

SOCIOLOGY OF SEXUALITIES AND GENDER(S)

SYA 7933, Spring 2019

Center for Gender, Sexualities, and Women's Studies Research building, Room 108

Tuesdays: Period 5 - 7 (11:45 AM - 2:45 PM)

K.L. Broad, Ph.D.

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COURSE DESCRIPTION

Today, the study of sexualities and genders is conducted in a variety of ways, in many different disciplines and interdisciplinary fields of scholarship. Given this vast and varied field, our task in this seminar will revolve around taking up the key question: *What are sociological approaches to gender(s) and sexualities?* The course is designed to allow an in-depth consideration of this question by critically examining the various ways researchers have defined sociological approaches to gender(s) and sexualities and by considering what they offer and what they forget. At heart, we will be asking what can be gained and/or lost by endeavoring to do research about gender(s) and sexualities sociologically. In order to do this well, this seminar will take a unique approach by reading some recent overviews/reflections of the field(s), reviewing core concepts of the fields, and engaging key examples of sociological research centered on these concepts. Because these areas of scholarship have often developed as different sub-specialties within sociology (characterized still by separate sections in the American Sociological Association -- the Section on the Sociology of Sex and Gender, the Section on Sociology of Sexualities, and the Section on Race, Gender, and Class), the course is designed to not only review these areas of scholarship, and particular topic areas within them, but also to think about and evaluate the current state of these fields. Hence another core part of the course will be sustained engagement with some of the best contemporary research using sociological approaches to study sexualities and gender(s). Overall, the course will consider core theoretical and empirical research characterizing distinctly sociological approaches to the study of sexualities and genders (their intersections, and intersections with race, class, nation, at minimum). In the end, the course will be a space to learn sociological inquiry and contemplate the place of it in relation to a broader field of critical sexualities and gender(s) scholarship.

COURSE OBJECTIVES/GOALS

This course is a graduate research seminar intending to provide participants with the following:

- a review of some core sociological concepts about gender and sexualities
- an opportunity to gain a broad overview of major trends in gender(s) and sexualities sociology
- a space to do collaborative reading and critical review of quality examples of research engaging core sociological concepts in sexualities and/or gender.
- an opportunity to read and situate current award-winning sociological research about gender(s), sexualities, and their intersections (also with race, class, nation, at minimum)
- an opportunity to develop expertise through in-depth review of a particular topic area within the field of gender(s) sociology and/or sexualities sociology

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| <p><i>NOTE: Though I will try to remain as faithful as possible to this syllabus, I reserve the right to make changes, as long as they are announced in advance in class or via the class email list</i></p> |
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GENERAL COURSE INFORMATION

ACADEMIC ETIQUETTE: This course is a working seminar, where all participants will be both learners and researchers committed to working together as colleagues for this semester. The structure of the course depends on having each participant contribute in various ways to the material of the course. As such, all members of the seminar are expected to engage the material and participate in class in a manner that facilitates your colleagues' engagement and participation. In particular, please consider how your use of electronics can be distracting to discussion – all participants are encouraged to put away phones and minimally use laptops in a seminar. Prompt arrival to class and regular attendance is expected (1 absence per semester is understood – no explanation needed – but should you miss more than one class you will need to meet with me and complete a make-up assignment. Please also see description of assignments for further discussion of expectations about course participation)

UF ACADEMIC INTEGRITY: This course will subscribe to the University of Florida Student Honor Code. Please note that the university's policy has recently changed. A central part of the UF Honor Code is the Honor Pledge: *“The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code. On all work submitted for credit by Students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”* Further information about the UF Honor Code and guidelines for Academic Honesty are [here](#) and in the UF Graduate Catalog [here](#). Please also consult the Department of Sociology, Criminology & Law Graduate Student Handbook for further statement about professional expectations.

PERSONAL AND PROFESSIONAL INTEGRITY: In order to make this an effective seminar for everyone, all participants will be expected to meet the professional standards of integrity expected for members of the Department of Sociology, Criminology & Law. This means I expect all participants to interact with peers “professionally,” with honesty, ethical behavior, cultural sensitivity, teamwork, and effective communication. Additionally, I expect all seminar participants to fulfill work obligations in a thoughtful and timely way, and display collegiality and sensitivity to faculty and other students in the seminar. These are standards informed by the American Sociological Association Code of Ethics.

