INSTRUCTOR:
Dr. Barbara Gurr, Assistant Professor in the Women’s, Gender, and Sexuality Studies Program, University of Connecticut.

Contact: Please use the email tool within HuskyCT

Textbooks & Articles: Articles are available in Electronic Course Reserve (ECR) via the class HuskyCT site. Books are available through Powell’s Books or Amazon.

REQUIRED TEXTS:

Technical Requirements: Please make sure that you have the appropriate plug-ins to access all content in this course. See the Plug ins page for downloads.

• Video - Most videos in this course require the latest version of Flash Player.

For assistance with technical issues, please contact the Learning Resource Center - (860)486-1187

COURSE DESCRIPTION:
This course is designed to introduce you to the key concepts of gender and sexuality studies. We will examine how gender and sexuality shape our everyday experiences and are shaped by our everyday experiences. We will also examine how gender and sexuality organize the institutions we engage on a regular basis, from schools to the workplace and beyond.

This course is taught from an intersectional perspective, which means that while gender and sexuality are centralized in our considerations, we always keep in mind that other social and political identities such as class and race influence how our gender and sexuality are experienced.
COURSE OBJECTIVES:

By the end of this course, students will be able to:

1. Define key terms such as gender, patriarchy, socialization, and hegemony and use these terms effectively in both online discussion and writing.

2. Demonstrate understanding of the multiplicity of genders and their social locations in our everyday lives; their constructed locations in the body; and (some of) their social, political, and economic implications.

3. Identify at least three different ways (methods) by which gender is learned; three different ways gender is taught; and three different ways gender is performed.

4. Differentiate between sex, gender, and sexuality, as well as be able to describe the linkages between these three concepts.

5. Trace (some of) the social and political constructions of gender and sexuality to our everyday life experiences.

Assignments

More details for each of these are available in the Assignments folder on Huskyct.

All readings not in your assigned books are available as a pdf on Huskyct or online via the link indicated.

As you enter this class, you have an A+ with a total of 100 points. In order to keep your grade at this level, you must excel at the following assignments:

Discussion Questions: 15 points

Each of you is responsible for providing the class with ONE discussion question, which you will post in the Huskyct discussion question section. You will be asked to sign up for your discussion question date at the end of the sample practice module. Your discussion question MUST be posted in the Discussion Question section BY 5:00 THE DAY IT IS DUE. If it is not posted by 5:00 pm, you will not receive credit for it. You are responsible for moderating discussion on that question; this means you must be a very active participant on the discussion board during that module, in order to respond to other students’ questions and comments.

Your discussion question as well as your responses to other students’ discussion questions should directly link to that module’s assignments and objectives, but can certainly always bring in “everyday life”.

In addition to providing the class with one discussion question, you will be expected to respond to your colleagues’ questions on the discussion board by the closing day/time of that module. You can also respond to colleagues’ comments. Your response should be thoughtful and reflect
your engagement with that module’s assignments. It should be between 100 and 200 words long, although I am more concerned with quality than quantity.

I will also post a discussion question for each module which you are asked to respond to. This means there will be at least 2 and probably more discussion questions per module. Your responses also constitute a portion of your participation grade.

**Content Quizzes: 20 points**

Every module contains a Content Quiz that will measure your mastery of that module’s content. These quizzes will allow you to measure your progress towards course goals as well as identify content and concepts you may need to revisit. The content covered in these quizzes will help you as you complete your other course assignments and assessments.

1. You can take the quiz as many times as you want to before the module closes.
2. Content quizzes are timed.
3. Content quizzes are pass fail.
4. In order to pass, students must get 80% or more of the questions right in any one attempt.
5. Each “pass” is worth 2 points; each fail is 0. There is no partial credit.

