

SOC 487A - Summer 2022: Sociology of Gender(s) and Sexuality(-ies)

Instructor: Ryan DeCarsky (He/Him)

Contact for course questions: Canvas Messaging

Contact for non-course questions: decarsky@uw.edu

Office Hours: TBD

Location: TBD

The University of Washington acknowledges the Coast Salish people of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations. I acknowledge the true owners of this land that I occupy and the forced labor that built this country.

Class Topics: theories of genders and sexualities, intersectional approaches to gender and sexualities, queer families and community, queering time and place, history of gender(s) and sexuality*ties in U.S Society, history of gender(s) and sexuality*ties in the globe, sexualities and genders as identities, sexual racism, sexual ableism, sex work, and consent.

The following syllabus serves two main purposes, 1) as a contract between yourselves as students and me as your instructor, and 2) as a resource for you with (almost) all the information you will need to navigate this course.

PT 1: COURSE OVERVIEW

Description: This course addresses the intersection of gender and sexuality in U.S. society, social institutions and movements, families, and the individual. Topics include the history of sexuality as practiced and politicized since colonial times, major theoretical approaches to genders and sexualities, and how gender and other social status (ie: race, body, class) characteristics influence the meanings of sexualities. This course is a collaborative effort involving instructors and students; the course will ask students to consider topics from a sociological perspective, considering the individual, group, and societal levels of genders and sexualities.

General Content Warning: This course may include readings, media, and discussion around topics such as sex, sexual assault, domestic violence, stalking, physical violence, and identity-based discrimination and harassment. I acknowledge that it may be difficult to engage with this content. I also encourage you to care for your safety and well-being and communicate with me as needed. I expect you to engage with the material to the best of your ability. If you have questions or concerns about class material, please contact me to discuss.

Learning Outcomes:

By the end of the course students will have the opportunity to achieve the following outcomes if they actively engage with the course materials and during class sessions.

-Students will be able to analyze the role of gender and sexuality in the shaping of US society.

-Students will assess the impact of gender and sexualities on institutions to which they belong and engage with.

-Students will be able to evaluate why gender and sexuality impact the social position of individuals within society.

-Students will apply theories of gender and sexualities in their written work and thinking.

-Students will reach conclusions on the evolving understanding of gender and sexualities in the US and world.

- Students will engage with an intersectional understanding of gender and sexualities as they relate to race, class, and body.

-Students will identify and define key examples of gender and sexuality concepts in media, family, work, and education.

-Students will identify and define the various errors in the logic behind binary and restrictive views of gender and sexualities.

-Students will describe when and where, as well as analyze why gender and sexualities are the basis of major social inequalities.

Critical thinking outcomes:

-Students will have the opportunity to determine the relevance of information for evaluating an argument or conclusion.

-Students will have the opportunity to separate facts from opinions and inferences.

-Students will have the opportunity to evaluate competing interpretations, explanations, evidence and conclusions effectively.

-Students will have the opportunity to identify main points in readings and class discussions.

-Students will have the opportunity to consciously observe and evaluate their own thinking and reactions while doing course activities and assignments.

PT 2: SOME STARTING POINTS

1. Self-care. Always strive for a balance between school, work, and taking care of yourself. Everyone in this course and at this university face different stressors. If you are feeling overwhelmed by any aspect of your life, especially my course, take a moment and relax! I believe learning should be something positive in your life and sometimes we need to take breaks to get the most out of it. Drink lots of water, good healthy food, and above all, get sleep!!!
2. Practice belief (or suspend your disbelief). The topics covered in this class will ask you to think in ways you have not before and ask you to grow as an intellectual and human being. In this course, we accept the basic premises that identity and power are co-constituted in violent ways across systems and structures to which we belong. The worldwide European, religious and political colonization of Indigenous peoples was an intentional act of subjugation and genocide. Today neo-colonial legacies and ways of being attempt to erase and continually oppress BIPOC, gender divergent, and sexual minority communities in the United States and beyond. If you do not believe this is the case—or you are not comfortable talking in detail about how the multiple iterations of this violence are staged physically, affectively, rhetorically, and environmentally—you should consider taking a different class.
3. Learn together; no “Experts” As a learning community we will critically engage with the course materials and topics. We will ask the hard questions and support each other as we attempt to find answers. We will make space for our peers and always maintain a safe environment for all peoples from all backgrounds. It is okay to disagree and it is okay to debate ideas, however, all students must not ever act out homophobic, transphobic, racist, ableist, or misogynist beliefs in our class.
4. Take a second look at everything. Always consider who is writing what you read; check the author. Consider the publication date, read the footnotes, and google about the author and subject matter to see what else is out there.