STUDENT CONDUCT CODE AND SEXUAL HARASSMENT: This course also operates under UF's Student Conduct Code. The Student Conduct Code is a set of standards and regulations which describe the rights, privileges, and responsibilities for all currently enrolled students at the University of Florida. For more information, click [here](#). UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more information, see UF policies regarding harassment

INSTRUCTOR EVALUATION: Students will be expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations will be conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

UF WRITING PROGRAM: The UF Writing Program offers all UF students help in the ongoing process of becoming better writers. As they explain on their website, the program “is committed to helping University of Florida students and faculty meet their academic and professional goals by becoming better writers. We support independent learning and encourage scholarship by providing one-on-one consultations, workshops tailored to specific classes (graduate and undergraduate), and faculty retreats

focusing on publishing original research. Students and faculty at all levels and in every discipline are welcome!” I encourage all seminar participants to consider using these resources (e.g., writing workshops for graduate students and online tutoring!).

ACCOMMODATIONS: Reasonable accommodations are available for students who have a documented disability with the Disability Resource Center, located at 0001 Building 0020-Reid Hall (accessuf@dso.ufl.edu; Voice 352-392-8565; Fax, 352-392-8570). Please notify me within the first two weeks of class about any accommodations needed for the course. Late notification may cause the requested accommodation to be unavailable.

COMMUNITY RESOURCES: Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor are available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helpful resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

CONSIDER ADDING A CERTIFICATE IN WOMEN’S STUDIES: If you are taking this course, you are likely only 9 credits away from earning a Certificate (12 credits total) that will appear on your transcript and can be listed on your CV. The *Certificate in Women’s Studies* (WST) is designed for graduate students from any discipline who wish to focus on interdisciplinary issues related to feminist theory and practice. All graduate students in an MA or PhD program from all colleges at UF are eligible to enroll in this program. You can also do a Certificate in *Gender and Development*. For more information see: <http://wst.ufl.edu/graduate-studies/graduate-certificates/graduate-certificate-in-womens-studies/> and contact Dr. Broad (klbroad@ufl.edu) with any questions.

COURSE ASSIGNMENTS

| <u>Requirement</u> | <u>% of grade</u> | <u>Points possible</u> |
|--|-------------------|------------------------|
| 10 Reading reviews | 28 % | 100 points (10 each) |
| 2 Discussion Facilitator presentations | 15% | 50 points (25 each) |
| 1 Annotated Bibliography | 57 % | 150 points |
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| Course Grade | 100% | 300 points |

REVIEWS (Total to complete = 10; 33% of course grade, 10 possible points each, 100 total points possible) **Due: Review by 11am before class**

As noted in the course schedule, to facilitate our collaborative reading of and about sociologies of sexualities and genders, course participants are expected to submit 10 reviews of various readings and present ideas from them in class discussion. In general reviews should be 3-page essays (double-space) providing a summary of the reading, identifying the author(s)’ key points and offering at least one developed point of critical reflection about the work (especially in relation to other readings and ideas from class). Each review will be worth a total of 10 points - 7 points for the written review and the remaining 3 points based on your collaborative and professional participation in class discussion (further

discussion on expectations will be outlined in class; see also the statement on Personal and Professional Integrity). *To be clear, because we are working collaboratively, you are expected to speak about the readings almost every day that we meet and sometimes provide summary “handouts” for colleagues (on days we split responsibility for the readings). These review assignments are designed to support collaborative discussion (e.g., sometimes it may make sense to read portions of your review in class discussion to help bring in more developed ideas).*

DISCUSSION FACILITATOR PRESENTATIONS (Total to complete = 2, 16% of course grade, 25 points possible for each, 50 total points possible) **Due: Submit your PowerPoint slides to Dr. Broad by 5pm the Monday before you are due to facilitate discussion. Please note: review also due.**

In addition to regular reviews and participation by all class members, we will structure our seminar so that nearly each meeting will have 2 discussion facilitators designated. You will be expected to play this role twice during the semester – once in Part 1 of the course and once during Part 2 of the course. Discussion facilitators will be expected to work together (please do not divide up the readings) to provide a summary of key points from the readings, a contextualization of the readings (see questions below to help) and 5 discussion questions for the class. Please use PowerPoint to facilitate presentation of these aspects of your discussion. On the days you facilitate discussion, you still need to submit a written review but it can be tailored to help with your presentation. Grades for discussion facilitation will be based on PP slides, presentation, and discussion facilitation.