**Assignments: 25 points**

There are four assignments scheduled throughout the course:

**Gendered Experience List (5 points)**

You are asked to submit a list of 10 experiences you experience by virtue of the gender you publicly claim. For example, if you are a man, are you commonly expected to pay for a date? If you are a woman, do you frequently get harassed on the street? For each of these, I expect 3-4 sentences describing the particular experience and explaining why you think it is a gendered experience. You will be given examples based on heterosexism and trans-gendered experiences of privilege and disadvantage.

**Gender/Sexuality is… Argument (5 points)**

Argue (convincingly!) that gender and sexuality are EITHER essential (that is, biological, and thus pre-determined) OR that gender and sexuality are socially constructed (that is, dependent on culture and society as well as individual agency). 2 to 3 pages. Cite sources from class in text. For example, “As Lorber and Moore explain, “blah blah blah” (2009, 15). You do not need a separate bibliography page.

**Current Events Conversation (10 points)**

You are asked to choose one “current” ongoing event; for example, the upcoming Presidential election and ongoing campaigns; media coverage thereof; MLB baseball season; the Olympics; the current “war on women”; etc. In other words, something you and others can fairly easily access through print or electronic media. You will be asked
to submit *three examples* of coverage of this event (or ongoing event) with an analysis of gender and sexuality. This will require some research to find and track events, but should be easily accomplished from your computer.

**Film Analysis (5 points)**

Please watch any MAJOR film of your choice which has been released since 2005 (in theatres). You are asked to analyze that film in terms of gender and sexuality (for example, how genders and sexualities are presented/performing in the film; but think also about the plot, the relationships between characters, etc.).

**Participation: 20 points**

It is absolutely imperative that you are a full and active participant in this class. This includes responding regularly in discussion, completion of modules on time, assignments, etc…

**Final Vocabulary Test: 10 points**

You will be given a list of words in the first module. Throughout the course, we will be using these words, and your understanding of them will evolve. In the final vocabulary test, you will be asked to explain (NOT the same as define) each word, and explain how your understanding of several vocabulary words changed. You will be expected to cite sources in this assignment, so keep track!

**Final Analysis Paper: 10 points**

Your Final Analysis Paper is similar to a take-home exam. This is your opportunity to demonstrate your mastery of the course objectives, using only the resources from class (readings, films, etc). You will use objective #1 throughout your paper. You may choose any 2 of the remaining 4 objectives to discuss in your paper. **You must refer specifically** to class readings (AT LEAST FOUR), discussions, class films (AT LEAST TWO), exercises, etc. and these MUST BE CITED CORRECTLY.

Your final analysis paper will be between 4 and 6 pages long and should include not only proper in-text citations, but also a properly formatted works cited page. We will be discussing objectives all semester long; in addition, several of your discussion questions will offer you ample opportunities to consider them specifically.

This is a chance for you to synthesize the journey you’ve undertaken with this class; what did you learn? What assumptions, if any, were challenged? What worked well, didn’t work well? etc… Please include a personal reflection on your experiences as a learner in this class. Feel free to be (respectfully) honest as you think about your own journey. 3 to 4 pages, Times New Roman font, double spaced.
The purpose of this paper is to offer you the opportunity to SHOW OFF what you’ve learned -- enjoy the intellectual stimulation!

Because I grade in points (rather than percentages), it is very easy for you to keep track of your grade. I will return assignments as quickly as possible, and they will be marked with how many points they were worth and how many points you earned. For instance, an assignment worth 10 points might be marked: 8/10. This is not the same as 80%; it means you lost 2 points off the 100 points with which you started the class, and you retained 8 points. Your grade might then be a 98%, or 98 points out of 100 points.

THIS SYLLABUS IS SUBJECT TO CHANGE. CHANGES, IF NECESSARY, WILL BE DISCUSSED AND ANNOUNCED WITH A MINIMUM OF 48 HOURS NOTICE.

GRADES:

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<tr>
<th>Grade</th>
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In order to receive full credit for your course work, you must turn assignments in by their specified due date.

