

SOC3724

GENDER IDENTITIES, INTERACTIONS, AND RELATIONSHIPS

Spring 2024
MWF 11:15am-12:05pm
Calhoun Hall 218

Instructor: Lawrence Stacey
lawrence.stacey@vanderbilt.edu
337 Buttrick Hall
Office Hours: M 9:00-11:00am

Undergraduate Teaching Assistant: Muthoni Kamau
muthoni.s.kamau@vanderbilt.edu
337 Buttrick Hall Suite
Office Hours: F 3:00-5:00pm

1 Course Description

Gender is a cornerstone of society. Gender is a lens through which people make sense of and categorize others (i.e., as men or as women); gender is a way to organize the division of labor within households and in the workplace; and gender is a justification for the unequal distribution of economic and social resources in society. In short, gender is an important axis of inequality in the contemporary United States. This course is intended to provide a foundation in theoretical and empirical approaches to gender and gender identities, interactions, and relationships in sociology.

The course will be divided into three units. The first unit will foray into a history of gender, assess the main theoretical frameworks for analyzing sex and gender in the field today, and examine gender in relation to important systems of stratification in the contemporary United States (e.g., class, race/ethnicity, and sexuality). The second unit will turn toward analyzing sex and gender in relation to the family, organizations, workplaces, religious institutions, the law, and the medical establishment. The third and final unit will critically engage with contemporary topics in the study of sex and gender, including the gender binary and the transgender subject, language use, pornography and sexting, and the orgasm gap between men and women.

2 Learning Objectives

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

1. Discuss the role of gender in shaping society and society's role in shaping gender.
2. Outline the main theoretical approaches to the sociology of gender.
3. Describe how gender is a critical component of identity and inequality that intersects with race, class, sexuality, and disability.

4. Enumerate the ways gender structures and is structured by important institutions in the United States, such as the family, schools, workplaces, and the medical establishment.
5. Articulate how the gender binary operates and explicate its consequences for cisgender men, cisgender women, and gender minorities.
6. Contextualize, critique, and evaluate new academic works within the sociology of gender.

3 Course Materials

No standard textbook is required for this course. Most required readings for the course will be academic journal articles or book chapters that will be provided to you on Brightspace. Required readings for each class are organized by modules that correspond to the course schedule. To participate in the book club component of the course, students will need to purchase one book. Students will complete the Book Club Survey (due on **Friday, January 19th at 5:00pm**) to rank their preferences on which book they would like to read. Based on these responses, I will assign each class member a book club book by noon on Monday, January 22nd. Students should wait to order their book until after they have been assigned a book club book. Details on each book can be found below. Students may purchase these books as new or used, or in an electronic format. Students will need to provide evidence that they have access to their respective book before the book club reading begins. Each student will only read **one** book.

Here is a list of possible books:

- Dow, Dawn Marie. 2019. *Mothering While Black: Boundaries and Burdens of Middle-class Parenthood*. Oakland, CA: University of California Press.
- Reczek, Rin, and Emma Bosley-Smith. 2022. *Families We Keep: LGBTQ People and Their Enduring Bonds with Parents*. New York, NY: New York University Press.
- Shuster, Stef M. 2021. *Trans Medicine: The Emergence and Practice of Treating Gender*. New York, NY: New York University Press.
- Wong, Jaclyn S. 2023. *Equal Partners? How Dual-Professional Couples Make Career, Relationship, and Family Decisions*. Oakland, CA: University of California Press.

If any student cannot afford or purchase the book, please come talk to me and we will figure something out. Students will need to come to class ready to discuss your book over three different classes (Friday, April 12; Monday, April 15; and Wednesday, April 17). Please see the course site for more details on the reading schedule for each book.

4 Course Requirements

Introductory Meeting with Professor Stacey (2%; 20 points)

In order to get to know each of you, I am asking that you find time to meet with me over the first six weeks of the semester. Meetings can be held in-person at my office or virtually via Zoom, and will last about 15 minutes. We will have an introductory conversation, during which you

should bring any questions for me and be prepared to share a little information about yourself (e.g., where you're from, your favorite hobbies, what you're studying, why Vanderbilt University, your experience with sociology or gender courses, your plans after graduating). Please know that I am happy to share information about myself as well. You can sign up for a meeting using this link: <https://calendly.com/lawrence-stacey>.