5. Don't presume anyone's identity. We will share pronouns at the start of the first few class meetings, but if you are not positive about someone's gender, use the pronoun "they" until you know.
 6. Always ask. In this class, everyone is always welcome to ask questions or bring up concerns. We are a community based on mutual respect where we aid each other.
 7. If I need to know something, tell me early. If you have any matter that I should know of, please communicate as soon as possible.
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PT 3: REQUIRED TEXT(S)

You must select 1 book from the following list to read for this class. You will use this book as the basis for your book review project in the class as well as the basis for some course assignments across the quarter. Once you have selected the text you will use, I will provide you digital scans of the book at no cost to yourself or if you prefer a physical copy of the book, you may use the library or purchase the book. In addition to your chosen book, **all weekly readings will be provided in digital form on CANVAS.**

Option A: Orne J. 2017. *Boystown : Sex & Community in Chicago*. The University of Chicago Press.

Option B: Robinson. (2020). *Coming out to the streets LGBTQ youth experiencing homelessness*. University of California Press. [UW Library Link \(EBOOK\) for Coming Out to the Streets](#)

Option C: Wade. (2017). *American hookup : the new culture of sex on campus* (First edition.). W.W. Norton & Company, Independent Publishers Since 1923.

Option D: Ward. (2015). *Not gay : sex between straight white men*. New York University Press. [UW Library Link \(EBOOK\) for Not Gay](#)

Option E: Mating Game Lamont. (2020). *The mating game : how gender still shapes how we date*. University of California Press.

PT 4: CLASS SPECIFIC POLICIES

LATE POLICY: I will accept work late for **1 week after the due date** for partial credit. If you believe you need more time, see extensions below.

Lateness due to special circumstances will result in no point deduction, however must still be completed no later than 1 week past the due date. Special circumstances include but are not limited to sickness, excused absences, religious or culturally significant holidays, ect). Please communicate with me as soon as anything arises that will affect your ability to turn in work on time. If any exceptions are needed, I reserve the right to make those decisions on a case by case basis and will work with students to the best of my ability.

EXTENSIONS: I do not typically grant extensions, but will consider the request on a case by case basis. If an extension is granted, the student must turn in the partially completed assignment on the due date as a check-in for me to determine how much time and what aid to provide the student to better complete the assignment.

COMMUNICATION: Please use CANVAS messaging for all course related communication, this prevents any issues with lost emails. I will respond to your message within 24 hours if sent during the week and within 48 hours if sent on a weekend. I advise checking this document thoroughly before messaging because the answer may be here and finding it yourself will be the fastest and most rewarding way!

SYLLABUS REVISIONS & SCHEDULE CHANGES: You are responsible for all materials, updates and announcements covered during class sessions. I encourage you to get to know other students in the class, exchange email addresses and/or phone numbers. I expect you to use your UW e-mail account regularly, so that we can communicate with each of you, if you wish to use another e-mail address as your primary account, set up your UW account to forward to your other address.

