

# Sociology of Sex and Gender

**SOC 2175/**
**SOC 2189**
**Spring 2022**

## Course Description & Learning Outcomes

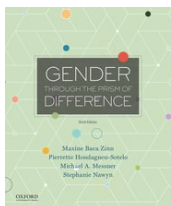
In the era of #MeToo, gender reveal parties, and lawsuits over gender-segregated bathrooms, it's clear that gender remains a central way we organize our relationships and daily life. At the same time, women continue to “break glass ceilings” by ascending to top leadership positions, there is increased cultural acceptance of gender androgyny, and Cardi B performed “WAP” at the Grammys. In this course, we will discuss these seemingly contradictory trends and ask big questions about patterns, such as: Why do we organize many elements of our social world around gender? How does gender inequality manifest in the military, the criminal justice system, and sexual relationships? How do race, ethnicity, nationality, class, and sexual diversity influence lived experiences, and the sociological study of, sex and gender? What would it take to achieve gender justice? This course explores the role of gender and sex as organizing principles of social relations, and its implications for inequality.

After successfully completing this course, you will be able to:

- Describe the social construction of gender and identify the relationship between sex, sexuality, and gender, differentiating various gender and sexual identities (e.g., LGBT, non-binary, etc.) (*assessed by Quizzes and Mid-Term*)
- Apply an intersectional framework to distinguish how gender is intertwined with other systems of inequality such as race, class, and sexual orientation (*assessed by Quizzes and Reading Reflections*)
- Explain how gender inequality manifests in a variety of social institutions (e.g., the military, prisons) and illustrate the role of social institutions in developing and maintaining gender constructs and divisions (*assessed by Quizzes, Reading Reflections, and Social Change Project*)
- Design a strategy for solving one gender-related social problem in a specific context or institution using sociological research (*assessed by Social Change Project*)

## Required Texts and Materials

We have one primary book for this class. It will be available at the campus bookstore and online. *Please see me as soon as possible if obtaining the book for this course is a challenge for you.*



*Gender Through the Prism of Difference*, 6th edition (2019). Edited by Maxine Baca Zinn, Pierette Hondagneu-Sotelo, Michael Messner and Stephanie Nawyn.

Be sure to get the 6<sup>th</sup> edition.

Additional articles will be posted on our course website: [blackboard.gwu.edu](https://blackboard.gwu.edu).

**Dr. Brittany N. Dernberger**

[bdernberger@gwu.edu](mailto:bdernberger@gwu.edu)

### Class Meets

Tuesdays & Thursdays  
4:45 pm – 6:00 pm  
Tompkins Hall #206 &  
Online via Zoom

### Office Hours

By appointment

### Prerequisites

SOC 1001 or 1002

### Course Communication

I will frequently communicate with the class via our online Blackboard course space; please be sure to check this regularly.

Email is the best way to contact me. During the week, I will make every effort to respond to your email within 24-48 hours. I may not respond to email over the weekend.

Please keep in mind that e-mail should be viewed as professional communication. For email guidance and tips, visit [this resource](#).

## Activities, Learning Assessments, & Expectations for Students

Final grades will be based on the following components:

- Preparation, Participation, and Engagement (5%)
- Reading Discussion Questions (15%)
- Quizzes (20%)
- Reading Reflections (15%)
- Mid-Term Take Home Exam (20%)
- Gender Social Change Project (25%)

**Preparation, Participation and Engagement (5%).** It is your responsibility, and an expectation, that you will prepare for class, attend, and actively engage during our class time. This includes small homework assignments that allow us to apply the reading and course material. Some homework and in-class assignments will be collected, and others will not, so you should always be prepared to submit these. Inappropriate use of technology or electronic devices, being disrespectful to your peers, and other disruptive behaviors will negatively affect your participation grade.

- A level participants are **consistently** prepared and knowledgeable. They have their materials handy and can refer to specifics in their materials during class. They contribute to the ongoing discussion by responding thoughtfully to others and/or by asking questions that help build useful group understanding. They are active leaders and listeners in small group discussion. They abide by the attendance policy. If this person were not a member of the class, the quality of the discussion would diminish.
- B level participants **mostly** meet the above criteria.
- C level participants **occasionally** meet the above criteria.
- D level participants **rarely** meet the above criteria.
- F level participants **fail** to meet the above criteria.