PLEASE NOTE:

Late work is not accepted, EVER. If you miss an assignment, it is over, done, let it go. Do NOT email me your work, (all assignments should be deposited in the Huskyct assignment folder), or your reasons for missing an assignment. You are an adult – I trust that you will take your education seriously, but I also understand that life happens…you don’t need to justify anything to me, just get your work in on time and understand that your grade will be affected if you don’t.

PLEASE, PLEASE, PLEASE contact me if you are having troubles or concerns with the class, the subject, if you need clarification on an assignment, etc…if there are concerns, we need to address them together, and if I don’t know they exist, I can’t help you!! PLEASE don’t put off discussing any concerns with me – the class moves quickly. Contact me through the Huskyct email tool. Please allow 48 hours for my response.

Also, please be aware that although this is not a writing course, you are of course expected to write at the college level. While there are no formal research papers, I do expect that grammar, spelling, etc. will be correct, and that sources will be cited correctly.
MODULE ONE

Objectives

By the conclusion of the module, you should be able to:

- Define key vocabulary such as: gender, hegemony, feminism, patriarchy, essentialism, masculinity, femininity, transgender, gay, lesbian, intersectionality, heteronormativity, and socialization.
- Demonstrate mastery of Huskyct tools.

Learning Activities

Complete the following learning activities in this module in the order listed:

- Read the module
- Take vocabulary pre-test (in Assignment Folder)
- Complete the assigned readings
- Watch assigned youtube video
- Watch film (“F Word” available on huskyct streaming video)
- Take Quiz
- Sign up for discussion questions
- Respond to posted discussion questions

Assigned Readings:

Lorber and Moore: “Introduction” up to “Plan of the Book” (p. 6)

Valenti: ch. 1


Gordon and Abbott: “The Social Constructionist’s Essential Guide to Sex” (I don’t have page numbers; this is ch. 2 in Sexual Live: A Reader on the Theories and Realities of Human Sexualities edited by Robert Heasley and Betsy Crane. McGraw-Hill. 2002. 1st ed.)

Assigned youtube video:

The Straw Feminist http://www.youtube.com/watch?v=tnJxqRLg9x0&feature=relmfu
MODULE TWO

Objectives

• Identify common social expectations of differently gendered behaviors (for example: how are “girls” and “women” expected to behave? How are “boys” and “men” expected to behave?)
• Explain how these gendered behaviors are taught and learned (for example: in school; by family members and peers; through the media); in other words, how do we learn how to behave like “men” and “women”?
• Identify common social expectations of different sexualities (for example, how do gay men behave? How do lesbians behave? How do heterosexual men behave? How do heterosexual women and men behave?)
• Explain how these sexual behaviors are taught (for example, in school; by family members and peers; through the media); in other words, how do we learn to be sexual in particular ways (for example, that certain sexual behaviors are acceptable while others are taboo).
• Demonstrate an understanding of how gender and sexuality become linked (that is, how “women” are expected to be sexual in particular ways; how “men” are expected to be sexual in particular ways)

Learning Activities

Complete the following learning activities in this module in the order listed:

• Read the module
• Complete the assigned readings
• Watch assigned youtube video
• Watch film (“Mickey Mouse Monopoly” available on Huskyct streaming video)
• Take Quiz
• Post discussion questions if you are assigned this module
• Respond to discussion questions

Assigned Reading:


Valenti: Ch. 2, 3, 7, 10, and 11


and please go to:
click on “Health Info and Services” in the upper left corner to reveal a drop-down menu; here, click on “Sexual Orientation and Gender”. This will bring you to a page with three topics (listed under the pictures): “Female, Male, and Intersex”; “Gender and Gender Identity”; and “Sexual Orientation”. Click on EACH of these and read the entire page, INCLUDING the questions (and their answers) at the bottom.

Assigned youtube videos:

Lego Friends: http://www.youtube.com/watch?v=CrmRxn0Bk&feature=relmfu

MODULE THREE

Objectives

• Explain how social expectations of gender and sexuality are rooted in or linked to the physical body.