Discussion Posts (8%; 80 points in total)

Four times throughout the semester, you will write a 250–300-word discussion post grappling with the ideas presented in the week's readings. You may submit discussion posts any four weeks during the semester, and they are due on Fridays at 5:00pm. Excellent discussion posts will offer a brief summary of the readings in a few sentences; critique the ideas presented; connect the main arguments in the week's readings to other ideas we have discussed throughout the course; and will conclude by asking a question or two, encouraging us to think more deeply about gender in society.

Discussion Leader (10%; 100 points)

On Fridays during the semester, students will generate discussion questions and lead class discussion. As outlined in the weekly class schedule, each Friday we will discuss the readings from Monday's and Wednesday's class sessions. Each student will lead class discussion *once*. Students will be responsible for coming up with ten discussion questions on the week's readings and will lead class discussion. Students will be given a rubric that clearly outlines what is expected during class discussion and on which components students will be judged and graded. In short, students will be graded on their list of discussion questions; the breadth of the material the topics cover; the extent to which the questions are thoughtful, provocative, and interesting; and the degree to which they show comprehension of the weekly readings. Students will also be graded on the extent to which the questions engender discussion in a collaborative and collegial manner.

I will pass around a sign-up sheet in class on Friday, January 12th and students will sign up for one class to lead discussion during the semester. Students will turn in their ten discussion questions at least one day prior to the class one is facilitating discussion (i.e., by Thursday at 11:15am). I will provide feedback, offer suggestions for improvement if necessary, and "approve" the questions before they are asked in class. The main goals of class discussion are to re-cap the main points from the readings; encourage students to think critically about the theoretical and empirical ideas presented by the author(s); and to get one's peers involved in and to contribute to class dialogue.

Participation (10%; 100 points)

Engaging in class discussions and activities is a cornerstone of higher education. My expectation is that you will be involved in the course experience. Opportunities will be provided regularly for you to participate through in-class activities and class discussions or by inquiring with questions during our class meetings, among other opportunities. Your participation will likely not look the same every class day and some days you might participate more than others. Participating in class can take different forms (e.g., listening attentively, talking to other students in group settings, coming to office hours, e-mailing me to discuss course concepts, sharing your reading notes with me, etc.). If you feel that you are struggling to find chances to participate,

please reach out to me. Please note that although I do not have an attendance policy, your participation grade will suffer heavily if you regularly miss class.

Paper (10%; 100 points)

Once during the semester, students will be required to write a short, double-spaced paper (about 1,500 words). I will provide the class with one op-ed piece, one podcast, and one journal article. You will choose *one* of the pieces and analyze the topic presented from a sociological perspective. Excellent papers will briefly summarize the topic; use sociological terms and concepts learned from the readings and in class to make sense of the topic; synthesize ideas we have discussed in class; and use sociological knowledge to further or critique the author's or host's understanding of the material. In summary, the chief goal of this assignment is to assess each student's comprehension of the course material and the student's ability to apply course concepts to a relevant topic. The op-ed, podcast, or article will tackle a different topic (e.g., abortion, sex work, gender discrimination), and you may choose the one of most interest to you. The paper is due on **Friday, April 5th at 5:00pm**.

Exams (50%; 500 points in total)

This course has three required exams. Each will serve to assess your comprehension of each of the three course units. Exams will be hand-written in class. Exam questions will be based on lectures, the required readings listed in the course schedule below, in-class activities, and discussions we have as a group. The exams will have a combination of multiple choice, short, long answer questions. Exam #1 will take place on **Friday, February 2nd** in class and will cover UNIT I: FOUNDATIONS IN THE STUDY OF SEX/GENDER. Exam #2 will take place on **Friday, March 8th** in class and will cover UNIT II: SEX/GENDER IN RELATION TO OTHER INSTITUTIONS. Exam #3 will take place during final exams week on **Tuesday, April 30th** from **9:00am-11:00am** and will be cumulative and cover material from UNITS I, II, and III.

Book Review (10%; 100 points)

When new academic books are published, it is common for scholars to review the book and its contributions to the sociological literature. These reviews generally include (1) the book's research question; (2) a brief summary of the argument advanced; (3) a brief summary of the author's findings; and (4) weaknesses or limitations of the author's theoretical framework, method, or empirical contribution. A great book review critically assesses the strengths of the book, the weaknesses of the book, who might find this book useful (e.g., type of researcher, what type of course it might be taught in) and how research in this field can build on the author's work. Writing a book review is a good summative assessment that will help you summarize and critically assess a piece of research – a useful skill in academic and professional arenas.

