UNIVERSITY OF GUAM
Unibetsedåt Guahan
SO 342-01 Sociology of Sex and Gender
FANUCHÅNAN (Time for rain) [Fall] 2024

Course Description:
This course explores the sociology of sex and gender, examining how these concepts are produced/shaped and are reproduced by social structures and cultural norms. Students will differentiate between sex and gender, evaluate the sex/gender distinction, and analyze gender stereotypes and their impacts. The course includes comparative studies of gender variations across cultures, the experiences of transgender individuals, and the evolution of gender roles. Prominent feminist theories, including liberal, radical, and post-modernist perspectives, will be explored. By the end, students will possess a nuanced understanding of how sex and gender intersect with other social categories, informed by contemporary debates and research.

Instructor:	Edward Leon Guerrero
Time/Location	M/W 2:00-3:20 pm - HSS 301
Tel.#:	(671) 929-9498
Email:	leonguerreroe7385@triton.uog.edu
Office Hours:	By Appointment
Moodle Key:	✕✕✕✕✕

Required Text:
There are no readings to be purchased. All the readings will be provided on Moodle.

Grading:

Final grades are based on the percentage scale of total possible points:

A+=>98
A= 97-93
A-=92-90
B+= 89-87
B=86-83
B-=82-80
C+= 79-77
C= 76-70
D= 69-60
F= <59

Participation	10%
Homework/Response Papers:	30%
Encountering Literature Presentation:	10%
Final/Project:	20%
Quizzes:	30%

*There may be opportunities for extra credit as the semester progresses. You are not required to take advantage of these. These will be posted and explained as they come up. These are usually added into the Quiz category in gradebook.

Encountering Literature 10-30-minute Presentation (10%):

This is your chance to study a scholar's original writing and ideas for a topic. Students are required to read an article and/or book chapter of a scholar or topic we will study in class and present a summary and critique to the class. You will present on *the first day* we cover your scholar or topic. You may present however format you desire e.g., PowerPoint type presentation, soliloquy. You may also come up with games or other activities to encourage discussion and critical thinking. (*You do not need to prepare KWL paper on the day you present- see below.)*

RESPONSE PAPERS/KWL- Homework (30%):
NONE due on day you present encountering literature presentation

Please set up the assignment in the following manner with KWL Chart at top of page

Name: Joe Cruz   Topic: Conceptualizing sex and gender

K (Know):	W (Want to Know):	L (Learned):
List what you know about topic before you begin reading assignment. Aim to have at least 3-5 points If you genuinely have no idea of the topic then list what you perceive the topic is about.	List at least two questions that you still have after reading the assignments. Examples: concept, vocabulary word or argument that is confusing or is not sufficiently explained in the readings.	List what you learned and how those ideas might be different than what you originally thought, refer to specific pages or quotes as needed. Tie into current ideas or personal experiences if possible. Aim to have at least 3-5 points

Next write a response/ discussion paper below your chart.

Response/discussion papers should include a short summary of your understanding of the readings for that day and a thoughtful commentary or critique, that addresses some aspects of the readings. We will use these response/discussion papers to talk more about the readings as a class. Each response paper should be at minimum one page long, double-spaced, in a conventional font. May be as many pages as you want.

These papers are a chance for you to personally engage with the readings through writing.

Response papers are due by the class-assigned date (00:00). The acceptance of late papers is based on the instructor's discretion. Follow the syllabus and allow enough time to stay caught up on topics. *All supplemental readings are already available on Moodle.*

QUIZZES (30%):

You will have several short online quizzes to review material we have discussed in class. Quizzes will be available on our Moodle page. These quizzes will be made up of a varieties of question types from essay questions, multiple choice, matching, and short answer questions etc.

Final Project (20%): For the final project in this class, you have several options to choose from. Regardless of the option you select, you must present your finished project to your peers in class. The available options are:

1. Research Paper
Requirements:
- 15-20 pages, double-spaced, using a 12-font size
- At least 10 academic sources
- Proper citation (APA, MLA, etc.)

2. Creative Project
Ideas:
- A short film or documentary exploring gender issues
- A series of paintings or sculptures representing gender diversity
- A photography project capturing everyday gender expressions

Requirement:
- Accompanying artist's statement (3-5 pages), double-spaced, using a 12-font size

3. Community Engagement Project
Ideas:
- Volunteer at a local organization that supports or pertains to gender equality
- Develop a workshop or seminar on gender issues for the community
- Create a social media campaign to raise awareness about a specific gender issue

Requirements:
- Reflective journal (10-15 pages), double-spaced, using a 12-font size
- Presentation summarizing the experience and its impact

4. Ethnographic Study
Ideas:
- Conduct interviews with individuals about their experiences with gender
- Participate in and observe a community or group with a focus on gender
- Analyze how gender is constructed and performed in a specific setting

Requirements:
- 15-20 pages, double-spaced, using a 12-font size
- At least 10 academic sources
- Proper citation (APA, MLA, etc.)