Contextualization questions:

Part 1: How do the concepts and ideas presented in the readings relate to other fields (e.g., feminist theory) or developments in sociology? (Please refer to other readings or reviews of the field to situate the work)

Part 2: How is this example of research drawing on earlier conceptualizations and/or expanding sociological understandings of sexualities and/or genders? (Please refer to readings in Part 1 to elaborate)

ANNOTATED BIBLIOGRAPHY FINAL PROJECT (50% of course grade, 150 total points possible)

Due: Tuesday, April 23rd by 11am, Professional presentation in class.

Course participants will be expected to submit an Annotated Bibliography (with a minimum of 20 annotated references and a 3-page introduction synthesizing the material in the bibliography and situating it in relation to class readings. Points will be assigned roughly as 5 points possible per annotation and 50 points possible for the synthesizing essay). The topic of the Annotated Bibliography should be a topic area of developed scholarship in the sociology of sexualities and/or genders. Concrete examples of topic areas will be explored and discussed on Feb. 19th, using the 2018 *Handbook of the Sociology of Gender* and the 2012 ASA *Sociology of Sexualities, Assessing the Field*. Your task in the Annotated Bibliography is to review one of these core topic areas of sociological scholarship related to genders/sexualities. Further details to be discussed in class. Please be aware that part of the Annotated Bibliography grade includes a final professional presentation on the last day of class – including use of PowerPoint. NOTE: *In only certain circumstances, will I consider an alternative assignment for the final project.*

NOTE: You are required to have both a valid Gatorlink account and access to our Elearning site (<http://lss.at.ufl.edu>), as well as software that can open files in .pdf format. You will submit assignments electronically through E-Learning/Canvas and receive assessed work back on E-Learning/Canvas.

REQUIRED READING

The following books are required for this seminar. Both are available as eBooks through the library (links below are live). In addition, we will read articles listed below on the course schedule (and available on in Elearning/Canvas as a pdf):

Hoang, Kimberly Kay. 2015. Dealing in Desire: Asian Ascendancy, Western Decline, and The Hidden Currencies of Global Sex Work. University of California Press. (e-book in UF Library West)

Meadow, Tey. 2018. Trans Kids: Being Gendered in the Twenty-First Century. University of California Press. (e-book in UF Library West)

COURSE SCHEDULE

PART 1: *Sociological Concepts/Field Reviews*

Tues., Jan. 8th

SOCIOLOGY?¹

Please read a minimum of 3 of the following pieces:

Stacey, J. and B. Thorne. 1985. "The Missing Feminist Revolution in Sociology?" *Social Problems* 32 (4): 301-316. [pdf in Elearning]

Stein, A. and K. Plummer. 1994. "I Can't Even Think Straight: Queer Theory and the Missing Sexual Revolution in Sociology." *Sociological Theory* 12 (2):178-187. [pdf in Elearning]

Bhambra, G. K. 2007. "Sociology and Postcolonialism: Another 'Missing' Revolution?" *Sociology* 4 (5): 871-884. [pdf in Elearning]

Bilge, S. 2014. "Whitening Intersectionality: Evanescence of Race in Intersectionality Scholarship." In *Racism and Sociology*, edited by W. D. Hund and A. Lentin, Germany: Lit Verlag. [pdf in Elearning]

Ward, J. 2018. "The Methods Gatekeepers and the Exiled Queers." In *Other, Please Specify: Queer Methods in Sociology*, edited by D. Compton, T. Meadow, K. Schilt, 51-66. University of California Press. [pdf in Elearning, e-book in Library West]

Recommended:

Alway, J. 1995. "The Trouble with Gender: Tales of the Still-Missing Feminist Revolution in Sociology." *Sociological Theory*, 13(3): 209-228.