*More details about attendance and engagement are on page 3.*

**Reading Discussion Questions (15%).** For each class period, you will submit two discussion questions that engage with the assigned reading/material. Your questions should cover at least two of the materials in a way that makes it clear that you are engaging with the arguments being presented. The objective is to think critically about the materials. I find that if you do this ahead of time, you are likely to have more to contribute to the class and to get more out of the class discussion. Additional instructions will be posted on Blackboard. Discussion questions are due at 11:59 pm the day before class meets (by 11:59 pm on Mondays and Wednesdays).

**Quizzes (20%).** There will regularly be in-class quizzes that cover course readings and other class material. Some quizzes will be announced, and some will be unannounced. *Quizzes cannot be made-up unless prior arrangements are made.*

**Reading Reflections (15%).** Four times during the semester, you will submit a reading reflection synthesizing themes across multiple readings from that unit. You should focus on class readings in the reflection, but these are also “thought exercises” asking you to provide your own perspective. You are welcome to draw on your past experiences, other courses, and outside readings. These reflections are designed for you to consider how multiple readings connect, disagree, or complement one another and how the reading for that unit connects to broader course concepts. Reading reflections may be submitted in written (one page single-spaced) or video (30-60 second recording) format. Additional assignment details will be posted on Blackboard.

**Mid-term Take-Home Exam (20%).** The mid-term will cover readings and course material from the first half of the semester and will consist of multiple choice, short answer, and essay questions.

**Gender Social Change Project (25%).** You will identify one gender-related social problem you want to learn more about and then produce a five-minute podcast discussing one possible solution. Additional assignment details will be posted on Blackboard.

**Attendance** is crucial for your success in this class. Simultaneously, we are experiencing a global pandemic that may result in you needing to miss class. We all must approach this semester with a spirit of flexibility and empathy. Use your best judgement to participate in the course to the maximum extent possible, whether we're meeting virtually or in person. Note that if you're absent on the day of an unannounced in-class quiz, these cannot be made-up. If such circumstances arise where you will miss more than two class periods in a row, please inform me as soon as possible.

I suggest you find a "class buddy" and exchange contact information to ask for updates and notes for a missed class period. We will also establish other opportunities to mutually benefit from our classroom community (e.g., taking turns posting class notes) when we establish our shared community guidelines. If you are absent from class, please contact a classmate first to obtain the information you missed and then contact me if you have further questions about course material.

**Engagement.** Please come to class prepared with notes, ideas, and questions to discuss. This class will largely be discussion based. Therefore, it is essential that we all complete the readings before class begins and you're prepared to share your ideas with your peers. We will use the Discussion Board on Blackboard as an additional tool for the class to share relevant articles, news events related to the course, etc.

**Classroom Community.** During class discussions, we want to create a safe space in which individuals can ask questions and express ideas without fear of judgment from others. Our classroom community depends on the consistent presence and thoughtful engagement of all members. As members of this community, it is imperative that we listen empathically to one another, that we articulate our disagreements thoughtfully and respectfully, and that we remain committed to critical comprehension of all ideas and materials. An inclusive and open classroom community is the work of all of us; please do your part to address topics with sensitivity and maturity to ensure a productive discussion within this safe space. We will establish our class ground rules for our learning community during the first week of class and they will be added as an addendum to the syllabus.

## Course-Specific Policies

**Technology:** Laptops are welcome for the purposes of note taking, research on topics under discussion, and/or review of course material. Please refrain from accessing personal e-mail, social media, or other non-course-related items during class time. Use of cell phones, iPads, laptops, etc. during class for non-course related purposes will negatively impact your participation grade.

I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready.

**Late Work Policy:** In general, late work will not be accepted. Preparation, Participation, and Engagement assignments will not be accepted late unless prior arrangements have been made. Other assignments received after the due date will be reduced a partial letter grade (i.e., B+ → B) for each day that it is late. Given the ongoing pandemic, this policy is subject to adjustments as necessary.

**Assignment Submission and Formatting:** Unless otherwise noted, your work will be submitted via Blackboard prior to class starting. *Assignments must be submitted on Blackboard as a Microsoft Word document (not Pages or PDF). E-mail submissions will not be accepted.*

## When Our Class Meets Virtually

GW has announced the Spring 2022 semester will begin virtually. This class is *synchronous*, meaning we will always meet during the scheduled class time, either online via Zoom or in person.