5. Policy Proposal
Ideas:
- Develop a policy to address a specific gender issue (e.g., gender-neutral bathrooms, maternity/paternity leave)
- Propose changes to existing gender-related policies in an institution or organization

- Create a comprehensive plan for a gender equality initiative

Requirements:
- 15-20 pages, double-spaced, using a 12-font size
- At least 10 academic sources
- Proper citation (APA, MLA, etc.)
- Detailed action plan and expected outcomes

6. Personal Narrative
Ideas:
- Write a memoir or personal essay about your own experiences with gender
- Create a collection of personal narratives from diverse individuals
- Reflect on how your understanding of gender has evolved over the course of the class

Requirements:
- 10-15 pages, double-spaced, using a 12-font size
- Incorporate course concepts and readings
- Proper citation (APA, MLA, etc.)

Participation (10%):
Participation includes showing up on time, listening to your colleagues and instructor, and responding to what is said in the classroom.

As part of **participation**, students are required to discuss the readings. I will take attendance promptly at the beginning of our scheduled classes. If you think you may have a conflict with our scheduled weekly class meetings, please see me as soon as possible to discuss this.

Flexibility and Lateness: I strongly believe that your mental and physical health should be priorities. Moreover, in Guam, there is a cultural emphasis of social obligations, especially during deaths in the family. For these reasons, I am flexible on excused absences and lateness, as long as you provide advance notice or inform me shortly after.

Required Skills, Materials, and other Resources:

There are certain skills and equipment needed as well as other resources such as Internet access. Here are some things you will need to take this class:

- Reliable access to a computer with broadband Internet access. Broadband Internet access is commonly available for residential customers. The UOG campus also has a few computer labs for student use. Many coffee shops and other public spaces also have Wi-Fi hotspots. We strongly recommend that you use malware protection and a VPN app to protect yourself from infection or hacking on public Wi-Fi networks.

- A desktop or laptop computer is highly recommended. Mobile devices such as iPads, Android tablets, and smart phones are not recommended as they may have compatibility issues. You may use them for convenience to view most content for this class, but you should use a full computer for the more important class activities.

- This computer should also have the following:
  - [Mozilla Firefox](#) browser with Cookies enabled and the Pop-up Blocker disabled so that you can access and work in this class. Firefox is the most compatible browser for use with UOG Moodle.
  - MS Word and PowerPoint so that you can read, edit, or create documents and presentations for this class. Contact the [UOG Computer Center](#) to ask about Office365 which includes these Microsoft products. It may be included with your official Go Triton email account.
  - [Adobe Acrobat Reader](#) so that you can open PDF documents provided in this class.
  - A media player such as Windows Media Player or VLC Player Free so that you can play audio and video files provided in this class.
  - Virus and spyware protection so that you can protect yourself and your classmates while you are working on the Internet.
  - You need to be comfortable enough with computers to perform the following tasks without help from anyone:
    - Send and receive email messages as well as send a message with an attachment.
    - Can find files on your computer that you have saved or downloaded.
    - Can navigate through web pages.
    - Can search for items on the Internet by using a search engine..
  - **You need to be self-motivated, disciplined, and you should have good time-management skills**. For a typical class in a regular 16-week semester, you should be able to commit 6-10 hours per week to your course work.
  - You will need an account with the UOG Moodle system. For assistance with the UOG Moodle system, please contact the UOG Moodle Help team by email at moodlehelp@triton.uog.edu or call (671) 735-2620.
  - You will be expected to carefully read and follow instructions.
  - You will be expected to keep track of deadlines and due dates.
  - You will be expected to have all the skills and resources listed above.
  - ***If you need help just ask! I am here to support your learning, but I won't be able to help if I don't know you need it. ASK!***

