ANTH 315: Gender Folklore and Inequality  
University of Oregon, Fall 2022 (September 27 – December 9)  
Instructor: Kiana Nadonza, PhD Candidate, Anthropology

**Course Description**

This class explores the expressive and artistic realms of gendered lives in cross-cultural perspective in relation to questions of politics, power, resistance, and creativity. A critical perspective examines the history and political interests of anthropology and folklore and asks whether an egalitarian, emancipatory, inclusive, and feminist anthropology/folklore is possible.

Topics include pollution beliefs, life-cycle events and rituals (e.g., initiations and childbirth), colonialism, religion, music, costume, narrative and visual arts, sexuality, gender, and human rights. Case studies are drawn from a cross-cultural perspective that allows us to understand how gender is conceptualized outside of our own ethnocentric standpoints. We will have several guest speakers during the term that are experts in their fields.

**GE Contact Information**

**Instructor:** Kiana Nadonza  
**Pronouns:** they/she  
**Email:** kianaw@uoregon.edu

**Office Hours via Zoom:** Thursdays 12 – 2 PM Pacific Time and by appointment via email  
**Zoom link:** uoregon.zoom.us/j/94032870970  
**Booking Portal:** anth315kiana.youcanbook.me/

Priority for Kiana’s office hours is given to those who schedule via booking portal (above). Sign-up is not required, but encouraged, for it secures our ability to meet and helps ensure everyone is given equitable access to the instructor’s time. Office hours are otherwise first come, first served (i.e., students in Zoom’s waiting room will be met in order of arrival). If you need to cancel, please let them know via email. If no sign-up spots are open OR you cannot meet during the hours provided, email Kiana to schedule by appointment at least 48 hours in advance.

**GE:** Annalise Gardella  
**Pronouns:** she/they  
**Email:** agardell@uoregon.edu

**Office Hours via Zoom:** Wednesdays 2-4pm (PST) and by appointment via email  
**Zoom link:** https://uoregon.zoom.us/j/6819258769

**Student Learning Outcomes**

Upon successful completion of this course, you will be able to:

- Identify and apply concepts in relation to gender, folklore, and inequality:
  - Cultural relativism and ethnocentrism.
  - Identity construction, cultural similarity, and difference.
- Analyze gender in cross-cultural perspective in relation to questions of politics, power, resistance, and creativity.
- Interrogate human rights issues via case studies of ethnicity, gender, and sexuality.
- Produce academic writing that explains and offers analysis of various narrative forms:
  - Clear, well-organized composition.
  - Insightful writing informed by course materials.
Canvas Notifications

It is important that you turn on Canvas notifications for announcements, discussion, and messages. It is your responsibility to turn on these notifications (and double check, just to make sure). Enable email and/or the Canvas Student app’s push notifications under Account > Notifications. Check your settings for announcements under Course Activities, discussion and discussion posts under Discussion, and messages under Conversations.

Course Logistics

Course Materials:

  - If cost or other barriers inhibit your access to these texts, please contact your GE well in advance of the deadline so we can help.
- Other readings will be available on Canvas as PDFs.

Course Format: This online course is asynchronous, meaning that we do not meet in-person. Explanations of activities and expectations, deadlines, course materials, and streaming content, are available on Canvas and in this syllabus. Lectures will be released each week. Under each module is an overview- this serves as a starting point for the unit and a comprehensive list of all that this module set entails. This term, we will be offering a pilot live discussion via Zoom that is facilitated by your GE- these meetings will be weekly for one hour on Fridays from 11 AM to 12 PM. Details have been provided on Canvas- please refer to the Announcements tab.

Success in the course requires motivation, organization, and time to complete course activities in a high-quality manner. In this course you are expected to take an active role in your learning. Look ahead in the course calendar at the end of this document to anticipate course activities and due dates. Be in touch well before a due date with any situation regarding the timely completion of course activities- it is preferred you ask ahead of time, rather than after a deadline. Your GEs are here to answer questions and be involved in your learning by keeping the course moving and on track, evaluating your work, and helping with issues that might arise.

Communication: For general questions about the course, first consult the syllabus and Canvas. Then, check the Community Q&A Discussion Board found at the top of your Canvas modules, wherein you are encouraged to post questions about the course in case peers can also benefit from your question. Your question may have already been answered there! That said, always feel free to reach out via email, especially regarding specific or individual matters.