- When we're meeting online, join the Zoom meeting via [Blackboard](#). If our class is meeting *in person* but you need to attend virtually, you will use the same Zoom link via Blackboard to attend class.
- You will need to join our online class session with a device in which you can use Blackboard and Zoom. The device should have a camera and microphone. I strongly encourage you to have your camera on and be in an environment where you will be able to unmute your microphone to participate in our discussion.
- If you need assistance with taking classes online, visit [online.gwu.edu/student-support](https://online.gwu.edu/student-support) for additional resources.

## Get Some Help!

Taking ownership for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit [academiccommons.gwu.edu](https://academiccommons.gwu.edu) to learn more about the wide range of campus resources available to you. In particular, everyone can use some help sharpening their communication skills (and improving their grade) by visiting [gwu.mywconline.com](https://gwu.mywconline.com) and scheduling an appointment with the campus Writing Center. You should also know there are a wide range of resources to support you with whatever you might need (see [studentsuccess.gwu.edu](https://studentsuccess.gwu.edu)), and if you just need someone to talk to, visit [healthcenter.gwu.edu/counseling-and-psychological-services](https://healthcenter.gwu.edu/counseling-and-psychological-services) or [one of the many other resources on campus](#).



Most services are free because you have already paid for it, and **everyone needs help**... all you have to do is ask for it.

## Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit [studentlife.gwu.edu/well-being-support](https://studentlife.gwu.edu/well-being-support) for information about resources the campus offers you and let me know if I can help in any way.

## Names/Pronouns and Self Identifications

GW recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit [diversity.gwu.edu/chosen-name-gender-identity-pronouns](https://diversity.gwu.edu/chosen-name-gender-identity-pronouns) to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all your fellow classmates.

## Grades

Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course Blackboard page. If you would like to review any of your grades (including the exam), or have questions about how something was scored, please email me to schedule a time for us to meet.

I am happy to discuss any of your grades with you. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I must establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut (89.99  $\neq$  90.00). It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs									
+	97.00%	+	87.00%	+	77.00%	+	67.00%		
A	94.00%	B	84.00%	C	74.00%	D	64.00%	F	<60.00%
-	90.00%	-	80.00%	-	70.00%	-	60.00%		

## University Policies

### Average amount of minimum independent (out-of-class) learning expected per week

GW expects that in a 15-week semester, including exam week, you are expected to spend a minimum of 100 minutes in independent learning for every 50 minutes of direct instruction for a minimum total of 2.5 hours per week. A 3-credit course should include 2.5 hours of direct instruction and a minimum of 5 hours of independent learning per week for a combined minimum total of 7.5 hours per week. See [Assignment of Credit Hour Policy](#) for more information.

### Academic Integrity Code

Academic integrity is an essential part of the educational process, and all members of the GW community take these matters very seriously. As the instructor of record for this course, my role is to provide clear expectations and uphold them in all assessments. Violations of academic integrity occur when students fail to cite research sources properly, engage in unauthorized collaboration, falsify data, and otherwise violate the [Code of Academic Integrity](#). If you have any questions about whether or not particular academic practices or resources are permitted, you should ask me for clarification. If you are reported for an academic integrity violation, you should contact the Office of Student Rights and Responsibilities (SRR) to learn more about your rights and options in the process.

Consequences can range from failure of assignment to expulsion from the university and may include a transcript notation. For more information, please refer to the SRR website (<https://studentconduct.gwu.edu/academic-integrity>), email [rights@gwu.edu](mailto:rights@gwu.edu), or call 202-994-6757.

### University policy on observance of religious holidays

Students must notify faculty during the first week of the semester in which they are enrolled in the course, or as early as possible, but no later than three weeks prior to the absence, of their intention to be absent from class on their day(s) of religious observance. If the holiday falls within the first three weeks of class, the student must inform faculty in the first week of the semester. For details and policy, see “Religious Holidays” at [provost.gwu.edu/policies-procedures-and-guidelines](http://provost.gwu.edu/policies-procedures-and-guidelines).