The following is a list of resources that students can turn to when they need support:
- **Problems with the course instructions or other content?**
  Contact your instructor for clarification and assistance.
- **Technical problems with UOG Moodle system?**
  Contact the UOG Moodle Help team by email at moodlehelp@triton.uog.edu or by phone at (671) 735-2620.
- **Problems with WebAdvisor or Go Tritons** student email service?
  Contact the UOG Office of Information Technology (aka: the Computer Center) by email at helpdesk@uog.edu or by phone at (671) 735-2640.
- **UOG Library Resources and Services**
  Go online to https://www.uog.edu/student-services/rfk-library/ or by phone at 734-2341or Find-A-Librarian page: https://www.uog.edu/student-services/rfk-library/ask-a-librarian

- **Reference services for the MARC Library** shall be conducted via email: MARC Reference Collection Librarian (maw@triton.uog.edu) Spanish Documents & Manuscripts Librarian (obrunal@triton.uog.edu)
- Inquiries about **other library services** will be addressed via: Phone: 735-2311, Dean of University Libraries: mstorie@triton.uog.edu
- **UOG Student Services**-Go online to https://www.uog.edu/student-services/enrollment-management-student-success/ contact the Admissions and Records office, Financial Aid office, Student Life office, Housing and Residence, Counseling, Student Health, and other services.
- **Writing Center**: The Writing Center (WC) has virtual tutoring services available for students. All WC appointments are made online and confirmation emails sent accordingly. The current https://sites.google.com/view/dealwritingcenter.

Withdrawal from Class:

Students may withdraw from a class or classes during the first week of instruction of a regular semester and the first two days of a summer session without anything being recorded on their transcripts. From the second through the eighth week of instruction of a regular semester and from the third day of classes through the third week of a summer term, students may withdraw by using the Withdrawal feature in their WebAdvisor account.

Policies and Other Information:

COVID Statement:

The University of Guam is experiencing continued disruption to delivery of instruction during the global coronavirus pandemic. The University will follow executive orders and may be forced to close again, causing more modifications as the semester progresses. All changes will be posted on the UOG website, www.uog.edu.

- Contact OIT for **technical support** at 735-2630 or oit@triton.uog.edu
- Contact the Triton **Advising Center** at 735 – 2222 or tac@triton.uog.edu
- Contact **Isa Psychological Services** center at 735-2880 or isa@triton.uog.edu
- Contact **Uplift Counseling Services** at 787-7978 or uplift@westcare.com
- Contact **Project Tulaika Mental Health** Services at 647-5317; 647-1901; 647-5440. 647-8833/34 or care@gbhwc.guam.gov

No Unauthorized Recording:

Only the instructor may record class sessions. Unauthorized recording of class meetings is not allowed, to include screenshots that include identifiable information of any person in the session. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of courses may violate federal law.

EEO Statement:

The University is committed to maintaining the campus community as a place of work and study for faculty, staff, and students, free of all forms of discrimination and harassment. If you experience harassment or discrimination, then you should report it immediately to Mr. Larry Gamboa, Acting EEO Director at the EEO/ADA &Title IX Office, Institutional Compliance Officer (671) 735-2244 located in Dorm 1. For immediate assistance in an emergency call 911.

ADA Accommodation Services:
The University of Guam (UOG) is committed to achieving equal opportunity and full participation of persons with disabilities by providing non-discriminatory access to its services and facilities through the ADA Office. The Mission of the ADA Office is to ensure non-discriminatory access to all benefits, privileges, opportunities and obligations to faculty, staff and community members with disabilities and to ensure a process for full compliance by UOG with the ADA of 1990, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended, taking into account the economic climate and multi-cultural diversity of the institution.
The ADA Office can be contacted at telephone number (671) 735-2244 or Telephone Device for the Deaf (TDD) number (671) 735-2243.

The Enrollment Management & Student Success office provides reasonable accommodations for students in accordance with the UOG Policy and Procedure for student applicants with a disability.

ADA Accommodation Services - For individuals covered under the ADA (Americans with Disabilities Act), if you are a s*tudent* with a disability requiring academic accommodation(s), please contact the Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2505.

Student Evaluation of Faculty Information:
The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students.   You will need your WebAdvisor login credentials to complete the evaluation. If you experience login issues, please refer inquiries to OIT staff to assist at 735-2630/40.

Plagiarism Statement:
The term "plagiarism" includes, but is not limited, to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (UOG Student Handbook, p. 49). Cases of plagiarism are referred to the Student Discipline and Appeals Committee. In this course, the minimum penalty for plagiarism is an automatic F on the assignment. Do not plagiarize it is not worth it! If ever concerned about how to cite or work with information to avoid this, please contact me.