RESPECT FOR DIVERSITY: Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of university education. As a facilitator of learning, I take inclusivity very seriously; however, I am not perfect and will make mistakes. PLEASE let me know when I do. You are welcome to engage me directly at the moment it happens, speak to me privately after class or during office hours, or send me an email about your concerns. Employ whichever of these modes of communication is most comfortable to you, but please do not 'let it slide' or remain silent. I am learning too! At UW, students are expected to:

*respect individual differences which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status.

*engage respectfully in discussion of diverse worldviews and ideologies embedded in course readings, presentations, and artifacts, including those course materials that are at odds with personal beliefs and values.

PT 5: GRADED COMPONENTS

Course Participation (30 points possible): Participation for this course will be determined by a variety of factors included but not limited to: participating during in-class activities, contributing to class discussions, attending course-related events (more details to come), and attending office hours. At the end of each Thursday class, you will reflect on your participation for the week and award yourself up to 3 points for the week. You will explain in your reflection how you earned those points. Further guidance on this process will be provided in class.

Weekly In Class Reading Activities (20 points possible): Each day in class, we will have an in class activity around the readings assigned for the day; each will be worth 1 point.

Quiz 1 (10 points possible): Quiz #1 (week 2) will focus on the theories of gender(s) and sexuality(ties) covered in class, and key definitions for the term. I will provide a list of all potential topics and terms for you to review before the exam. You will not have access to your notes or readings during the exam. The exam will consist of 20 questions, each valued at half a point.

Quiz 2 (10 points possible): Quiz # 2 (week 4) will focus on the history of gender(s) and sexuality(ties) in the United States and around the globe. I will provide a list of all potential topics for you to review before the exam. The quiz will feature 10 questions, each worth 1 point. You will have access to your notes during this exam.

Quiz 3 (20 points possible): Quiz #3 (week 9) will focus on gender(s) and sexuality(ties) as it relates to identity and community; the exam will consist of 5 multiple choice questions each worth 2 points; and 2 free response questions, each worth 5 points. I will provide a list of potential topics and you will be able to use both your notes and readings during this exam.

Book Review (20 points possible): Each student will prepare a book review on their chosen book for the course. The book review will require students to write a critical and insightful review of the text as it relates to the course. The review will be 750-1250 words. Drafts of the review will be peer reviewed (week 8) before a final draft is submitted (week 9).

Final Presentation (20 points possible): Each student will be responsible for a 5 minute final presentation about a topic related to the course (week 9). Potential topics will be provided, but you are welcome to propose a project during the selection process.

PT 6: GRADING DETAILS

Grades in this course are point based; the points you earn will determine the grade you receive in the class. Students will start with 0 points and earn up to 130 points. You will earn points through the completion of assignments you earn points for each assignment you complete, quiz you take, and class activities you participate in. Your final grade is based on these points; however, you are in control of the way you earn those points. The total possible points in the class is 130, but you reach a 4.0 at 97 points, meaning you have a 33 point buffer built into the class that you can miss or choose not to do and still get a 4.0.

I have chosen this method to honor the various ways individuals learn and engage with knowledge. See the table below for further clarification:

Points Earned	Numerical Grade	Letter Grade
97+	4.0	A
94-96	3.9	A
92-93	3.8	A
90-91	3.7	A-
89	3.6	B+
88	3.5	B+
87	3.4	B

86	3.3	B
85	3.2	B
84	3.1	B
83	3.0	B
82	2.9	B-
81	2.8	B-
80	2.7	B-
79	2.6	C+
78	2.5	C+
77	2.4	C
76	2.3	C
75	2.2	C
74	2.1	C
73	2.0	C
72	1.9	C-
71	1.8	C-
70	1.7	C-
69	1.6	D+
68	1.5	D+
67	1.4	D
66	1.3	D
65	1.2	D
64	1.1	D

63	1.0	D
62	.9	D-
61	.8	D-
60	.7	D-
<60	0.0	F

If you have any questions or concerns about a grade that you receive in the course, please see me during office hours to discuss or request to set up an appointment.

PT 7: OTHER COMMON FAQs

What is the best way to contact Ryan?