You will review one of the above six books. I will provide examples of good book reviews on our class page, as well as a rubric. It should be clear to me that you read the book, grappled with the ideas the author put forward, and critically questioned how the sociology of gender should move forward with the new knowledge the author has contributed. The book review is due on **Monday, April 22nd at 5:00pm**.

5 Grading

Grades will be assigned on the following point breakdown.

Introductory Meeting	20 points
Discussion Post #1	20 points
Discussion Post #2	20 points
Discussion Post #3	20 points
Discussion Post #4	20 points
Discussion Leader	100 points
Participation	100 points
Paper	100 points
Exam #1	150 points
Exam #2	150 points
Final Exam	200 points
Book Review	100 points
Total	1000 points

You will receive a point-based grade on each of the above items. Grades will not be curved. Your end-of-semester grade will be determined by the following percentage and point breakdown.

Grade	Percent	Points
A	93.00-100.00	930-1000
A-	90.00-92.99	900-929
B+	87.00-89.99	870-899
B	83.00-86.99	830-869
B-	80.00-82.99	800-829
C+	77.00-79.99	770-799
C	73.00-76.99	730-769
C-	70.00-72.99	700-729
D+	67.00-69.00	670-699
D	63.00-66.99	630-669
D	63.00-66.99	630-669
D-	60.00-62.99	600-629
F	0.00-59.99	0-599

6 Course Policies

Artificial Intelligence

Using artificial intelligence (AI), including but not limited to language models such as Chat GPT, is strictly prohibited in this course. All assignments, including discussion posts, papers, and exams, must be completed by the student without the use of AI. Any violation of this policy will

be considered a breach of academic integrity. The use of AI undermines the integrity of the learning process, and does not reflect the student's true abilities or knowledge. It is important that students demonstrate their own understanding and mastery of the course material, rather than relying on external sources, including AI. By upholding this policy, I strive to maintain a fair and equitable learning environment that promotes academic excellence and fosters ethical conduct among all students.

Ask for Help

Ask early and as often as necessary. Note that you will be graded according to the grading criteria listed above. Please do not ask to be bumped up to the next highest grade at the end of the semester. If you have any problems or concerns throughout the semester, please come see me during office hours (or by appointment), before it is too late. I am happy to work with you during the semester to help facilitate your understanding of the course material.

Attendance

To earn a passing grade, students must miss no more than 9 class sessions (barring extenuating circumstances or chronic illness). Please come talk to me as early as possible if you feel that attending class is going to be difficult.

Complete the Readings

Please have all readings for the respective class completed before coming to class so that you can maximize your learning. You do not have to understand every detail of the readings perfectly, but you should have a general understanding of each piece and be able to contribute generally to any class discussion about it.

E-mail Policy and Etiquette

I will respond to e-mails within two business days (i.e., not including Saturdays and Sundays). You may ask questions about course logistics and content via e-mail. Be sure your subject line includes "SOC 3724." Due to FERPA policies, I am unable to respond to inquiries about grades via e-mail. If you are concerned about your grade on an assignment or your overall course grade, you must see me in person. However, you may e-mail me if an incorrect grade has been posted.

Late Policy

Assignments: Every assignment is due at the time outlined on the syllabus. Late assignments will not be given full credit, unless one has an unforeseen circumstance or emergency, or has spoken with me prior to the deadline and I have granted an extension. I will reduce grades for late assignments by 20% for each day they are late. After 5 full days have passed since the submission deadline, you will receive a zero for the assignment, but I will still provide feedback. Students are responsible for submitting assignments on time.

Exams: Make-up exams will generally not be given. Only if you have an unforeseen emergency (e.g., a funeral, a car accident) will I grant an exam make-up opportunity. The make-up exam will be different, but of similar difficulty, to the missed exam. In the case of such an emergency, please contact me as soon as possible.

Lecture Slides

I will post all lecture slides to Brightspace prior to the start of each class.

Respect is Expected

We will cover several complex and sensitive issues in this class. While completing the readings prior to class is essential, so is listening to the insights of others. We are a diverse group of people and all bring a different standpoint. Your experience in this course will be enriched if all students feel comfortable contributing. Our diversity of experiences will allow all of us to better understand the topics at hand. It is vital that our classroom be an open-minded, productive place for dialogue where we respect each other's viewpoints. Instead of being reactionary, I ask that you take a moment to consider new ideas and ways of thinking about social issues and structures. If you disagree with or have a different experience than someone and wish to engage in a debate with a peer or myself, please do so in an informed and respectful manner. Disrespectful comments towards other students or groups of people will not be tolerated. In summary, be respectful.