Use of Large Language Models (LLM):
Large Language Models such as ChatGPT are allowed as I view them as representing a key tool for the future. While the use of LLM Is allowed, it is essential to understand its current limitations. Given the way it generates content, it is inevitable that it will produce information that is not entirely accurate, not supported by reliable sources and sometimes even completely made up. Use LLM as a supplemental tool not as a replacement for your work. Please do not just copy and paste. Always fact-check the information generated by LLM before incorporating it into your work.

Communication Policy:
University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate

teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36)

<u>Tobacco-Free Campus</u>:

UOG is a tobacco-free campus. Thank you for not using tobacco products on campus, and for helping make UOG a healthy learning and living environment.

Learning Outcomes:

The University of Guam's Sociology Program Learning Outcomes (PLOs) are aligned with UOG's Institutional Learning Outcomes (ILOs). ILOs can be found at: http://www.uog.edu/administration/academic-and-student-affairs/accreditation/assessment-committee. This table describes sociology's PLOs and links them to SO342's Student Learning Outcomes (SLOs), which are also described. It lists the course assignments designed to assess these learning outcomes.

Program Learning Outcomes (or PLOs) The sociology major educates students concerning:	Student Learning Outcomes (or SLOs) For this specific course, students will successfully demonstrate:	Assignments for Reaching SLOs
The discipline of sociology and its role in contributing to our understanding of social reality such that the student can apply the sociological imagination and sociological principles and concepts to any social topic, including to her or his own life;	How sociological perspectives contribute to our understanding of social reality such that the student can apply the sociological imagination to any social topic, including to her or his own life;	Readings, response papers, class discussions, quizzes, final project, exam.
The role of theory in sociology, such that the student will be able to define theory and describe its role in generating sociological knowledge, and be able to compare and contrast basic theoretical perspectives;	How to apply theoretical perspectives to empirical examples, so that students will be able to describe theory's role in generating sociological knowledge, and be able to compare and contrast basic theoretical perspectives;	Student discussions/response papers, quizzes, final project, exam.
The role of empirical evidence and the application of qualitative and quantitative research methodologies in collecting data, the ability to design a research study, collect and analyze data, and present the findings in research paper format;	To understand the relation of theory to empirical evidence;	Response papers, discussions, and quizzes
Technical skill in retrieving information and data from archival sources, the internet and other data storage formats, and the use of computers for data analysis	Skill in retrieving information and data from sociological texts;	Encountering literature assignment, Final project.
Scientific technical writing that accurately conveys the data findings. An understanding of the issues and the ability to apply the principles of ethical practices in	Being able to comprehend and understand scientific technical writing that accurately conveys data findings.	Response papers, class discussions, encountering literature assignment, final project.

Sociology.		

Schedule of Topics:

Date	Topic and Readings	
8/14	*Welcome to Class* • Introduction • Syllabus	
8/19	*Conceptualizing sex and gender* • Scott, J. W. (2007[originally 1986]). Gender as a useful category of historical analysis. In *Culture, society and sexuality* (pp. 77-97). Routledge. • Scott, J. W. (2010). Gender: still a useful category of analysis?. *Diogenes*, *57*(1), 7-14. • Meyerowitz, J. (2008). A history of "Gender". *The American Historical Review*, *113*(5), 1346-1356.	KWL-1
8/21	*Conceptualizing sex and gender* • Feminist Perspectives on Sex and Gender [Read only section 3] • Weisshaar, K., & Casey, P. (2022). 100 Years of Sex and Gender in Social Forces.	KWL-2
8/26	*Conceptualizing sex and gender* • Blackless, M., Charuvastra, A., Derryck, A., Fausto-Sterling, A., Lauzanne, K., & Lee, E. (2000). How sexually dimorphic are we? Review and synthesis. *American Journal of Human Biology: The Official Journal of the Human Biology Association*, *12*(2), 151-166. • Bogardus, T. (2020). Evaluating arguments for the sex/gender distinction. *Philosophia*, *48*(3), 873-892.	KWL-3
8/28	*Conceptualizing sex and gender* • Butler, J. (2002). *Gender trouble*. Routledge. [Read chapter 1]	KWL-4