Stacey, J. and B. Thorne. 1996. "The Missing Feminist Revolution: Ten Years Later." *Perspectives: The ASA Theory Section Newsletter*, 18 (3).

¹ Or: *What is it? Why are there so many missing revolutions in it? Should we be doing it (to understand gender(s) and sexualities)? And are there other places to do it (in exile)?*

Ferguson, R. 2004. "Introduction: Queer of Color Critique, Historical Materialism and Canonical Sociology." In *Aberrations in Black: Toward a Queer of Color Critique*. Minneapolis: University of Minnesota Press

Irvine, J. 2014. "Is sexuality research 'dirty work'? Institutionalized stigma in the production of sexual knowledge." *Sexualities*, 17(5/6): 632–656.

Lorber, L. and R. Ray, L. Rupp, D. Segura, C. Williams, J. Stacey and B. Thorne 2006. "The Missing Feminist Revolution in Sociology Twenty Years Later: Looking Back, Looking Ahead." *Social Problems* 53 (4, 1): 443.
<https://doi.org/10.1525/sp.2006.53.4.443>

Schilt, K. 2018. "The 'Not Sociology' Problem." In *Other, Please Specify: Queer Methods in Sociology*, edited by D. Compton, T. Meadow, and K. Schilt, 37-50. University of California Press.

Tues., Jan. 15th

SOME CORE CONCEPTS:

DOING GENDER & GENDER STRUCTURE

DUE: Review

West, C. and D. Zimmerman. 1987. "Doing Gender." *Gender & Society* 1(2): 125-151. (cited 12, 257 times, according to Google scholar) [pdf in Elearning]

Westbrook L and K. Schilt. 2014. "Doing gender, determining gender: Transgender People, Gender Panics, and the Maintenance of the Sex/Gender/Sexuality system." *Gender & Society* 28:32–57. (ASA 2016 Sex and Gender Award) [pdf in Elearning]

Risman, B.J. and G. Davis. 2013. "From Sex Roles to Gender Structure." *Current Sociology Review* 61 (5-6): 733-755. [pdf in Elearning]

Legerski E.M. and M. Cornwall. 2010. "Working-class job loss, gender and the negotiation of household labor." *Gender and Society* 24 (4): 447–474. [pdf in Elearning]

Recommended:

Britton, D. 2000. "Epistemology of Gendered Organizations." *Gender & Society* 14(3): 418-434.

Davis, G. and M.J. Evans. 2018. "Surgically shaping sex: A gender structure analysis of the violation of intersex people's human rights." In *Handbook of the Sociology of Gender*. Edited by B. Risman, C. Froyum, and W.J. Scarborough, 273-284. Springer Publications.

Dozier, R. 2005. "Beards, Breasts and Bodies: Doing Sex in a Gendered World." *Gender & Society* 19: 297-316.

Pye, K.D. and D.L. Johnson. 2003. "Asian American Women and Racialized Femininities: 'Doing' Gender Across Cultural Worlds." *Gender & Society* 17(1): 33-52.

Schilt, K. and L. Westbrook. 2009. "Doing Gender, Doing Heteronormativity: 'Gender Normals,' Transgender People, and the Social Maintenance of Heterosexuality." *Gender & Society* 23 (4): 440-464.

West, C. and S. Fenstermaker. 1995. "Doing Difference." *Gender & Society*, 9(1): 8-37.

West, C. and S. Fenstermaker. 2002. "Accountability in action: the accomplishment of gender, race and class in a meeting of the University of California Board of Regents." *Discourse & Society*, 13: 537 - 563.

Yancey Martin, P. 2004. "Gender as an Institution." *Social Forces*, 82 (4):1249–1273.