- Please put “Anth 315” and the topic in the subject line of your email.
- Include your full name Discussion Group section number in your email.
- I am flexible with how you email me, but ask that it be professional, e.g., proper salutation, respectful, and includes the information above. You may address me as “Kiana,” “Instructor Nadonza,” etc. My pronouns are they/she.
- Between Monday and Friday, generally expect a response to emails within 24 hours.
- Please check your email, community Q&A thread, and Canvas announcements regularly.
Assignment Overviews and Course Requirements

The course is comprised of a self-introduction post, a syllabus agreement check-in, two (2) open-book quizzes, discussion (5) and response (10) posts, a midterm essay, and a final essay. Though each assignment will have instructions and grading criteria, it is expected that you have reviewed your syllabus in full. Your Canvas overview for each module will link you to the lecture materials, required and optional readings, as well as any other supplemental materials.

Should updates needed to be made to this syllabus, changes will be announced via Canvas announcement and this syllabus will be updated. That said, you should refer to your module overview page for the most up-to-date and accurate information.

Grading breakdown:

- Introduction Post (Week One) 2 points
- Syllabus Check-In Assignment (Week One) 3 points
- Discussion and Response Posts 30 points
- Quizzes (Weeks Four and Eight) 10 points
- Quiz #2 (Week Eight) 10 points
- Midterm Paper (Week Five) 20 points
- Final Paper (Finals Week) 25 points

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Introduction Post (1): 2 points

By Sunday of Week One, you are expected to complete an introduction post in your discussion section group, using the questions provided to you on the assignment page.

Syllabus Check-In assignment (1): 3 points

By Sunday of Week One, you will be expected to complete a syllabus quiz via Canvas. This “quiz” can only be attempted once, but there is no time limit, and it is open book. Content asks questions based on this syllabus. The purpose of this is to ensure the student understands that the syllabus operates as an ongoing agreement between the instructor, GE, and students.

Discussion and response posts (5): 5 points each, 30 points total

Students will complete one (1) initial discussion post and two (2) response posts to peers six times throughout the term. Each of these six assignments will be out of five total points, with three (3) points allocated towards the initial discussion post, and two points toward your two (2) response posts (worth 1 point each). This will all be included in one grade for the weekly discussion, and it is recommended that you view your grading criteria breakdown to see how many points you received for each part of this assignment.
Please keep in mind that the Canvas listed due date syncs with the due date for response posts on Sundays by 11:59 PM. Your initial discussion post is due on Thursdays by 11:59 PM, and it is thus your responsibility to turn in this post on time. **Do not rely on Canvas deadlines, but the due dates outlined here in your syllabus and your weekly module overviews.**

For each discussion thread, you will be provided a prompt that should be answered in short-answer format. Both discussion and response posts should follow a word count of 350-500 words each and make use of the course materials. In each post, please ensure you are making direct reference to the text in a thoughtful, relevant manner. Use proper in-text citation for direct quotes and paraphrasing of ideas. MLA, APA, and Chicago are all accepted. I encourage you to be creative, thoughtful, and try your best to relate your posts to the course materials (e.g., assigned readings, lectures, etc.). Though you are only required to respond to two (2) other students, I hope you will take the opportunity to read and more freely respond to other posts aside from the one you are submitting for a grade, to encourage class participation.

Grading criteria will be included on each post, but a pro tip is to understand that the purpose of a response post is to critically engage with course materials and to create discourse through connections you are seeing between your peers’ posts, the discussion prompt, and the course materials. Response posts are also a valuable tool to understand how students are deploying the knowledge they are learning about in conversation with one another. Content will be graded to the same caliber as your own initial post. While encouraging words to peers is helpful, this is not sufficient in order to follow assignment guidelines.

**Open-book quiz (2): 10 points each**
In Weeks Four and Eight, there will be timed, open-book quizzes that will open at the start of the week and close on Sunday by 11:59 PM. Quizzes will consist of twenty multiple choice questions (worth .5 pt each) and will be based upon any readings and lecture materials thus far.