Learning Activities

Complete the following learning activities in this module:

• Read the module
• Complete the assigned readings
• Watch film (“Red Moon Menstruation” (available on Huskyct streaming video)
• Take Quiz
• Post discussion question if you are assigned this module
• Respond to discussion questions

Assigned Reading:

Lorber and Moore: Ch. 1

Fausto-Sterling: “The Five Sexes” (available online at: http://www.uta.edu/english/timothy/5sexesrevisited.htm)

Slideshow on intersex based on Sharon Preves’ research available online at: http://www.slideshare.net/PerpetualRevision/woeste-presentationintersex-narratives

Valenti: Ch. 8
MODULE FOUR

Objectives

By the conclusion of the module, you should be able to:

• Describe how the body is manipulated to “perform” particular genders and sexualities.
• Describe how behavior changes to “perform” particular genders and sexualities.
• Argue (convincingly!) that gender and sexuality are essential (that is, physical and thus pre-determined) OR that gender and sexuality are socially constructed
• Describe how individual agency impacts social expectations of gender and sexuality (that is, how can, and do, individuals resist or subvert social expectations? Do social expectations change, and if so, how?)

Learning Activities

Complete the following learning activities in this module:

• Read the module
• Complete the assigned readings
• Watch Film (“To Wong Foo, Thanks for Everything, Julie Newmar” available on Huskyct streaming video)
• Watch assigned youtube video
• Construct and submit argument
• Take Quiz
• Post discussion question if you are assigned this module
• Respond to discussion questions

Assigned Readings:

Lorber and Moore: Ch. 3 and 4

Weil: “Loose Lips Sink Ships” (Feminist Studies, Vol. 28, No. 1 (Spring, 2002), pp. 7-35)

Koenig: “Walk Like a Man” (Journal of Homosexuality Vol. 43, No. 3/4, 2002, pp. 145-159)


Internet readings:
Plastic surgery for men before and after pictures:  
http://www.changesplasticsurgeryphotos.com/male-plasticsurgery-photos.html  please choose 3 body areas to peruse

Andrej Pejic  

ASAPS: “Top Five Cosmetic Surgeries” (pdf available on huskyct – I have this)

Health costs for surgery  

Assigned youtube video (language alert!)  
Jenna Marbles  
http://www.youtube.com/watch?v=OYpwAtnywTk
http://www.restifoplasticsurgery.com/  watch “Mommy Makeover” video at bottom

Dr. Mentz “Ab Etching”  
http://www.youtube.com/watch?v=Z5Sew5zuYgA

MODULE FIVE

Objectives

By the conclusion of the module, you should be able to:

- Demonstrate understanding of transgender as a physical experience and a social experience
- Identify 10 experiences particularly gendered people (male or female) commonly have
- Analyze gender and/or sexuality in the context of a current event
- Expand your understanding of our basic vocabulary

Learning Activities

Complete the following learning activities in this module:

- Read the module
- Complete the assigned readings
- Watch Films (“Gender Redesigner” AND “Two Spirits” available on Huskyct streaming video)
- Complete assigned internet search
- Take Quiz
- Submit first current events assignment
- Post discussion question if you are assigned this module
- Respond to discussion questions
Assigned Readings:

Lorber and Moore: Ch. 5


GLAAD: “Trans Legal Issues”: Please read “Introduction,” “Legal Principles,” and “Legal Grounds” (pgs. 1 – 9) and “Other Legal Issues” p. 16-23 (available as a pdf on Huskyct)

MODULE SIX

Objectives

By the conclusion of the module, you should be able to:

• Describe how gender and sexuality are intersectional (that is, influenced by particular race and class locations)
• Describe how gender and sexuality are influenced by the media
• Analyze a popular film to illustrate the performance of gender and sexuality expectations

Learning Activities

Complete the following learning activities in this module:

• Complete the assigned readings
• Take Quiz
• Watch assigned youtube videos
• Post discussion question if you are assigned this module
• Respond to discussion questions
• Watch a major motion picture from no earlier than 2005 – your choice
• Write and submit film analysis

Assigned readings:


Assigned youtube videos (these will be helpful with your film analysis):

The Bechdel Test for Women [http://www.youtube.com/watch?v=bLF6sAAMb4s](http://www.youtube.com/watch?v=bLF6sAAMb4s)

The Oscars and the Bechdel Test [http://www.youtube.com/watch?v=PH8JuizIXw8](http://www.youtube.com/watch?v=PH8JuizIXw8)

**MODULE SEVEN**

Objectives

By the conclusion of the module, you should be able to:

- Describe how gender and sexuality are intersectional (that is, influenced by particular race, class, ability, and other locations)
- Extend your analysis of gender and/or sexuality in a current events context to include consideration of race and/or class.

Learning Activities

Complete the following learning activities in this module:

- Read the module
- Complete the assigned readings
- Watch Film (Beyond Beats and Rhymes AND “Tough Guise” available on Huskyct streaming video)
- Watch assigned youtube videos
- Take Quiz
- Submit second current events assignment
- Post discussion question if you are assigned this module
- Respond to discussion questions

Assigned readings:


Rogers: “From Hunting Magic to Shamanism” (Women's Studies in Communication 30(1): 78-110. Spring 2007) (available as a pdf on huskycx)

“Black Masculinity” http://colorlines.com/archives/2012/02/question_bridge.html

Assigned youtube video:

“Just Because” http://www.youtube.com/watch?v=aX2tLNiAa-Y

“Jello” http://www.youtube.com/watch?v=iSqmprBRFxg

MODULE EIGHT

Objectives

By the conclusion of the module, you should be able to:

• Define “fag discourse” and demonstrate understanding of where, when, how, and why “fag discourse” is used.
• Identify (some of) the social consequences of “fag discourse” for people of all genders and sexualities

Learning Activities

Complete the following learning activities in this module:

• Read the module
• Complete the assigned readings
• Watch Film (“Straightlaced” available on huskct streaming video)
• Watch assigned Youtube videos
• Take Quiz
• Post discussion question if you are assigned this module
• Respond to discussion questions
Assigned reading:

Pascoe: Ch. 1, 2, 3, 4, 5

Assigned youtube videos:

“No Homo” http://www.illdoctrine.com/2008/08/a_beginners_guide_to_no_homo.html

“No Homo: that’s Gay” http://www.youtube.com/watch?v=TBkYdUgl3-M

“We’re Fag” http://www.youtube.com/watch?v=4ifqyAAoo2Y

MODULE NINE

Objectives

By the conclusion of the module, you should be able to:

• Trace the links between gender, sexuality, and our everyday lives
• Extend your Analysis of gender and/or sexuality through an intersectional perspective in the context of a current event

Learning Activities

Complete the following learning activities in this module:

• Read the module
• Complete the assigned readings
• Watch assigned youtube videos
• Watch Film (“The Laramie Project” available on Huskyct streaming video)
• Take Quiz
• Submit final current event assignment
• Post discussion question if you are assigned this module
• Respond to discussion questions

Assigned reading

Valenti: Ch. 4, 5, 6

Lorber and Moore: Ch. 6

IWPR: “Gender Wage Gap” (pdf available on huskyct)

WLDEF: “Reading Between the Lines” (pdf on huskyct)

Miss Universe http://www.eonline.com/news/miss_universe_pageant_allows/307600
MODULE TEN

Objectives

By the conclusion of the module, you should be able to:

- Synthesize your knowledge about genders and sexualities
- Apply your knowledge about genders and sexualities to everyday life
- Demonstrate mastery of course objectives

Demonstration and Assessment Mechanisms:

- Final response paper
- Final discussion questions
- Vocabulary Test 2 (in assignment folder)
- Module Ten Content Quiz
COURSE CALENDAR:

2.3 PLEASE READ:

PLEASE BE SURE TO WATCH TOUGH GUISE ON HUSKYCT BY 2.10!

