**

Team presentations should include developing a PowerPoint presentation of the main themes of the assigned readings. Additionally, teams should include their own thoughts and critiques of the readings. Presentations should take 15-20 minutes, leaving the rest of the class open for discussion. One member of the team must submit the presentation on Canvas before the class period that they present. PowerPoints will be shared in a course folder for the whole class to access and use as notes.

### **Class Exercise.**

Students will work in teams to create a class exercise based on the week's readings or topics. The activity will be completed and discussed in class on Fridays. Class exercises must be submitted on Canvas by Wednesday night, allowing the instructor time to review and revise as needed for suitability and inclusivity. The instructor will facilitate the exercise, ensuring it runs smoothly.

Teams can choose to participate in their own exercise or not, but they are expected to engage in the discussion afterward and share their thoughts on creating it.

Additional detailed instructions will be available on Canvas. However, a successful class exercise generally should:

- Deepen understanding of the week's readings or topics
- Foster critical thinking
- Engage classmates in meaningful discussions
- Ensure relevance and clarity of instructions
- Be inclusive and accommodate all participants

### **Peer Evaluation.**

Peer evaluations are included for a small percentage, so students may express concerns about their peers' participation in the project. Peer evaluation has been shown to be an effective way to keep students accountable for their work in teams and encourage efficient cooperation. The Instructor will take these scores into account when assigning each student's Peer Evaluation grade.

### **Annotated Bibliography**

Students must turn in an annotated bibliography to demonstrate the research and preparation underway for the final project. This bibliography should include at least four peer-reviewed sources, with each source clearly linked to the chosen research question or problem.

The annotated bibliography should begin with an introduction that outlines the topic and research questions, providing a roadmap for the final project. This introduction should explain the project's focus, scope, and approach (whether applied or academic). After the introduction, students should include a brief summary of each source, followed by a description of how it will contribute to the final project. Additionally, students should explain how each source connects to the themes or readings from the course, demonstrating how the articles relate to one another and will support the critical analysis required in the final project.

The annotated bibliography is due by March 14<sup>th</sup> at 11:59 P.M. It should provide clear evidence of the student's research process, showcasing their ability to engage with relevant sources and begin framing their final project.

### **Final Project**

At the end of the semester, students will submit an individual project demonstrating their ability to apply course concepts meaningfully. Projects should connect directly to course themes and readings and may include additional research as needed. The final project is flexible, allowing

students to choose a format that resonates personally, but it must clearly address a specific problem or research question.

Students should decide whether their project will take an applied approach (e.g., addressing real-world issues or practical solutions) or an academic approach (e.g., exploring a theoretical question or conducting scholarly inquiry). Regardless of the approach, the project should be feasible in scope, and while actual implementation or research is not required, a theoretical approach must be outlined.

The final project will be a comprehensive 8-10 page paper that incorporates course materials, provides a detailed analysis, and demonstrates a deep understanding of the chosen topic.

Examples of final projects include:

- A virtual museum exhibit
- A policy critique
- A literature review
- A research proposal
- A book review
- An intervention program

These options allow for creative and critical exploration of gender studies. The final project is due by April 28th at 11:59 p.m. Detailed instructions will be available on Canvas and discussed in class. The goal is to integrate the knowledge and insights gained throughout the semester and apply them in a way that feels relevant and unique to students' interests.

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### **University and CLAS Policies:**

#### **UF Statement of Classroom Learning**

People learn best when they are encouraged to ask questions and express their diverse opinions on course content which may include images, texts, data, or theories from many fields. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, ideas and opinions-including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge and the pursuit of new ideas.

#### **UF In-class Recording Policy**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without the permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### **UF Course Evaluations**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at [gatorevals.aa.ufl.edu/students/](http://gatorevals.aa.ufl.edu/students/). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in the Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results/](http://gatorevals.aa.ufl.edu/public-results/).

### **UF Accommodations**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with me and discuss their access as early as possible in the semester.

### **UF Honor Policy**

UF students are bound by the Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have

neither given nor received unauthorized aid in doing this assignment.” The Honor Code ([sccr.dso.ufl.edu/process/student-conduct-code/](http://sccr.dso.ufl.edu/process/student-conduct-code/)) specifies a number of behaviors that are in violation of this code and possible sanctions. If you have any questions or concerns, please consult with the Instructor.

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### **Legislative Compliance Statement**

SYD 4800 may touch on topics germane to gender identity, but as subjects of study and not advocacy; in that spirit, we routinely teach on diverse theoretical perspectives rather than privileging one over the other. Discussions of identity are case- or data-driven rather than rooted in ideology or advocacy. Grading of assignments and/or exams focuses on understanding of content rather than adopting a specific opinion.

SYD 4800 may discuss systemic theories related to sociological perspectives on gender, but it considers them in the context of other theoretical approaches and includes critique of all theoretical perspectives. The course does not endorse concepts of systemic racism, sexism, oppression, or privilege. It does not treat inequalities or injustice as inherent but instead discusses theoretical perspectives that explain whether and how social structures may create and reproduce inequalities. Such processes are viewed as contingent and negotiated and often contested rather than natural or determined. The course cites relevant facts based on research demonstrating how institutions are social contexts that shape inequalities within the United States and globally. Discussions of various interpretations are case- or data-driven rather than driven by an ideology. Grading of assignments and/or exams focuses on understanding of content rather than adopting a specific opinion.