Tues., Jan. 22nd

SOME CORE CONCEPTS (THEORETICAL FOUNDINGS):
INTERSECTIONALITY, SOCIAL CONSTRUCTION OF SEX, QUEER
DUE: Review

Ahmed, S. 2016. "Interview with Judith Butler" *Sexualities* 19 (4): 482-492. [pdf in Elearning]

Taylor, C. 2017. "CH 6: *The History of Sexuality* and queer theory" in *The Routledge Guidebook to Foucault's The History of Sexuality*. New York: Routledge. [e-book in Library West]

Valocchi, S. 2005. "Not Yet Queer Enough: The Lessons of Queer Theory for the Sociology of Gender and Sexuality." *Gender & Society* 19 (6): 750-770. [pdf in Elearning]

Collins, P.H. 2015. "Intersectionality's Definitional Dilemmas." *Annual Review of Sociology*. 41:1-20. [pdf in Elearning]

Vidal-Ortiz, S. and B.A. Robinson, C. Khan. 2018. "Chapter 1: Two Systems Operating Synchronously." *Race and Sexuality*. Polity Press. [pdf in Elearning]

Recommended

Crawley, S.L. and Broad, K.L. 2008. "The Construction of Sex and Sexualities." In *Handbook of Constructionist Research*. Edited by J.F. Gubrium and J.A. Holstein. New York: Guilford Press.

Epstein, S. 2003. "An Incitement to Discourse: Sociology and The History of Sexuality." *Sociological Forum*, 18 (3), September.

McCann, H. 2016. "Epistemology of the Subject: Queer Theory's Challenge to Feminist Sociology." *WSQ: Women's Studies Quarterly* 44 (3 & 4):224-243.

Nagel, J. 2000. "Ethnicity and Sexuality." *Annual Review of Sociology* 26(1): 107-133.

SWS Intersectionality in Sociology fact sheet:
https://socwomen.org/wpcontent/uploads/2018/02/swsfactsheet_intersectionality.pdf

Tues., Jan. 29th

SOME CORE CONCEPTS (EMPIRICAL ARTICULATIONS):
INTERSECTIONALITY, SOCIAL CONSTRUCTION OF SEX, QUEER

DUE: Review

Schippers, M. 2000. "The Social Organization of Sexuality and Gender in Alternative Hard Rock: An Analysis of Intersectionality." *Gender and Society* 14 (6):747-764. [pdf in Elearning]

Wingfield, A.H. 2009. "Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work." *Gender & Society*. 23(1):5-26. [pdf in Elearning]

Garcia, L. 2009. "Now Why Do You Want to Know About That?": Heteronormativity, Sexism, and Racism in the Sexual (Mis)Education of Latina Youth." *Gender & Society* 23(4): 520-541. [pdf in Elearning]

Acosta, K.L. 2016. "Cultivating a *lesbiana seria* identity." *Sexualities* 19 (5–6): 517–534. [pdf in Elearning]

Tues., Feb. 5th

SOME REVIEWS OF THE FIELD(S)

DUE: Review

Scarborough, W.J. 2018. "Introduction: New Developments in Gender Research: Multidimensional Frameworks, Intersectionality, and Thinking Beyond the Binary," In *Handbook of the Sociology of Gender*. Edited by B. Risman, C. Froyum, and W.J. Scarborough, 1-. Springer Publications. [pdf in Elearning and ebook in Library West]

Schilt, K and D. Lagos. 2017. "The Development of Transgender Studies in Sociology." *Annual Review of Sociology*, 43: 425-43. [pdf in Elearning]

Abelson, M.J. 2014. "Dangerous Privilege: Trans Men, Masculinities, and Changing Perceptions of Safety." *Sociological Forum* 29 (3): 549-70. [pdf in Elearning]

Recommended:

Abelson, M.J. 2016. "You aren't from Around Here': Race, Masculinity, and Rural Transgender Men." *Gender, Place & Culture*, 23(11):1535-1546.
DOI: [10.1080/0966369X.2016.1219324](https://doi.org/10.1080/0966369X.2016.1219324)

Pfeffer CA. 2012. "Normative resistance and inventive pragmatism: negotiating structure and agency in transgender families." *Gender & Society* 26:574–602.

Risman, BJ and K. Myers, R, Sin. 2018. "Limitations of a Neoliberal Turn in Gender Theory: (Re)Turning to Gender as Social Structure," Chapter 14 in *Gender Reckonings*, edited by J. W. Messerschmidt, P. Yancey Martin, M. Messner, and R. Connell, New York: New York University Press.

Schilt, K. 2018. "From Object to Subject: Situating Transgender Lives in Sociology." Chapter 3 in *Gender Reckonings*, edited by J.W. Messerschmidt, P. Yancey Martin, M. Messner, and R. Connell, New York: New York University Press.