2.8 PLEASE READ AND COMPLETE:

GW Ch. 3

Also: visit http://www.cosmeticsurgery2.com/cs2-body.htm; choose a form of surgery to learn about on the website. Be prepared to discuss.

Also: visit http://menshealth.about.com/cs/surgery/a/cosmetic.htm; read the article, be prepared to discuss.

DISCUSSION QUESTIONS (2)
2.10 PLEASE READ:

GB ch. 4 (pdf on Huskyct)

Read Davis: Loose lips sink ships (pdf on Huskyct; use article analysis sheet)

ALSO: visit http://www.nowfoundation.org/issues/health/whp/whp_fact1.html and read; be prepared to discuss

DISCUSSION QUESTIONS (4)

2.15 PLEASE READ:

Young: Breasted Experience (pdf on Vista)

Video: Breasts (50 minutes)

2.17 PLEASE READ:

GB ch. 5

PLEASE READ AND COMPLETE:

GW “Who’s on Top” up to “The Moment of Truth” (p. 46)

DISCUSSION QUESTIONS (3)

2.22 PLEASE READ AND COMPLETE:

GW “Who’s on Top” from p. 46 through p. 71

Video: Private Dicks

2.24 CLASS CANCELLED! FIND JOY!

3.1 PLEASE READ:

GB ch. 6

PLEASE READ AND COMPLETE:

GW “Fuck your gender” (to p. 108)

DISCUSSION QUESTIONS (4)

3.3 PLEASE READ AND COMPLETE:

GW “Be all that you can be”

SPRING BREAK
3.15 PLEASE READ:

Transgender Liberation (pdf on Vista) DROP
Rochlin: Heterosexism in Research (pdf on Vista)
Skolnik and Anonymous: Privileges held by non-trans people (pdf on Vista)

Assignment: Gender Privilege List – 10 items.

Film: TransAmerica

3.17 film cont.

3.22 film cont.

3.24 PLEASE READ AND COMPLETE:

GW “Just say no” AND “Zen and the art of gender maintenance”

DISCUSSION QUESTIONS (4)

3.29 PLEASE READ:

Valenti up to and including Ch. 4

“Manufacturing post-feminism” at http://www.alternet.org/story/13118/

DISCUSSION QUESTIONS (4)

3.31 PLEASE READ:

Valenti, Ch. 5


And “African American Women and Abortion” (pdf on Husky)

DISCUSSION QUESTIONS (2)

4.5 PLEASE READ:

Valenti, Ch. 6, 7, 8

And “Calling Mr. Mom” at http://www.nytimes.com/2010/10/24/magazine/24fob-wwln-t.html?_r=1&emc=eta1

DISCUSSION QUESTIONS (4)

4.7 PLEASE READ:

Valenti, 9, 10, 11
And “Is Feminism Dead?” at http://womensrights.change.org/blog/view/is_feminism_dead_an_overview_of_post-feminism

**DISCUSSION QUESTIONS (2)**

Music challenge

4.12  PLEASE READ:

Pascoe, ch. 1 up to “methods” (p. 15), ch. 2, 3, 4

**DISCUSSION QUESTION (2; use 1 for freewrite)**

4.14  Pascoe, Ch. 5 and 6

**DISCUSSION QUESTIONS (3)**

4.19  Music Challenge due: come into class with lyrics to put up on screen or link to video

4.21  *film: Beyond Beats and Rhymes*(61)

4.26  Music Challenge Finals

*Assignment due: 2-3 pages to address BOTH questions:*

*How do the students in Pascoe’s book conflate sex, sexuality, and gender? How do Valenti’s and Pascoe’s book complement and/or challenge each other?*

4.28  PLEASE READ AND COMPLETE:

GW “This quiet revolution” and “Okay, now what?”

5.17  –  **FINAL TBA**

*Final Response Paper due at final exam*