Unless a student has an accommodation, students will have 60 minutes to take each quiz. These quizzes are open book and students are welcome to use course readings, lectures, and notes. However, it is expected that students will not work with others or consult the internet when taking a quiz. Students providing answers that are not the result of their own work will be in violation of UO’s academic honesty policies (as outlined in the Introductory Materials module of the course). Violation of these policies is considered a serious form of academic misconduct.

**Midterm paper (1): 20 points and Final paper (25 points)**
For your midterm and final, you will be provided a prompt to write an essay based on a prompt that encourages you to demonstrate your grasp of the course materials and critically analyze their implications. Specific instructions will be provided via Canvas on the assignment page.

Writing should be clear, well-organized, and include citations of materials (with page numbers). Your essay should include an introductory paragraph and thesis, a body of paragraphs that each
serve the purpose of supporting your initial thesis statement, and a concluding statement. Concluding paragraphs are allowed, but to save room for analysis, your introduction and conclusion should be kept cohesive and concise.

Your essays will be evaluated by 1) following directions; 2) clarity and cohesion; 3) strong, demonstrated engagement with the course materials; 4) strength of analysis in consideration of the prompt, course concept, and themes of your reading materials.

**Written assignment expectations:** Each of your written assignments requires the following...
- Use evidence from the text, write thoughtfully, and be specific in your ideas.
- Integrate the readings and use page numbers when referencing specific ideas from the text (even if it is not a direct quote!). In-text citation is required (APA, MLA, or Chicago).
- Avoid broad generalizations that do not demonstrate full engagement with the text. Be specific and purposeful in your writing to show how you are thinking through your ideas.
- Before turning in your assignment, check the assignment’s Grading Rubric on Canvas to ensure you have completed each component to receive full points.

**Grading and Course Engagement Policies**

Grading criteria is listed within each assignment’s rubric with detailed explanations. In the case that you do not understand your grade, after checking the rubric and for any assignment comments, you are encouraged to directly reach out to your GE so you can receive assistance.

**Letter grades:**

A+ = 97-100%  A = 93-96.9%  A- = 90-92.9%
B+ = 87-89.9%  B = 83-86.9%  B- = 80-82.9%
C+ = 77-79.9%  C = 73-76.9%  C- = 70-72.9%
D+ = 67-69.9%  D = 63-66.9%  D- = 60-62.9%
F = <59.9%

For students taking this course PASS/FAIL, a passing grade is 70 points and up.

**Grading turnover:** Your GE and I will try to get grades back to you as soon as possible, with a maximum of a two-week turnover (though likely within one week). Feel free to contact your GE directly for approximates of when assignment grades will be released.

**Late work policy:** The course is structured so that no individual assignment will wholly influence your grade and assignments are provided well in advance (usually several weeks), thus late work will not be accepted unless otherwise specified directly in the assignment guidelines and/or in the case of extenuating circumstances, such as a documented personal emergency. Partial credit for late work and/or extra credit opportunities should not be expected unless otherwise specified in the assignment guidelines, as well. If you are falling behind on work, you are encouraged to reach out to your instructor as soon as possible so I can help in your individual situation. Likewise,
I highly recommend that you consider asking for an extension before the deadline—extensions will be approved by your instructor on a need-be basis.

The policies above need not apply to emergency situations, extensions approved by the instructor in advance, and/or AEC accommodations. When possible, extension requests should be communicated with your instructor ahead of time—please do not wait until the last minute in case an extension cannot be granted. The earlier you reach out, the more flexible I can be.

**Incomplete policy:** Incompletes may agree upon between an instructor and a student to extend the deadline for coursework completion. Incompletes can be granted based on the following protocol found here: [https://provost.uoregon.edu/grades-incompletes-policy](https://provost.uoregon.edu/grades-incompletes-policy)

**Attendance and Engagement policy:** Since this class is an asynchronous, web-based course, there is no lecture to physically attend. All lectures will be available via Canvas and are required to be watched as part of the course engagement policy. Though we have a weekly live discussion via Zoom that are highly encouraged to attend, attendance is not required. You will not be penalized for lack of attendance in live discussions.