Canvas messaging is the best way to reach me. I check the messages multiple times a day and strive to be available most of the time for my students.

When should I go to office hours?

All the time! Office hours are a great extension of a course; the additional time allows me to get to know you better and provide extra guidance on the course materials.

How long does it take to grade assignments?

I will grade assignments as soon as I am able to, traditionally this will take up to 1 week from when the assignment was due or completed. If there is a delay in the grading process, I will notify you and ask for your patience.

Why is reading for the class SO important?

I have constructed a very specific set of readings for the course that will support our learning and discussions. You will have an activity related to the reading in each class that will require you to engage with the content of the readings directly. In addition, the class is heavily based on discussion and I will ask you questions in class around the content assigned regularly.

What happens if I get sick or have to miss class?

No worries! Sickiness happens and so do a ton of other life things! Life happens and you should feel welcome to take the space you need to care for your mind, body, and spirit. The class is designed to allow for students to miss class occasionally with no impact on your final grade. See me if you have reason to miss class regularly and we can discuss if this is possible.

What if I read something or hear something in class I do not agree with?

First things first, that is normal! Life and especially college courses will present you with materials and ideas that are unfamiliar, and at times uncomfortable. I encourage you to lean into the topic and think critically about what you think and why. I will always welcome healthy discussion and debate of information in the class. I am here to facilitate learning and that includes facilitating spaces of intellectual disagreement.

What does it mean when I say this class has a content warning?

The topics discussed in this class are complex and at times require us to delve into topics that you and your classmates may never have talked about openly. We will talk about sex, gender, and sexualities regularly and openly. Some readings will include sexually explicit material, violence, or discussions of topics that may be hard to read, think about, and discuss. I provide a general content warning to get you started thinking about how you will engage with the class materials that do so. I will make an effort to provide content warnings throughout the term when needed and work to create a safe space for all of us.

PT 8: UW ACADEMIC POLICIES AND RESOURCES**ACCOMMODATIONS**—Yes we can make it work! Let me know!

It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with DRS to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. Disability Resources for Students (DRS) offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor (me) and DRS. If you have not yet established services through DRS, but have a temporary or permanent disability that requires accommodations (this can include but not limited to: mental health, attention-related, learning, vision, hearing,

physical or health impacts), I encourage you to contact DRS at <http://depts.washington.edu/uwdrs/>.

ACCOMMODATIONS FOR RELIGIOUS ACTIVITIES

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form available at <https://registrar.washington.edu/students/religious-accommodations-request/>

ACADEMIC INTEGRITY

<https://www.washington.edu/cssc/student-conduct-overview/student-code-of-conduct/> for crucial information regarding academic integrity. The library also has an extremely useful website with resources at <http://guides.lib.uw.edu/c.php?g=345664&p=2329452>. You are responsible for knowing what constitutes a violation of the University of Washington Student Code, and you will be held responsible for any such violations.

STUDENT SUPPORT SERVICES

- *Office of the Ombud*: <https://www.washington.edu/ombud/> 206-543-6028
- *Hall Health Center*: <http://depts.washington.edu/hhpccweb/clinics-services/>
- *Student Health and Wellness Center*: <http://depts.washington.edu/livewell/> 206.543.6085
- *UW Resilience Lab*: <http://wellbeing.uw.edu/unit/resilience-lab/>
- *UW Food Pantry*: <http://www.washington.edu/anyhungryhusky/home/the-new-pantry/>
- *Housing Assistance*: <https://www.washington.edu/financialaid/types-of-aid/food-stamps/>
- *Financial Aid FAQs*: <https://www.washington.edu/financialaid/2020/03/20/covid-19-faqs/>
- *Emergency Aid*: <https://www.washington.edu/emergencyaid/>
- *International Student Services*: <https://iss.washington.edu/>
- *Online Academic Success Coaching*:
<https://webster.uaa.washington.edu/asp/website/academic-success-coach/>
- *Online Study Skills Resources*: (e.g. time management)
<https://webster.uaa.washington.edu/asp/website/study-skills/>
- Remember that through the technology fees that you pay you can reserve a laptop if you need: https://www.washington.edu/news/2020/03/27/laptops-for-takeout-or-delivery-student-technology-program-readies-for-spring-quarter/?utm_source=uwhp-topstory&utm_medium=readmore&utm_campaign=laptop-loans