### Use of Electronic Course Materials and Class Recordings

Students are encouraged to use electronic course materials, including recorded class sessions, for private personal use in connection with their academic program of study. Electronic course materials and recorded class sessions should not be shared or used for non-course related purposes unless express permission has been granted by the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Please contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions. Please contact Disability Support Services at [disabilitysupport.gwu.edu](http://disabilitysupport.gwu.edu) if you have questions or need assistance in accessing electronic course materials.

## Support for students outside the classroom

### Disability Support Services (DSS) 202-994-8250

Any student who may need an accommodation based on the potential impact of a disability should contact Disability Support Services at [disabilitysupport.gwu.edu](http://disabilitysupport.gwu.edu) to establish eligibility and to coordinate reasonable accommodations.

### Safety and Security

- Monitor [GW Alerts](#) and [Campus Advisories](#) to [Stay Informed](#) before and during an emergency event or situation
- In an emergency: call GWPD/EMeRG 202-994-6111 or 911
- For situation-specific actions: refer to GW's [Emergency Response Handbook](#) and [Emergency Operations Plan](#)
- In the event of an armed Intruder: Run. Hide. Fight.

# Course Schedule

*Ch* = chapter in *Gender Through the Prism of Difference*; *Bb* = reading on Blackboard

## *Intersectionality & The Social Construction of Gender*

### Week 1: Introduction

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Tuesday, January 11: Introduction to the course and to one another

- Establish collective community guidelines
- Bb. *Adrienne Rich*, “Claiming an Education” (1977)

Thursday, January 13

- Ch 2. *Maxine Baca Zinn and Bonnie Thornton Dill*, Theorizing Difference from Multiracial Feminism
- Ch 3. *Stephanie A. Shields*, Gender: An Intersectionality Perspective

**Due: “About Me” discussion post on Blackboard**

### Week 2: Social Construction of Gender

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Tuesday, January 18

- Bb. *Lois Gould*, “The Story of X” (1972)
- Bb. *Philip Cohen*, “Sex and Gender” and “Gender Socialization” (*The Family*, 2015)

Thursday, January 20

- Ch 9. *Evelyn Nakano Glenn*, Yearning for Lightness: Transnational Circuits in the Marketing and Consumption of Skin Lighteners
- Bb. *Brent Staples*, “Just Walk on By: Black Men and Public Space” (1986)

## *Biology, Bodies, and Binaries*

### Week 3: More Than Two Sexes?

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Tuesday, January 25

- Ch 1. *Anne Fausto Sterling*, The Five Sexes, Revisited
- Bb. *Molly Lipson*, “How Language Classes Are Moving Past the Gender Binary” (*The New York Times*, 2021)
- Bb. Skim “Camp I Am” (*The New York Times Magazine*, 2021)

**Due: Reading Reflection #1 - *Intersectionality & The Social Construction of Gender***

Thursday, January 27

- Ch 7. *Georgiann Davis*, Medical Jurisdiction and the Intersex Body
- Bb. *Doriane Lambelet Coleman*, “Sex, Sport, and Why Track and Field’s New Rules on Intersex Athletes Are Essential” (*The New York Times*, 2018)
- Bb. *Geneva Abdul*, “This Intersex Runner Had Surgery to Compete. It Has Not Gone Well” (*The New York Times*, 2019)
- Bb. *Afsban Jafar*, “The Thin Line Between Surgery and Mutilation” (*The New York Times*, 2019)

## Week 4: Doing Gender

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Tuesday, February 1

- Ch 8. *Betsy Lucal*, What It Means to Be Gendered Me: Life on the Boundaries of a Dichotomous Gender System
- Bb. Skim *Candace West and Don H. Zimmerman*, “Doing Gender” (1987) and *Candace West and Sarah Fenstermaker*, “Doing Difference” (1995)

Thursday, February 3

- Ch 6. *Laurel Westbrook and Kristen Schilt*, Doing Gender, Determining Gender: Transgender People, Gender Panics and the Maintenance of the Sex/Gender/Sexuality System
- Ch 20. *Joelle Ruby Ryan*, From Transgender to Trans\*: The Ongoing Struggle for Inclusion, Acceptance, and Celebration of Identities Beyond the Binary
- Bb. *Brandon Andrew Robinson*, “Queer Street Smarts” (*Contexts*, 2021)