Vidal-Ortiz, S. 2008. "Transgender and Transsexual Studies: Sociology's Influence and Future Steps." *Sociology Compass* 2/2: 433-450. 10.1111/j.1751-9020.2007.00086.x

Westbrook L, Schilt K. 2014. "Doing gender, determining gender: transgender people, gender panics, and the maintenance of the sex/gender/sexuality system." *Gender & Society* 28:32-57.

Tues., Feb. 12th

SOME MORE REVIEWS OF THE FIELD(S)

DUE: Review

Green, A. I., 2007. "Queer Theory and Sociology: Locating the Subject and the Self in Sexuality Studies." *Sociological Theory* 25 (1) 26-45. [pdf in Elearning]

Bernstein, M. 2013. "The Sociology of Sexualities: Taking Stock of the Field." *American Sociological Association*, DOI: 10.1177/0094306112468718 [pdf in Elearning]

Gonzalez-Lopez, GL and S. Vidal-Ortiz. 2018. "Sociology of sexualities, Latinas and Latinos: A review of the field." *Sexualities* 21(8) 1282-1286. [pdf in Elearning]

Recommended:

Epstein, S. 2003. "An Incitement to Discourse: Sociology and The History of Sexuality." *Sociological Forum* 18 (3), September.

Gamson, J. and Moon, D. 2004 "The Sociology of Sexualities: Queer and Beyond." *Annual Review of Sociology*, 30: 47-64.

Irvine, J. 2003. "The Sociologist as Voyeur: Social Theory and Sexuality Research, 1910-1978." *Qualitative Sociology* 26 (4):429-456.

Seidman, S. 1994. "Queer-ing Sociology, Sociologizing Queer Theory: An Introduction." *Sociological Theory* 12 (2):166-177.

Valocchi, S. 2005. "Not Yet Queer Enough: The Lessons of Queer Theory for the Sociology of Gender and Sexuality." *Gender & Society*, 19(6): 750.

Tues., Feb. 19th

TOPIC AREA REVIEWS

DUE: 1 paragraph topic description and 1 review article citations/abstracts related to your topic area for Annotated Bibliography

[Example: TOPIC: *Gender, Sexualities and Schools*, Example article: Pascoe, CJ and Andrea J. Herrera. 2018. "Gender and Sexuality in High School." In *Handbook of the Sociology of Gender*. Edited by B. Risman, C. Froyum, and W.J. Scarborough. Springer Publications. [ebook in Library West]

Reading this week will involve picking a chapter from each of the following – more details in class:

Risman, B. and C. Froyum, W.J. Scarborough (editors) 2018. *Handbook of the Sociology of Gender*. Springer Publications. [Pick one chapter after "Becoming Gendered," [ebook in Library West]

"Crossing Boundaries, Workshopping Sexualities: SOCIOLOGY OF SEXUALITIES ASSESSING THE STATE OF THE FIELD "Produced by *Crossing Boundaries, Workshopping Sexualities ASA Sexualities Section*, Preconference Workshop Denver, CO, Aug 20-21, 2012 [pdf in Elearning, Pick one working paper to review]

PART 2: Recent Research

Tues., Feb. 26th

RECENT RESEARCH

DUE: Review

Hoang, Kimberly Kay. 2015. *Dealing in Desire: Asian Ascendancy, Western Decline, and The Hidden Currencies of Global Sex Work*. University of California Press. [e-book in UF Library West] Note: "*Dealing in Desire* is the winner of seven distinguished book awards from the American Sociological Association, the National Women Studies Association, the Association for Asian Studies, and the Society for the Study of Social Problems."