Study Guides

For each exam, students will be provided with a study guide. The study guide is meant to provide you with a list of possible topics and concepts that might appear on the exams. The study guides are not meant to be entirely exhaustive: content may appear on the exam that was not on the study guide. I recommend using the study guide to jog your memory, focus your study efforts, and describe what you have learned in class thus far.

Use of Electronic Devices

You are permitted to use electronic devices to take notes during lecture. However, please do not abuse this privilege. Refrain from engaging in blatantly non-course-related activity (e.g., browsing the internet).

7 University Policies

Academic Integrity

Academic misconduct is not tolerated and includes (but is not limited to): plagiarism, sharing, copying, or cheating on any of the assignments or assessments. You are expected to be familiar with and adhere to The Vanderbilt Honor System. Standards of academic integrity will be strictly enforced. Behaving dishonestly in order to get a better grade is unfair to the vast majority of students who behave honestly. Any violations of the code will result in, at a minimum, a grade of 0 on the assessment or assignment and may also result in further penalties. If suspicion is strong or evidence is available that one has violated the Honor Code, I am obliged to report the violation to the appropriate honor council.

Accommodations

If you need course accommodations due to a disability or other needs, please contact me as soon as possible. Requests for academic accommodations should include university documentation and be made during the first week of the semester so that arrangements can be made. For more information on how to request accommodations, please check out the Student Access website.

Writing Support

Professional and academic writing is a skill that requires practice and training. I encourage each of you to take advantage of the wonderful writing support resources offered on campus. Vanderbilt's Writing Studio, for example, offers free one-on-one consultation on papers and assignments.

8 Weekly Course Schedule

UNIT I: FOUNDATIONS IN THE STUDY OF SEX/GENDER

Monday, January 8: Introduction to the Course

Wednesday, January 10: Gender in Historical Perspective

- England, Paula. 2010. "The Gender Revolution: Uneven and Stalled." *Gender & Society* 24(2): 149-166.
- Stryker, Susan. 2017. "A Hundred Plus Years of Transgender History." Pp. 45-78 in *Transgender History: The Roots of Today's Revolution*. New York, NY: Vintage Books.

Friday, January 12: Theoretical Perspectives on Sex/Gender, Part I

- Butler, Judith. 1990. "The Compulsory Order of Sex/Gender/Desire." Pp. 9-11 in *Gender Trouble: Feminism and the Subversion of Identity*. New York, NY: Routledge.
- West, Candace, and Don H. Zimmerman. 1987. "Doing Gender." *Gender & Society* 1(2): 125-151.
- Wittig, Monique. 1993. "One is Not Born a Woman." Pp. 103-109 in *The Lesbian and Gay Studies Reader*, edited by Henry Abelove, Michele Aina Barale, and David M. Halperin. New York, NY: Routledge.

Wednesday, January 17: Theoretical Perspectives on Sex/Gender, Part II

- Collins, Patricia Hill. 1990. "The Politics of Black Feminist Thought." Pp. 1-19 in *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York, NY: Routledge.
- Crenshaw, Kimberlé. 2016. "The Urgency of Intersectionality." TedTalk.

Friday, January 19: Discussion of Theoretical Perspectives on Sex/Gender

Monday, January 22: Gender and Class

- Pyke, Karen D. 1996. "Class-based Masculinities: The Interdependence of Gender, Class, and Interpersonal Power." *Gender & Society* 10(5): 527-549.

Wednesday, January 24: Gender and Race/Ethnicity

- Collins, Patricia Hill. 1990. "Mammies, Matriarchs, and Other Controlling Images." Pp. 69-96 in *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York, NY: Routledge.
- Cottom, Tressie McMillan. 2019. "In the Name of Beauty." Pp. 33-72 in *Thick, and Other Essays*. New York, NY: The New Press.
- BlackFeminisms.com. 2020. "5 Controlling Images that Affect Black Women."

Friday, January 26: Discussion of Gender, Class, and Race/Ethnicity

Monday, January 29: Gender and Sexuality

- Schilt, Kristen, and Laurel Westbrook. 2009. "Doing Gender, Doing Heteronormativity: 'Gender Normals,' Transgender People, and the Social Maintenance of Heterosexuality." *Gender & Society* 23(4): 440-464.
- Mittleman, Joel. 2023. "Homophobic Bullying as Gender Policing: Population-based Evidence." *Gender & Society* 37(1): 5-31.