To fully engage with the course, you are expected to: watch weekly lectures in full, complete assignments as directed in a timely fashion, as well as read/watch assigned texts. A “lack” of engagement in this course refers to when a student does not participate in those activities. As instructor of record, I have full discretion to determine how much “lack of engagement” is reasonable for this course to reasonably pass. If unexpected events of the course of the term occur that prevent you from fully engaging in the course, please contact your instructor to assist. I am eager to assist in your success as a student, and thus in most circumstances, I am more than happy to help get you back on track, as long as it is within my capacity to do so.

**Accessibility and Accommodations**

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to notify me ASAP. If you develop any conditions that require accommodations, it is recommended that you seek these through UO’s Disability Services and communicate this to your instructor and GE. Please request the Counselor for Students with Disabilities send a letter to the instructor outlining your approved accommodations.

The University of Oregon is working to create inclusive learning environments. Please notify the instructor and the GE if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

If you do not have a documented disability through Disability Services but would like for your instructor to know about something that might impact your ability to learn, contact me as soon as possible, so that we can strategize how you can get the most out of this course.
Equity and Inclusion

The University of Oregon is a place where people from different cultures and experiences learn together; understanding and respecting these differences are critical for the University to be a place of open-minded inquiry where, in challenging the boundaries of knowledge, we include and value all members of our community. The university values our diversity and seeks to foster equity and inclusion in a welcoming, safe, and respectful community. For more information or assistance, you are also encouraged to contact the following campus services:

- Division of Equity and Inclusion, 1Johnson Hall, 346-3175; [http://inclusion.uoregon.edu/](http://inclusion.uoregon.edu/)
- Center for Multicultural Academic Excellence (CMAE), 164 Oregon Hall, 346-3479; [https://inclusion.uoregon.edu/content/center-multicultural-academic-excellence-cmae](https://inclusion.uoregon.edu/content/center-multicultural-academic-excellence-cmae)
- Center on Diversity and Community, 54 Susan Campbell Hall, 346-3212; [http://codac.uoregon.edu/](http://codac.uoregon.edu/)

Reporting

As a UO employee, I have certain reporting obligations as explained on the Employee Reporting Obligations webpage. If you experience any form of prohibited discrimination or harassment, including sex- or gender-based violence, you will find information at [safe.uoregon.edu](http://safe.uoregon.edu), [respect.uoregon.edu](http://respect.uoregon.edu), or [investigations.uoregon.edu](http://investigations.uoregon.edu). Moreover, for help you may contact the non-confidential Title IX office (541-346-8136), Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE. I am also a mandatory reporter of child abuse. Additional information is available at [Mandatory Reporting of Child Abuse and Neglect](http://mandatoryreporting.uoregon.edu/).

Academic Integrity

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without my express permission. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only acceptable sources and resources. If there is any question about whether an act constitutes academic misconduct, it is your obligation to clarify the question with me before committing or attempting to commit the act. Please contact me with any questions you have about academic conduct.

Netiquette and Communication

Your relationship with your instructor and peers is a professional relationship. I will treat you with respect and in turn expect you to treat your peers and me with respect. This remains important in our online virtual classroom, where many of us will not meet face-to-face. Assume good intent from your peers and your instructor are available to discuss netiquette further. The extended netiquette policies are found in the introductory materials module on Canvas.
I strive to communicate strongly with each of you and get back to your questions in a timely manner. You can contact me via email or through Canvas inbox. That said, please understand that I may not be able to respond after 5 PM on weekdays or over weekends. Please anticipate a 24-hour turnaround response to emails on weekdays. Questions that require more than a simple, straightforward answer (e.g., help with course material, going over grades) are most appropriate to take place during office hours by appointment, rather than via email.

Cultivating a Safe, Collaborative Learning Environment
Respect yourself and others. Diversity in views should be expected and protected. Given the nature of the discipline and course material, you are expected to engage the issues in a mature, reasonable, and respectful manner, and to show respect for other students and me at all times. We must ensure that the classroom is a safe space for all. Bullying, personal attacks or hateful conversations will not be tolerated. Simply put, we will respect your opinion as long as your opinion does not disrespect anybody’s existence.

Extended statement on acceptable interactions: Acceptable interactions within our digital classroom should promote a supportive, collaborative, and non-threatening environment. This includes on Discussions threads, via email, or through any other communications. Discussion threads are a way to foster peer-to-peer sharing of ideas and experiences and to democratize learning. Learning is far from a linear process, but instead is chaotic and occurs in fits and starts. We have a lot to learn from each other. This is a constructivist classroom, meaning that we seek to facilitate learning by helping you make connections between your (new and shifting) ideas and your (ever-changing) experiences and values. Community collaboration—primarily through Discussion posts and Discussion Responses—is key to this process.