STUDENT RESEARCH RESOURCES

- *Libraries*: <http://www.lib.washington.edu/>

- Center for Statistics and the Social Sciences (CSSS): <http://www.csss.washington.edu/>
- Center for Social Science Computation and Research (CSSCR): <http://depts.washington.edu/csscr/>
- Center for Studies in Demography and Ecology (CSDE): <https://csde.washington.edu/computing/>

UW WRITING CENTERS

- Odegaard Writing and Research Center (open to all students) : <http://www.lib.washington.edu/ougl/writing-and-research> 206.221.0972 206.543.5396

PT 9: COURSE SCHEDULE

	Tuesday	Thursday
Week 1:	<p>TOPIC - Sociology of Gender and Sexualities: An introduction Part 1</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. https://contexts.org/blog/sexual-orientation-versus-behavior-different-for-men-and-women/ 2. https://contexts.org/articles/queer-street-smarts/ 	<p>TOPIC - Sociology of Gender and Sexualities: An introduction Part 2</p> <p>Readings: Excerpts from "Required Text" See Canvas</p>
Week 2:	<p>TOPIC - History and Theory Part 1</p> <ol style="list-style-type: none"> 1. Connell, Raewyn. 1985. "Theorising Gender." <i>Sociology</i> 19(2): 260-272. 2. Risman, Barbara. 2004. "Gender as Social Structure: Theory Wrestling with Activism." <i>Gender & Society</i> 18(4): 429-450. 3. Bidy Martin, "Sexualities without Genders and Other Queer Utopias," <i>Diacritics</i> 24, no. 2/3 (1994): 104-21. 	<p>TOPIC - History and Theory Part 1</p> <p>Readings: 1. https://contexts.org/articles/queer-street-smarts/</p> <p>Quiz 1</p>

<p>Week 3:</p>	<p>TOPIC - Globalized Gender(s) Readings:</p> <ol style="list-style-type: none"> 1. Gloria Wekker, <i>The Politics of Passion: Women’s Sexual Culture in the Afro-Surinamese Diaspora</i> (Columbia University Press, 2006), Selected Excerpt. 	<p>TOPIC - Globalized Sexualities Readings:</p> <ol style="list-style-type: none"> 1. Carrillo, Héctor. 2017. <i>Pathways of Desire: The Sexual Migration of Mexican Gay Men</i>. Chicago: University of Chicago Press. Chapter 3. Read pages 66-98. 2. Carla Moore, “Wah eye nuh see heart nuh leap: Queer marronage in the Jamaican dancehall,” MA Thesis. (Queens University, 2014).
<p>Week 4:</p>	<p>TOPIC - Gender and Sexuality in Media Readings:</p> <ol style="list-style-type: none"> 1. Faithe Day and Aymar Jean Christian, "Locating black queer TV: Fans, producers, and networked publics on YouTube," <i>Transformative Works and Cultures</i> 24 (2017). 2. 2 Chapters of your chosen book (see required texts section of syllabus). 	<p>TOPIC: Book Review, Final Presentations, and Check In Readings: 2 more chapters of your chosen book (see required texts section of syllabus). <u>Quiz 2</u></p>
<p>Week 5:</p>	<p>TOPIC: Gender, Sexualities, and Race Readings:</p> <ol style="list-style-type: none"> 1. García, Lorena. 2009. “Now Why Do You Want to Know about That?’: Heteronormativity, Sexism, and Racism in the Sexual 	<p>TOPIC: Gender, Sexualities, and the Body Readings:</p> <ol style="list-style-type: none"> 1. Siebers (2008), “A Sexual Culture for Disabled People” in <i>Sex Matters</i>, pp. 383-392. 2. Tobin (2019), “The Perils and Pleasures of Sex for Trans