Tues., March 5th

NO CLASS – UNIVERSITY HOLIDAY

Tues., March 12th

RECENT RESEARCH – Blurring Boundaries/Shifting Categories

DUE: Review

Mojola, S. A. 2014 "Providing Women, Kept Men: Doing Masculinity in the Wake of the African HIV/AIDS Pandemic." *Signs: Journal of Women in Culture and Society* 39 (2). (Author of 2015 ASA Section on Sex and Gender Distinguished book award). [pdf in Elearning]

Pfeffer, C.A. 2014. "'I Don't Like Passing as a Straight Woman': Queer Negotiations of Identity and Social Group Membership." *American Journal of Sociology* 120 (1): 1-44. (2015 ASA Section on the Sociology of Sexualities Distinguished Article Award). [pdf in Elearning]

Carillo, H. and J. Fontdevila. 2014. "Border Crossings and Shifting Sexualities Among Mexican Gay Immigrant Men: Beyond Monolithic Conceptions." *Sexualities*, 17 (8): 919-938. (First author =2018 ASA Sex and Gender Section Distinguished Book Award). [pdf in Elearning]

Tues., March 19th

RECENT RESEARCH

DUE: Review

Meadow, T. 2018. *Trans Kids: Being Gendered in the Twenty-First Century*. University of California Press. [e-book in UF Library West]

Tues., March 26th

RECENT RESEARCH – Institutions and the State

DUE: Review

Davis, G. and J. M. Dewey, E.L. Murphy. 2016. “Giving Sex: Deconstructing Intersex and Trans Medicalization Practices.” *Gender & Society* 30 (3): 490–514. [pdf in Elearning]

Puri, J. 2012. “Sexualizing the State: Sodomy, Civil Liberties, and the Indian Penal Code.” in *Contesting Nation: Gendered Violence in South Asia: Notes on the Postcolonial Present*. Zubaan. (2013 ASA Section on the Sociology of Sexualities Distinguished Article Honorable Mention, author received 2018 book award) [pdf in Elearning]

Tues., April 2nd

NO CLASS – Alternative meetings with Dr. Broad

DUE: Share 1-page summary of your choice of a winning ASA Graduate Student Paper from these section award lists:

<http://www.asanet.org/asa-communities/asa-sections/current-sections/race-gender-and-class/section-race-gender-and-class-award-recipients>

<http://www.asanet.org/asa-communities/asa-sections/current-sections/sexualities/section-soicology-sexualities-award-recipients>

<http://www.asanet.org/asa-communities/asa-sections/current-sections/sex-and-gender/sex-and-gender-recipients-history>

Tues., April 9th

RECENT RESEARCH -Masculinities

DUE: Review

Ocampo, A.C. 2012. “Making Masculinity: Negotiations of Gender Presentation among Latino Men.” *Latino Studies* 10 (4): 448-472. (2013 ASA Section on the Sociology of Sexualities Distinguished Article Award). [pdf in Elearning]

Silva, T.J. 2017. “Bud-Sex: Constructing Normative Masculinity Among Rural Straight Men that Have Sex with Men.” *Gender & Society* 31(1): 51-73. (2017 ASA Section on the Sociology of Sexualities Distinguished Article Award). [pdf in Elearning]

Dow, D.M. 2016. “The Deadly Challenges of Raising African American Boys Navigating the Controlling Image of the “Thug.” *Gender & Society* 30 (2): 161-188 (on *Gender & Society* most cited in the last three years list). [pdf in Elearning]

Tues., April 16th

RECENT RESEARCH – Intersectionalities

DUE: Make-up review (Complete this one if you missed an earlier one)

Gurusami, S., 2017. “Working for Redemptions: Formerly Incarcerated Black Women and Punishment in the Labor Market.” *Gender & Society* 31 (4): 433-456. (2018 Honorable Mention, ASA Sex and Gender Section Awards, ASA Race/Class/Gender Section Awards). [pdf in Elearning]

Green, J.T. 2018. “Categorical Exclusions: How Racialized Gender Regulation Reproduces Re-entry Hardship.” *Social Problems* 0: 1-16. [pdf in Elearning]

Tues., April 23rd

FINAL PRESENTATIONS

DUE: Final Projects and Presentations

Bowleg, L. and A.M. Del Río-González, S.L. Holt, C. Pérez, J.S. Massie, J.E. Mandell, and A. Boone C. 2017. “Intersectional Epistemologies of Ignorance: How Behavioral and Social Science Research Shapes What We Know, Think We Know, and Don't Know About U.S. Black Men's Sexualities.” *Journal of Sex Research* 54(4-5):577-603. [pdf in Elearning]