We will not always agree, but openness to an anthropological approach, which greatly values the experiences people have in their everyday lives, will certainly provide a way for us to communicate respectfully and to value one another’s humanity above all else. The University of Oregon’s free speech policy reads, in part: “As a public institution, the University will sustain a higher and more open standard for freedom of inquiry and free speech than may be expected or preferred in private settings... Free inquiry and free speech are the cornerstones of an academic institution committed to the creation and transfer of knowledge.” It goes on to say, however, that “It is the responsibility of speakers, listeners and all members of our community to respect others and to promote a culture of mutual inquiry.” In other words, we enjoy the freedom to speak, but share the critical obligation to do so in a way that is thoughtful, responsible, and considerate.

The following are some guidelines for our communication (on Discussion threads and elsewhere):
• Be constructive. Share ideas, thoughts, and analyses that are thought provoking, yet sensitive to others. When responding to others, express appreciation of their insights; and add to, complement, and extend their ideas.
• Be considerate. Discussions are for analyzing concepts, not the character of the people who express them. Take responsibility for supporting others’ learning and for making them feel heard and accepted.
• Be respectful. A denigrating or dismissive tone and personal attacks will be considered a classroom disruption.

Your GEs and instructor will monitor discussion group threads closely. Access UO free speech policy and further information at: https://policies.uoregon.edu/policy/by/1/01-administration-and-governance/freedom-inquiry-and-free-speech

**Quick Links: Campus Resources and Support**

Aside from your instructor and GEs, the UO has many resources to help you achieve academic success including web pages, programs and people across campus.

- **Canvas Support Services**: Most Canvas issues will likely need to be solved with Canvas Support, rather than your GE. This link directs you to the ability to request a support ticket, and Canvas Support will help you troubleshoot your issue in real time.

- **Academic Advising**: Your academic advisor can help you understand the general education requirements as well as specific requirements for your major.

- **The Tutoring and Academic Engagement Center** offers free writing assistance on the 4th floor of Knight Library. www.engage.uoregon.edu/tutoring/

- If having any issues with Canvas or specific questions, UO offers IT support here. An overall comprehensive guide can also be found here: guides.instructure.com/m/4212.

- The **Accessible Education Center (AEC)** facilitates and supports access and inclusion for students with disabilities and is located in Oregon Hall. The AEC offers a wide range of support services including note-taking, testing services, sign language interpretation, adaptive technology and free on-campus transportation. If you need accommodation for any reason, please contact the AEC at 541-346-1155 or uoaec@uoregon.edu.

- **University Health Services** help students cope with difficult emotions and life stressors. If you need resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at health.uoregon.edu/ducknest.

- **University Counseling Services** (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

**Other helpful links:**

- University of Oregon’s Academic Resources: www.uoregon.edu/onestop#academic-resources
- Purdue Writing Lab: https://owl.purdue.edu/owl/research_and_citation/resources.html
- Undergraduate Writing: https://academicguides.waldenu.edu/writingcenter/undergraduate
• Grammarly (Free Writing Assistant): www.grammarly.com
• What are “safe spaces”? https://www.vox.com/2016/7/5/11949258/safe-spaces-explained
This web-only course is designed around ten weekly modules in Canvas. By the start of each week, a new module will be released, containing a weekly overview, assigned texts, lecture(s), and assignments due. All updated information will be found in your overviews on Canvas. Your instructor may make changes to the course schedule (i.e., changes to assigned readings or due dates) if needed. Any significant changes will be announced via the Announcements feature on Canvas and updated in your weekly overview. If contradictions are found in the material below and your module overview, you should go by the overview.

Most weeks, I provide texts listed as “optional.” These are not required and do not supplement the primary assigned texts. That said, you may use optional texts to support the arguments you are making with your primary sources, as long as they do not detract from what the prompts ask of you regarding the use of your assigned readings.