### *Sexualities, Relationships, and Gender Identities*

## Week 5: Sex on Campus

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Tuesday, February 8

- Ch 11. *Rashawn Ray and Jason A. Rosow*, Getting Off and Getting Intimate: How Normative Institutional Arrangements Structure Black and White Fraternity Men's Approaches Toward Women
- Bb. *Emma Patton, Paula England, and Andrew Levine*, “Sexual Attitudes Among White, Black, Latinx, and Asian College Students” (*Contexts*, 2019)

**Due: Reading Reflection #2 – Biology, Bodies, and Binaries**

Thursday, February 10

- Ch 37. *Elizabeth A. Armstrong, Laura Hamilton, and Elizabeth M. Armstrong, and J. Lotus Seeley*, Good Girls, Gender, Social Class, and Slut Discourse on Campus

## Week 6: Sexualities & Sexual Desires

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Tuesday, February 15

- Ch 13. *Jane Ward*, Dude Sex: White Masculinities and 'Authentic' Heterosexuality Among Dudes Who Have Sex with Dudes
- Ch 14. *Hector Carrillo and Jorge Fontdevila*, Border Crossings and Shifting Sexualities among Mexican Gay Immigrant Men: Beyond Monolithic Conceptions

Thursday, February 17

- Ch 12. *Karen Pyke*, An Intersectional Approach to Resistance and Complicity
- Ch. 15. *Kristy Liddiard*, The Work of Disabled Identities in Intimate Relationships
- Bb. *Paula England, Sophie Saydah, and Andrew Levine*, “Dopes Masturbation Teach Women to Orgasm in Partnered Sex?” (*Contexts*, 2019)



## Week 7: Masculinities

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Tuesday, February 22

- Ch 18. *Tristan Bridges and C.J. Pascoe*, Hybrid Masculinities: New Directions in the Sociology of Men and Masculinities
- Ch 40. *Victor Rios*, The Consequences of the Criminal Justice Pipeline on Black and Latino Masculinity

Thursday, February 24

- Ch 4. *Raewyn Connell*, Masculinities and Globalization
- Ch 21. *Aida Hurtado and Minal Sinha*, More Than Men: Latino Feminist Masculinities and Intersectionality

## Week 8: Sexual Violence & Gender-Based Violence

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Tuesday, March 1

- Bb. *Jennifer S. Hirsch and Shamus Khan*, “What Is Sex For?” and “Gender and Beyond” (*Sexual Citizens*, 2020)

Thursday, March 3

- Ch 39. *Cecilia Menjivar*, A Framework for Examining Violence
- Bb. *Angela Davis*, “Rape, Racism and the Myth of the Black Rapist” (1981)

**Due Sunday, March 6: Mid-Term Take Home Exam**

### *Sex and Gender in the Criminal Justice System and Military*

## Week 9: Sex Work & Pornography

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Tuesday, March 8

- Bb. *Trever Hoppe*, “Punishing Sex: Sex Offenders and the Missing Punitive Turn in Sexuality Studies” (2016)
- Bb. *Angela Jones*, “When Emotions Matter More Than Science: The Case of U.S. Policies on Sexual Commerce” (*Contexts*, 2021)

Thursday, March 10 [CLASS CANCELLED]

- *Amia Srinivasan*, “Talking to my Students About Porn” (*The Right to Sex*, 2021)

**Due: Reading Reflection #3 – *Sexualities, Relationships, and Gender Identities***

## Week 10: Spring Break – No Class

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Tuesday, March 15: enjoy Spring Break!

Thursday, March 17: enjoy Spring Break!

## Week 11: Incarceration and Carceral Feminism

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Tuesday, March 22

- Ch. 41. *Natalie J. Sokoloff and Susan C. Pearce*, “Intersections, Immigration, and Partner Violence”
- Bb. *Alexandria Barkmeier et al.*, “Gender Responsiveness Must Account for Gender: Incorporating Gender Nonconforming Individuals Into Prison Rape Prevention” (2012)

**Due: Initial Topic Idea for Social Change Project (Step 1)**

Thursday, March 24

- *Amia Srinivasan*, “Sex, Carceralism, Capitalism” (*The Right to Sex*, 2021)