	<p>(Mis)education of Latina Youth.” <i>Gender & Society</i> 23(4): 520-541.</p> <ol style="list-style-type: none"> 2. Audre Lorde, “I am Your Sister: Black Women Organizing Across Sexualities” (New York: Kitchen Table Press, 1985), 3-8. 3. Lawrence Stacey & TehQuin D. Forbes (2022) Feeling Like a Fetish: Racialized Feelings, Fetishization, and the Contours of Sexual Racism on Gay Dating Apps, <i>The Journal of Sex Research</i>, 59:3, 372-384. 4. https://contexts.org/articles/sex-work-and-status-peaks/ 	<p>People” in <i>Sex Matters</i>, pp. 25-31.</p> <ol style="list-style-type: none"> 3. Schilt, K., & Westbrook, L. (2015). Bathroom Battlegrounds and Penis Panics. <i>Contexts</i>, 14(3), 26–31. https://doi.org/10.1177/1536504215596943
<p>Week 6:</p>	<p>TOPIC: Gender, Sexuality and Work</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. P England, G Farkas - 2017. Households, employment, and gender: A social, economic, and demographic view 2. Burke, N. B. (2016). Hegemonic masculinity at work in the gay adult film industry. <i>Sexualities</i>, 19(5–6), 587–607. https://doi.org/10.1177/1363460716629333 3. Read more of your required book. 	<p>TOPIC: Gender, Sexuality and Family</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Johnson and Young 2016. “Diversity and meaning in the Study of Black Fatherhood: Toward a New Paradigm.” <i>Du Bois Review: Social Science Research on Race</i> 13(1): 5-23. 2. Kimport, Katrina. 2014. “Ch 1: The Winter of Love.” Pp. 1–19 in <i>Queering marriage challenging family formation in the United States</i>. New Brunswick, NJ: Rutgers University Press. 3. Compton, D. Lane R. 2015.

		<p>“LG(Bt) Families and Counting.” <i>Sociology Compass</i> 9(7):597–608</p>
<p>Week 7:</p>	<p>TOPIC: Culture and Community</p> <p>Readings: Ghaziani, Amin.2011. “Post-Gay Collective Identity Construction.” <i>Social Problems</i> 58, no. 1: 99-125.</p> <p>Rochella Thorpe, “‘A House Where Queers Go’: African-American Lesbian Nightlife in Detroit, 1940-1975,” in <i>Inventing Lesbian Cultures in America</i>, edited by Ellen Lewin (Boston: Beacon Press, 1996), 40-61</p>	<p>TOPIC: Identity - Guest Speaker 1</p> <p>Readings: Finish your required book (see required texts section of syllabus).</p>
<p>Week 8:</p>	<p>TOPIC: Sex Work</p> <p>Readings:</p> <ol style="list-style-type: none"> Orenstein (2019), “If It Exists, There Is Porn of It” in <i>Boys & Sex</i>, pp. 39-71. Berg, H. (2017). Porn work, feminist critique, and the market for authenticity. <i>Signs: Journal of Women in Culture and Society</i>, 42(3), 669–692. Bernstein, J. (2019, February 9). How OnlyFans changed sex work forever. <i>The New York Times</i>. https://www.nytimes.com/2019/02/09/style/onlyfans-porn-stars.html 	<p>TOPIC: Consent and #MeToo</p> <p>Readings:</p> <ol style="list-style-type: none"> Martin (2015), “The RapeProne Culture of Academic Contexts: Fraternities and Athletics” in <i>Sex Matters</i>, pp. 614-619. Cierra Raine Sorin. 2020. “#MeTooUC: An Autoethnographic Analysis of the University of California’s Response to Sexual Violence & Sexual Harassment.” <p>BOOK REVIEW DUE</p>