Wednesday, January 31: Gender and Disability

- Buder, Sarah, and Rose Perry. 2022. "The Social Model of Disability Explained." *Social Creatures*.
- Travers, Ann. 2018. "Spaces." Pp. 78-115 in *The Trans Generation: How Trans Kids (and Their Parents) Are Creating a Gender Revolution*. New York, NY: New York University Press.

Friday, February 2: Discussion on Gender, Sexuality, and Disability

Monday, February 5: Exam #1

UNIT II: SEX/GENDER IN RELATION TO OTHER INSTITUTIONS

Tuesday, February 7: Gender Before Birth?

- Barnes, Medora W. 2014. "Anticipatory Socialization of Pregnant Women: Learning Fetal Sex and Gendered Interactions." *Sociological Perspectives* 58(2): 187-203.

- Abraham, Amelia. 2020. "Gender-Reveal Parties Need to End with 2020– Here's Why." *Vogue*.

Friday, February 9: Discussion on Gender Before Birth

Monday, February 12: Gender in The Family

- Kane, Emily W. 2006. "'No Way My Boys Are Going to Be Like That!' Parents' Responses to Children's Gender Nonconformity." *Gender & Society* 20(2): 149-176.

Choose **one** of the following:

- Averett, Kate Henley. 2016. "The Gender Buffet: LGBTQ Parents Resisting Heteronormativity." *Gender & Society* 30(2): 189-212.
- Stacey, Lawrence, and Irene Padavic. 2021. "Complicating Parents' Gender and Sexual Expectations for Children: A Comparison of Biological Parents and Stepparents." *Sexualities* 24(1-2): 191-207.

Wednesday, February 14: Gender in Intimate Relationships

- DiGuilo, Sarah. 2018. "What is Gaslighting? And How Do You Know If It's Happening to You?" NBC News.
- Sweet, Paige L. 2019. "The Sociology of Gaslighting." *American Sociological Review* 84(5): 851-875.
- Machado, Carmen Maria. 2019. "Dream House as 9 Thornton Square." Pp. 93-94 in *In the Dream House*. Minneapolis, MN: Graywolf Press.

Friday, February 16: Discussion on Gender in Families and Intimate Relationships

Monday, February 19: Gender in Schools

- Martin, Karin. 1998. "Becoming a Gendered Body: Practices of Preschools." *American Sociological Review* 63: 494-511.

Choose **one** of the following:

- Pascoe, C.J. 2005. "'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse." *Sexualities* 8(3): 329-346.
- Musto, Michela. 2019. "Brilliant or Bad: The Gendered Social Construction of Exceptionalism in Early Adolescence." *American Sociological Review* 84(3): 369-393.
- Herd, Pamela, Jeremy Freese, Kamil Sicinski, Benjamin W. Domingue, Kathleen Mullan Harris, Caiping Wei, and Robert M. Hauser. 2019. "Genes, Gender Inequality, and Educational Attainment." *American Sociological Review* 84(6): 1069-1098.

Wednesday, February 21: Gender in The Law and Criminal Legal System

- Crenshaw, Kimberlé. 1989. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics." *University of Chicago Legal Forum* 139-168.

Choose **one** of the following:

- Meadow, Tey. 2010. "'A Rose is a Rose': On Producing Legal Gender Classifications." *Gender & Society* 24(6): 814-837.
- Nisar, Muhammad Azfar. 2018. "(Un)Becoming a Man: Legal Consciousness of the Third Gender Category in Pakistan." *Gender & Society* 32(1): 59-81.

Friday, February 23: Discussion on Gender in Schools, The Law, and the Criminal Legal System

Monday, February 26: Gender in Organizations

- Acker, Joan. 1990. "Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations." *Gender & Society* 4(2): 139-158.
- Jones, Angela. 2023. "Cisgendered Workspaces: Outright and Categorical Exclusion in Cisgendered Organizations." *Social Problems* Online first.

Wednesday, February 28: Gender in Hiring and at Work

- Wingfield, Adia Harvey. 2009. "Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work." *Gender & Society* 23(1): 5-26.
- Quadlin, Natasha. 2018. "The Mark of a Woman's Record: Gender and Academic Performance in Hiring." *American Sociological Review* 83(2): 331-360.