**Week One: Introduction to Folklore**

- **Watch:**
  - Week One Lecture (Nadonza, 2022)
  - *Optional:* “Folklore doesn’t meme what you think it memes” (McNeill, 2015)
- **Course texts:**
  - Course Syllabus
  - “What is Folklore?” (American Folklore Society)
  - “Deliberate Infectors & Exotic Origins: Folklore Behind COVID-19” (Sheila Bock, 2020)
  - “Theorizing Folklore from the Margins: Introduction” (Otero & Martínez-Rivera, 2021)
  - “Folklore” (Sims & Stephens, 2011)
  - *Optional:* “What We Should Have Learned from Américo Paredes: The Politics of Communicability and the Making of Folkloristics” (Briggs, 2012)
  - *Optional:* “Values- and Dangers- of Folklore during a Global Pandemic” (Deutsch, 2020)
  - *Optional:* “How Do Folklorists Define Folklore?” (American Folklore Society)
- **Complete:**
  - *Optional, but encouraged:* Attend live discussion via Zoom- Friday, Sept 30th at 11 AM
  - Post your **Personal Introduction** by Sunday, October 2nd at 11:59 PM
  - Complete **Syllabus Check-In** (open book) by Sunday, October 2nd at 11:59 PM

**Week Two: Conceptualizing Gender, Menstruation, and Uses of Ritual Practices**

- **Watch:**
  - Week Two Lecture, Part One (Nadonza, 2022)
  - Week Two Lecture, Part Two (Nadonza, 2022)
- **Course texts:**
  - “Paradoxes of Gender Redux: Multiple Genders and the Persistence of the Binary” (Lorber, 2018)
  - “Gender and Status: Explaining the Position of Women” (Moore, 1988)
  - “Medical Models of Women’s Bodies: Menstruation and Menopause” (Martin, 1987)
“5 menstrual rituals around the world and what they can teach us” (Aquino, 2020)
“Rituals of Manhood: Male Initiation in Papua New Guinea” (Herdt, 2005)
Optional: “Some Cultures Treat Menstruation with Respect” (Brink, 2015)
Optional: “How a Navajo girl comes of age in traditional Kinaaldá ceremony” (Meza, 2019)

- Complete:
  - Discussion Post #1 by Thursday, October 6th at 11:59 PM
  - Optional: Live discussion via Zoom - Friday, October 7th at 11 AM
  - Response Posts (2) by Sunday, October 9th at 11:59 PM

Week Three: Contemporary Representations and Embodied Realities of Menstruation
- Watch:
  - Week Three Lecture (Nadonza, 2022)
  - “Talking Periods in Public” (NPR, 2018)
  - “Periods aren’t a luxury. Why are they taxed like one?” (Rosenthal, 2017)
  - Optional: “A History of Menstruation” (Holiday, 2021)
- Course texts:
  - “Position Statement: Menstrual Equity” (NPWH, 2021)
  - “Menstrual Huts are Illegal in Nepal, So Why Are Women Still Dying?” (Vaughn, 2019)
  - “Period Poverty: Why it should be everyone’s business” (Michel et. al, 2022)
  - “22 States Considered Eliminating the ‘Tampon Tax’ This Year, Here’s What happened” (Zraick, 2019)
- Complete:
  - Discussion Post #2 by Thursday, October 13th at 11:59 PM
  - Optional: Live discussion via Zoom - Friday, October 14th at 11 AM
  - Response Posts (2) by Sunday, October 16th at 11:59 PM

Week Four: Pregnancy, Childbirth, and the Politics of Birthing Practices
- Watch:
  - Guest lecture with Dr. Melissa Cheyney, PhD
  - Film: The Business of Being Born (2008)
- Course texts:
  - “The Rituals of American Hospital Birth” (Davis-Floyd, 1994)
  - “Reinscribing the Birthing Body: Homebirth as Ritual Performance” (Cheyney, 2011)
  - “A shocking number of women are harassed, ignored, or mistreated during childbirth” (Belluz, 2019)
  - Further readings will be added- TBD
- Complete:
  - Optional: Live discussion via Zoom- Friday, October 21st at 11 AM
  - Week Four Quiz by Sunday, October 23rd at 11:59 PM
  - Optional: Take Online Course Experience survey (M-SES)- info here.
Week Five: Masculinities, Male Privilege, and Masculine Privilege