## Assignment Schedule

Students may find all deadlines here besides those required for the Team Exercise Facilitation (TEF). Deadlines for the TEF components will vary by team but are usually restricted to Monday and Wednesday nights. Please see Canvas for specifics once teams are assigned.

**\* Students should regularly check Canvas for updates on specific due dates and assigned materials. Dates are subject to change but will not go without notification to students via Canvas announcements.**

Table 1. Due dates for weekly discussion posts.

Discussion Posts	Content	Dates (Due BEFORE Class)
1	Week 2	1/22
2	Week 3	1/27
3	Week 4	2/3
4	Week 5	2/10
5	Week 6	2/17
6	Week 7	2/24
7	Week 8	3/3
8	Week 9	3/10
9	Week 11	3/24
10	Week 12	3/31
11	Week 13	4/7
12	Week 14	4/14
13	Week 15	4/21

Notes: (a) I've assigned 13 discussion posts, but students may only complete 12. For one week, students will be completing the TEF and do not need to submit a discussion post. (b) Additionally, the lowest 2 discussion posts will be dropped.

Table 2. Due dates for the gender journal check-ins.

Submissions	Due Dates
1	1/24
2	3/7
3	4/23

Table 3. Due dates for the final project components.

Assignment	Due Dates
Annotated Bibliography	3/14
Final Project	4/28 by 11:59 PM

## Reading Schedule

### Week 1 (1/13—1/17) Introduction \*

- Syllabus
- AI Usage Guidelines
- How to Read Articles
- **Read for Friday:** “Chapter 1: Ideas”

### Week 2 (1/21—1/24) The Gender Binary \*

- “Chapter 2: Bodies”
- Campo-Engelstein and Johnson (2013), “Revisiting ‘The Fertilization Fairytale’”
- **At-home viewing:** National Geographic (2017), *Gender Revolution: A Journey with Katie Couric*. <https://www.facebook.com/katiecouric/videos/gender-revolution-a-journey-with-katie-couric/10154790608436005/>

### Week 3 (1/27—1/31) Performances and Disruptions

- “Chapter 3: Performances”
- Frank (2020), “Queering Menstruation”
- Barbee and Schrock (2019), “Un/gendering Social Selves”

### Week 4 (2/3—2/7) Intersectionality

- “Chapter 4: Intersections”
- Crenshaw (1991), “Mapping the Margins”

### Week 5 (2/10—2/14) Masculinities

- “Chapter 5: Inequality: Masculinities”
- Cottingham (2014), “Recruiting Men, Constructing Manhood”
- McKenzie et al. (2018), “Masculinity, Social Connectedness, and Mental Health”

### Week 7 (2/17—2/21) Femininities

- “Chapter 6: Inequality: Femininities”
- Bordo (1993), “The Body and the Reproduction of Femininity”
- Pyke and Johnson (2003), “Asian American Women and Racialized Femininities”

### Week 5 (2/24—2/28) Sexualities

- “Chapter 9: Sexualities”
- Schilt and Westbrook (2009), “Doing Gender, Doing Heteronormativity”
- Silva (2016), “Bud-Sex”

### Week 8 (3/3—3/7) Medicalization of Trans and Intersex

- Ashly (2021), “The Misuse of Gender Dysphoria”
- Davis, Dewey, and Murphy (2016), “Giving Sex: Deconstructing Intersex and Trans Medicalization Practices”
- **Optional:**
  - *Intersexion* (2012): <https://www.youtube.com/watch?v=czbQRjdGvYQ>

**Week 9 (3/10—3/14) Gender and Family \***

- “Chapter 10: Families”
- Goldscheider, F., Bernhardt, E., & Lappegård, T. (2015). "The Gender Revolution: A Framework for Understanding Changing Family and Demographic Behavior." *Population and Development Review*, 41(2), 207-239.
- Kuperberg, A., & Stone, P. (2022). "He's a Mr. Mom: Cultural Ambivalence in Print News Depictions of Stay-at-Home Fathers." *Sociological Perspectives*, 65(3), 467-488.

**Week 10 (3/17—3/21) Spring Break \***

- No readings! Take some rest and recover.

**Week 11 (3/24—3/28) Gender and Work**

- “Chapter 11: Work”
- Wingfield (2009), "Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work”
- Seron et al. (2016), “Persistence Is Cultural: Professional Socialization and the Reproduction of Sex Segregation”

**Week 12 (3/31—4/4) Gender and Technology**

- Daniels (2009), “Rethinking Cyberfeminism(s)”
- D’Ignazio and Klein (2020), “What Gets Counted Counts” from *Data Feminism*
- Moloney and Love (2017), “#TheFapping: Virtual Manhood Acts in (Homo)Social Media”

**Week 13 (4/7—4/11) Gender and Politics**

- “Chapter 12: Politics”
- Mohanty (1984), “Under Western Eyes: Feminist Scholarship and Colonial Discourses”
- Duggan (1994), “Queering the State”

**Week 14 (4/14—4/18) Gender and Globalization**

- Lee (2024), “The Specific Visuality of Women of the Global South in the Media of the Global North”
- **At-home viewing:** *Made in L.A.* (2007).  
<https://www.youtube.com/watch?v=n7pgYxzxivk>
- Towle and Morgan (2002), “Romancing the Transgender Native”

**Week 15 (4/21—4/23) Social Change \***

- Carian and Johnson (2020), “The Agency Myth: Persistence in Individual Explanations for Gender Inequality”
- Gill (2007), “Postfeminist Media Culture: Elements of a Sensibility”

**Final projects are due by April 28<sup>th</sup> at 11:59 PM.**