Week 12: Gender, Sexuality, and Sexual Assault in the Military

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Tuesday, March 29

- Bb. *Lori Robinson and Michael E. O’Hannon*, “Women Warriors: The Ongoing Story of Integrating and Diversifying the American Armed Forces” (2020)
- Bb. *Elizabeth M. Trobaugh*, “Women, Regardless: Understanding Gender Bias in U.S. Military Integration” (2018)
- Bb. Overview (p. 1-7) of “Hard Truths and the Duty to Change: Recommendations from the Independent Review Commission on Sexual Assault in the Military” (2021)

Thursday, March 31

- Bb. Military One Source, “LGBTQ in the Military: A Brief History, Current Policies and Safety” (2021)
- Bb. Listen to 3 minute “LGBTQ Vets Discharged Under “Don’t Ask, Don’t Tell” Have New Chance for Full Benefits” (NPR, 2021)
- Bb. Explore <https://www.protectourdefenders.com/> and <https://www.sapr.mil/>

***Designed by our Class—Institutionalizing Relationships: Sex, Dating, Marriage, and Public Policies***

Week 13: Institutional Responses to Sex: Title IX and Reproductive Health

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Tuesday, April 5: Title IX and Sexual Assault at GW

- Bb. *Lisa Wade and Myra Marx Ferree*, “Sexual Violence,” page 270-275 (*Gender: Ideas, Interactions, Institutions*, 2019)
- Bb. *Denise Kiernan*, “The Little Law That Could” (*Ms. Magazine*, 2001)
- Bb. *Nicole Bedera*, “Trump’s New Rule Governing College Sex[ual] Assault is Nearly Impossible for Survivors to Use. That’s the Point.” (*Time*, 2020)
- Bb. *Nicole Bedera*, “The Fight to Refocus Title IX on Survivors.” (*Women’s Media Center*, 2021)

**Due: Reading Reflection #4 – Sex and Gender in the Criminal Justice System and Military**

Thursday, April 7: Sexual Education and Reproductive Health

- Bb. *Amia Srinivasan*, “Talking to my Students About Porn,” page 62-65 (*The Right to Sex*, 2021)
- Bb. “Serving Those Who Serve? Access to IVF for Servicemembers and Veterans” (*Center for Reproductive Rights*, 2020)
- Bb. Explore this map: <https://reproductiverights.org/maps/worlds-abortion-laws/>
- Bb. *Christine Vestal*, “As Abortion Pills Take Off, Some States Move to Curb Them” (*Pew Trusts*, 2022)

Week 14: Romantic Relationships Over Time & Across Cultures

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Tuesday, April 12: Sex and Dating

- Bb. *Lisa Wade and Myra Marx Ferree*, “The Evolution of Sex,” page 220-229; “Divided Desire, The Erotic Marketplace, and Gendered Scripts,” page 261-270 (*Gender: Ideas, Interactions, Institutions*, 2019)
- Bb. *Nicole Andrejek, Tina Fetner, and Melanie Heath*, “Climax as Work: Heteronormativity, Gender Labor, and the Gender Gap in Orgasms” (*Gender & Society*, 2022)

**Due: Gender Social Change Project Step 2**

Thursday, April 14: Gender Roles and Marriage

- Bb. *Lisa Wade and Myra Marx Ferree*, “The Evolution of Marriage,” page 229-233 (*Gender: Ideas, Interactions, Institutions*, 2019)
- Bb. *Christopher Ryan and Cacilda Jetha*, “Making a Mess of Marriage, Mating, and Monogamy” and “Paternity Certainty: The Crumbling Cornerstone of the Standard Narrative,” page 113-137 (*Sex at Dawn*, 2010)
- Ch. 25. *Stephanie Coontz*, Why Gender Equality Stalled

### *Feminism, Gender Justice, and Social Change*

Week 15

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Tuesday, April 19

- Ch 44. *Dorothy Roberts and Sujatha Jesudason*, Movement Intersectionality
- Bb. *The Combahee River Collective*, “A Black Feminist Statement” (1977)
- Bb. *Alice Walker*, “Womanist” (1983)

Thursday, April 21

- Ch. 43. *Kevin Powell*, Confessions of a Recovering Misogynist
  - Ch. 46. *Sarah Jaffe*, The Collective Power of #MeToo
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### **Due Tuesday, May 3 at noon: Gender Social Change Project Step 3**

**Note:** This is a tentative schedule, and subject to change as necessary – monitor the course Blackboard page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.