Date	Topic / Reading	Assignment
9/2	***Labour Day [Do not show up for class]***	
9/4	***Quiz 1 Sex & Gender: Quiz is on Moodle [Do not show up for class]***	
9/9	*Feminist Theories* • Madoo Lengermann, P., & Niebrugge-Brantley, J. (2011). Contemporary feminist theory. In G. Ritzer (Ed.), *Sociological theory*, 454-498.	KWL-5
9/11	*Feminist Theories* • Tong, R. & Botts, F. (2018). *Feminist Thought: A More Comprehensive Introduction*. Routledge. [Read Introduction & Chapter 1. Liberal Feminism]	KWL-6
9/16	*Feminist Theories* • Tong, R. & Botts, F. (2018). *Feminist Thought: A More Comprehensive Introduction*. Routledge. [Read Chapter 2. Radical Feminism]	KWL-7
9/18	*Feminist Theories* • Tong, R. & Botts, F. (2018). *Feminist Thought: A More Comprehensive Introduction*. Routledge. [Read Chapter 3. Marxist and Socialist Feminism]	KWL-8
9/23	*Feminist Theories* • Tong, R. & Botts, F. (2018). *Feminist Thought: A More Comprehensive Introduction*. Routledge. [Read Chapter 4. Women-of-color Feminism(s) in the United States]	KWL-9
9/25	*Feminist Theories* • Tong, R. & Botts, F. (2018). *Feminist Thought: A More Comprehensive Introduction*. Routledge. [Read Chapter 6. Existentialist, Poststructural, and Postmodern Feminisms]	KWL-10
9/30	*Feminist Theories* • Tong, R. & Botts, F. (2018). *Feminist Thought: A More Comprehensive Introduction*. Routledge. Chapter 10. Third-Wave and Queer Feminisms	KWL-11
10/2	***Quiz 2 Feminist Theories: Quiz is on Moodle [Do not show up for class]***	
10/7	**Fanuchanan Break (no classes)**	
10/9	**Fanuchanan Break (no classes)**	

10/14	*Cultural variations of gender* Nanda, S. (2014). *Gender diversity: Crosscultural variations*. Waveland Press. [Read Introduction & Chapter 1. Multiple Genders among Native Americans]	KWL-12
10/16	*Cultural variations of gender* Nanda, S. (2014). *Gender diversity: Crosscultural variations*. Waveland Press. [Read Chapter 2. Hijra and Sadhin: Neither Man nor Woman in India and Bangladesh]	KWL-13
10/21	*Cultural variations of gender* Nanda, S. (2014). *Gender diversity: Crosscultural variations*. Waveland Press. [Read Chapter 4. Liminal Gender Roles in Polynesia]	KWL-14
10/23	*Cultural variations of gender* Nanda, S. (2014). *Gender diversity: Crosscultural variations*. Waveland Press. [Read BOTH Chapter 6. Indonesia: Bissu, Waria, and Lesbi & Chapter 8. Variations on a Theme]	KWL-15
10/28	***Quiz 3 Cultural variations of gender: Quiz is on Moodle [Do not show up for class]***	
10/30	*Transgender, Sex & Sexuality* Katz, J. N. (1990). The invention of heterosexuality. *Socialist Review*, *20*, 7-34.	KWL-16
11/4	*Transgender, Sex & Sexuality* Blank, H. (2012). *Straight: The surprisingly short history of heterosexuality*. Beacon Press. [Read Chapter 1. The Love That Could Not Speak Its Name]	KWL-17
11/6	*Transgender, Sex & Sexuality* Blank, H. (2012). *Straight: The surprisingly short history of heterosexuality*. Beacon Press. [Read Chapter 3. Straight Science]	KWL-18
11/11	***Veterans Day [Do not show up for class]***	
11/13	*Transgender, Sex & Sexuality* • Fausto-Sterling, A. (1993). The five sexes. *The sciences*, *33*(2), 20-24. • Fausto-Sterling, A. (2000). The five sexes, revisited. *SCIENCES-NEW YORK, 40*(4), 18-25.	KWL-19

11/18	*Transgender, Sex & Sexuality* Fausto-Sterling, A. (2019). Gender/sex, sexual orientation, and identity are in the body: How did they get there?. *The Journal of Sex Research*, *56*(4-5), 529-555.	KWL-20
11/20	*Transgender, Sex & Sexuality* Nanda, S. (2014). *Gender diversity: Crosscultural variations*. Waveland Press. [Read Chapter 5. Transgendered Males in Thailand and the Philippines]	KWL-21
11/25	***Quiz 4 Transgender, Sex & Sexuality: Quiz is on Moodle [Do not show up for class]***	
11/27	Presentation	
12/02	Presentation	
12/04	Presentation	
12/09	**Our Lady of Camerin Day [No classes]**	
12/11	Presentation	

Schedule is subject to change at the instructor's discretion. Always use Moodle to stay up to date.