- **Watch:**
  - Guest Lecture with Dr. Tobin Hansen, PhD
  - “It’s Time to Redefine Masculinity” by Nalo Zidan, 2019
  - “Redefining Masculinity” by Melissa Carcamo, 2022
  - *Optional:* “The Mask of Masculinity – the traditional role of men is evolving” by Connor Beaton

- **Course texts:**
  - “Introduction to ‘Just Between Us: An Ethnography of Male Identity and Intimacy in Rural Communities of Northern Mexico” (Nuñez, Noriega, & Guillermo, 2014)
  - “The Social Regulation of Male Identity and Intimacy” (Nuñez, Noriega, & Guillermo, 2014)
  - “Who’s the F*g? Negotiating Gayness and Visibility” (Panfil, 2018)

- **Complete:**
  - **Midterm Essay** due no later than Sunday, October 30th by 11:59 PM
    Note: 5-point deduction per day your midterm is late unless a prior agreement was reached with the instructor (e.g., documented emergency, extension request well ahead of time, and/or AEC accommodations). This assignment will be open until as late as November 1st at 11:59 PM for submission.

  **No live discussion held this week – you will have a chance to discuss this content with peers in the following week’s discussion (Week Six)**

Week Six: Imperialism, Cultural Nationalism, and Embodiment

- **Watch:**
  - Week Six Lecture (Nadonza, 2022)

- **Course texts:**
  - “Collision of cultures: historical reformulations of gender in the lowland Visayas, Philippines” (Blanc-Szanton, 1990)
  - “Colonial Roots of Cheese Pimiento” (Gharib, 2019)

- **Complete:**
  - **Discussion Post #3** by Thursday, November 3rd at 11:59 PM
  - *Optional:* Live discussion via Zoom- Friday, November 4th at 11 AM
  - **Response Posts (2)** by Sunday, November 6th at 11:59 PM

Week Seven: Resistance and Uses of Narratives

- **Watch:**
  - Week Seven Lecture (Nadonza, 2022)

- **Course texts:**
  - Further readings will be added- TBD
Week Eight: Revisiting Cultural Relativism and Human Rights

- **Complete:**
  - Discussion Post #4 by Thursday, November 10th at 11:59 PM
  - Optional: Live discussion via Zoom - Friday, November 11th at 11 AM
  - Response Posts (2) by Sunday, November 12th at 11:59 PM

- **Watch:**
  - Week Eight Lecture (Nadonza, 2022)

- **Assigned texts:**
  - “Introduction” and “Chapter 1” of Do Muslim Women Need Saving? by Abu-Lughod, 2013
  - “4 Ways Mainstream Feminism Fails Muslim Women” by Al-Sibai, 2015
  - Further readings will be added - TBD

- **Complete:**
  - Optional: Live discussion via Zoom - Friday, November 18th at 11 AM
  - Week Eight Quiz by Sunday, November 20th at 11:59 PM

Week Nine: Cross-cultural Trans Representations and Disrupting Gender

- **Watch:**
  - Guest lecture with Annalise Gardella, PhD Candidate
  - Film: Paris is Burning (1990) via Kanopy

- **Assigned texts:**
  - Further readings will be added - TBD

- **Complete:**
  - Discussion Post #5 by FRIDAY, November 25th at 11:59 PM
    (Note: Your post is due Friday, NOT Thursday, this week!)
  - Optional: Live discussion via Zoom - Friday, November 25th at 11 AM
  - Response Posts (2) by Sunday, November 27th at 11:59 PM

Week Ten: Contemporary Issues in the U.S.

- **Watch:**
  - Week Ten Lecture (Nadonza, 2022)

- **Course texts:**
  - Further readings will be added - TBD

- **Complete:**
  - Discussion Post #6 by Thursday, December 1st at 11:59 PM
  - Optional: Live discussion via Zoom - Friday, December 2nd at 11 AM
  - Response Posts (2) by Sunday, December 4th at 11:59 PM

FINALS WEEK

- **NO LECTURE OR DISCUSSION!**

- **Complete:**
  - Final Essay due by Friday, December 9th at 11:59 PM.
• **Note:** No late work can be accepted due to the quick turnaround of grades that must be submitted.
  
  o *Optional:* Complete the end-of-term evaluation survey (ESES)- info [here](#).