	<p>4. Cook, J. (2020, December 18). Selling nudes on OnlyFans kept these families afloat this year. The Huffington Post. https://www.huffpost.com/entry/onlyfans-nudescoronavirus-pandemic-aid_n_5fd51fb6c5b62f31c1fdacf4</p>	
Week 9:	<p>TOPIC: TOPIC: Final Presentations</p> <p>Readings: NONE</p> <p>FINAL PRESENTATION SLIDES DUE</p>	<p>TOPIC: Final Presentations (10)</p> <p>Readings: NONE</p> <p>Quiz 3</p>

LESSON PLAN SAMPLES

<p>Lesson Plan 1: Gender and Sexuality in the context of Family (Thursday of Week 6)</p>	<p>Intro Video - 15 Minutes https://www.youtube.com/watch?v=S1pW6r9kjiw</p> <p>Lecture - (35 Minutes)</p> <ul style="list-style-type: none"> A. Heteronormative Family Design (how the gender binary and heterosexuality are connected to traditional ideas of family, socio-historically). B. Queer Families (the recent legal and political changes in family definitions) C. Race and Class Modifiers (how family and specifically the way gender and sexuality play out in family is a racialized and class based phenomenon) D. Disclosure (coming out to families about sexuality and gender expression, disclosing about intimate relationships to family) E. Chosen Families (agency in family design and enactment) <p>Activity 1 - (5 Minutes) -</p>
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	<p>A. Pick a reading assigned today and write a short letter to the author, explaining what you learned and a question you have.</p> <p>B. Write a research idea to explore one of the topics we have covered today and what you think you may find if you did it.</p> <p>Break -10 Minutes</p> <p>Group Discussion Facilitated (40 Minutes)</p> <p>A. Coming Out</p> <ol style="list-style-type: none"> a. What is coming out? b. How is family usually connected to this process? c. What does coming out communicate to us about gender and sexuality norms? <p>B. Marriage</p> <ol style="list-style-type: none"> a. Who is marriage for? b. Why is marriage controlled by law? c. Why do people marry? d. How does gender impact marriage? Think what makes a hetero couple different than a same-gender couple? <p>C. Chosen Families</p> <ol style="list-style-type: none"> a. What is a chosen family? b. Are they special? Why or why not? c. What makes someone a member of a chosen family versus just a good friend? <p>Activity 2: 5 Minutes</p> <p>A. Participation Reflection: Please write down how you participated in or outside of class this week; if you did not participate much, explain why and how you plan to change this. Give yourself a grade of 0-3 points for the week.</p> <p>Buffer - 10 minutes</p>
<p>Lesson Plan 2: Gender and Sexuality in the context of</p>	<p>Videos and Discussion (50 Minutes) - Part 1: Film and TV</p> <p>I will use a poll feature to determine which videos we watch from a list of media tropes around gender and sexuality. The videos include topics of masculinity, heteronormativity, the male-gaze, representation of women, representation of queer folk, ect.</p>

Media (Tues of Week 4)

After each video, we will generate questions for discussion. Each student will have 5 minutes after each video to come up with 1-2 questions.

Sample Posts and Discussion (10 Minutes) - Part 2: Social Media

I will show students a series of social media posts related to gender and sexuality and ask them what they think about each and why. I will draw their attention to the way that gender and sexuality is publicly negotiated and held to account on these platforms, pulling from West and Zimmerman (1987).

Activity 1 (5 minutes): Pick 2 pieces of media and write 1-2 questions to the creator of the media about why they made the decisions they made around gender and sexuality in the story.

Break - 10 Minutes

Lecture (30 minutes)

Explain gender and sexual cultural scripts developed and negotiated with media.

Explain the importance of diverse gender and sexual storytelling

Explain the role of social media in identity formation.

Activity 2 (5 minutes): Pick one reading from today and write a tweet with one interesting fact.

Buffer - 10 minutes