Friday, March 1: Discussion on Gender in Organizations, Hiring, and at Work

Monday, March 4: Gender and Religion

Choose **one** of the following:

- Sumerau, J. Edward, Ryan T. Cragun, and Lain AB Mathers. 2016. "Contemporary Religion and The Cisgendering of Reality." *Social Currents* 3(3): 293-311.
- Homan, Patricia, and Amy Burdette. 2021. "When Religion Hurts: Structural Sexism and Health in Religious Congregations." *American Sociological Review* 86(2): 234-255.

Wednesday, March 6: Gender in the Medical Establishment

- Gonsalves, Tara. 2020. "Gender Identity, the Sexed Body, and The Medical Making of Transgender." *Gender & Society* 34(6): 1005-1033.

Friday, March 8: Exam #2

UNIT III: CONTEMPORARY TOPICS IN THE STUDY OF SEX/GENDER

Monday, March 18: What is Intersex?

- Warner, Liz, and Jen Ruggirello. 2015. "What It's Like to Be Intersex". BuzzFeed video.
- Davis, Georgiann, Jodie M. Dewey, and Erin L. Murphy. 2016. "Giving Sex: Deconstructing Intersex and Trans Medicalization Practices." *Gender & Society* 30(3): 490-514.

Wednesday, March 20: What is Transgender?

- 2023. "Understanding Transgender People: The Basics." National Center for Transgender Equality.
- Barbee, Harry, and Douglas Schrok. 2019. "Un/Gendering Social Selves: How Nonbinary People Navigate and Experience a Binarly Gendered World." *Sociological Forum* 34(3): 572-593.

Friday, March 22: Discussion on Intersex, Transgender, and The Gender Binary

Monday, March 25: Gender Inequality Beyond the Binary

Choose **one** of the following:

- Carpenter, Christopher S., Samuel T. Eppink, and Gilbert Gonzales. 2020. "Transgender Status, Gender Identity, and Socioeconomic Outcomes in the United States." *ILR Review* 73(3): 573-599.
- Lagos, Danya. 2018. "Looking at Population Beyond 'Male' and 'Female': Implications of Transgender Identity and Gender Nonconformity for Population Health." *Demography* 55(6): 2097-2117.
- Stacey, Lawrence, and Wes Wislar. 2023. "Physical and Mental Health Disparities at the Intersection of Sexual and Gender Minority Statuses: Evidence from Population-Level Data." *Demography* 60(3): 731-760.

Wednesday, March 27: Gender Identification Over Time

- Steinmetz, Katy. 2014. "The Transgender Tipping Point." TIME.
- Lagos, Danya. 2023. "Has There Been a Transgender Tipping Point? Gender Identification Differences in US Cohorts Born Between 1935 and 2001." *American Journal of Sociology* 128(1): 94-143.

Friday, March 29: Discussion on Gender Inequality Beyond the Binary and Gender Identification Over Time

Monday, April 1: Gender and Language (Guest Lecture by Charlotte Cooper)

- Linneman, Thomas J. 2013. "Gender in Jeopardy! Intonation Variation on a Television Game Show." *Gender & Society* 27(1): 82-105.

Wednesday, April 3: The Transgender Child

- Rahilly, Elizabeth P. 2015. "The Gender Binary Meets the Gender-Variant Child: Parents' Negotiations with Childhood Gender Variance." *Gender & Society* 29(3): 338-361.

Friday, April 5: Discussion of Gender, Language, and The Transgender Child

Monday, April 8: Pornography, Sexting, and The Nude

- Fabrizio, Doug. 2023. "Kelsy Burke on America's Pornography Obsession." *Radiowest* Interview.
- Jonstonbaugh, Morgan. 2021. "Men Find Trophies Where Women Find Insults: Sharing Nude Images of Others as Collective Rituals of Sexual Pursuit and Rejection." *Gender & Society* 35(5): 665-690.

Wednesday, April 10: Sex as a Site of Gender Inequality?

- Armstrong, Elizabeth A., Paula England, and Alison C.K. Fogarty. 2012. "Accounting for Women's Orgasm and Sexual Enjoyment in College Hookups and Relationships." *American Sociological Review* 77(3): 435-462.
- Andrejek, Nicole, Tina Fetner, and Melanie Health. 2022. "Climax as Work: Heteronormativity, Gender Labor, and the Gender Gap in Orgasms." *Gender & Society* 36(2): 189-213.

Friday, April 12: Book Club, Part I

Monday, April 15: Book Club, Part II

Wednesday, April 17: Book Club, Part III

Friday, April 19: Class is Cancelled

Monday, April 22: Course Wrap Up and Review

Final Exam on Tuesday, April 30 from 9:00am-11:00am