

# **SOC 254: GENDER IN THE SOCIAL WORLD**

**Winter 2015  
Bellevue College**



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Class Meets: Daily 11:30am-12:20pm  
Class Location: A130

## **COURSE INTRODUCTION**

- ❖ Are there only two sexes?
- ❖ What is the difference between "sex" and "gender?"
- ❖ Why do women and men seem so different? How are they alike?
- ❖ How much of our behavior is learned and how much is biological? Is it nature or nurture?
- ❖ Are women and men equal in American society?
- ❖ How are some women advantaged over others?
- ❖ How do all men benefit from the extraordinary actions of only a few?

This class is a broad introduction to the Sociology of Gender. We will explore the ways in which gender organizes social life and shapes the unequal distribution of power and privilege. We will also examine how gender influences our everyday interactions with others and how social institutions depend upon and perpetuate gender differences and inequalities. We will look at both the microdynamics of gender (the small things we all do everyday in socially producing ourselves as gendered people) and gendered macrostructures (such as the economy and mass media). As we all come to the course with strong ideas about what it means to be a "man" or a "woman," the subject matter is personally as well as intellectually challenging. I think you will find that it challenges the taken-for-granted attitudes about gender that we all tend to operate by in our everyday lives. (In fact, a large portion of the content in this class leads us to question the assumptions that we make about sex and gender.) Hopefully, you will take these lessons with you on your future endeavors.

Over the course of the quarter, we will engage in a variety of learning activities – lectures, discussions, group work, and individual fieldwork papers. Students are encouraged to share their personal reactions to the readings, films, and lectures in class discussions. Students have a great deal of responsibility in this course – for many of the discussions, and for the various activities and exercises we will engage in throughout the quarter. I look forward to working with you this quarter and sharing with you my fascination with the sociology of gender! I hope you find this course to be intellectually rewarding and relevant to your life.

*"The chief object of education is not to learn things but to unlearn things."*  
–Gilbert Chesterton

*"Education is not the filling of a pail but the lighting of a fire."*  
–William Butler Yeats

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<https://www.facebook.com/#!/groups/373440292722303/>

## LEARNING ATMOSPHERE

Research about learning tells us that students learn best when they are actively involved in the teaching and learning process. Thus, this is an *active, interactive* course where you will often *learn by doing*. In other words, this class is *experiential*. You are expected to personally reflect on yourself and your own life. In fact, reflection and then sharing your reflections with others are critical components of our class. In our class, you will observe the world, read, write, discuss, and participate. I think of our class as a “collaborative learning community” where we all teach and learn from each other. Every time you contribute, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you’ll enjoy it and learn a lot in the process!

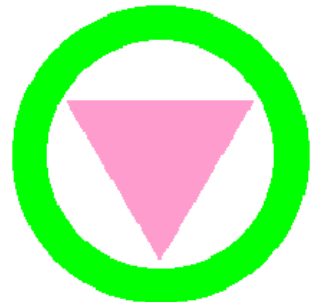
You should know that class time will NOT be spent regurgitating the reading material. Although we will have what I call “interactive lectures,” we will be spending the bulk of our class time doing other things – activities, discussions, films, and so on. We don’t have a lot of time each week to spend with each other, so we have to make the most of our class time by applying what we’ve learned from the readings. Students typically tell me that they really like our class time together, as we get the opportunity to engage in a lot of fun and interesting activities.

A note about confidentiality: It is important that, as a community of learners, we build trust in one another. With that in mind, it is important to respect your classmates. Part of respecting them involves confidentiality. *What is said in this classroom is to remain in this classroom.* Further, if one of your classmates says something like you’d like to talk to him/her/them about, please ask his/her/their permission first. (“John, I’d love to talk to you more about your background or about \_\_\_\_\_. Is that okay with you?”)

A note about course content: Since sociologists examine just about every aspect of the social world, we sometimes talk about provocative material in class. Please be advised that, when we explore controversial topics, they will always be framed within an academic context. You are free to leave the room at any time, but please know that you will be responsible for any course material you may have missed while you were gone. If you have any questions or concerns about course content, don’t hesitate to let me know.

Additionally, since this course is a survey of the theories and research that have come out of Sociology as a discipline, we will use the social categories that have been thoroughly researched. We will often refer to “women” and “men” in our class as well as the research data about “women” and “men.” Although these categories are clearly and obviously socially-constructed (and in fact limiting and restrictive), they do have very real and significant social meaning in our culture. Make no mistake about that. So because “women” and “men” are socially real categories that have real (and sometimes dire) consequences, we will refer to these categories often.

REGARDING SAFE SPACE: This class is intended to be a Safe Space for **all** students. Lesbian, gay, bisexual, questioning, queer-identified, and transgendered students are welcome in this classroom and encouraged to speak out and be an integral part of this class. Any questions about what this means should be brought to me immediately. All are welcome!



## COURSE LEARNING OUTCOMES

After completing the course, the successful student will be able to:

- Explain the difference between "sex" and "gender";
- Illustrate how sex and gender are socially constructed and culturally relative;
- Analyze the ways in which societies are fundamentally organized by gender;
- Understand sex and gender in a sociological, non-ethnocentric manner;
- Identify the systemic and structural components of gender;
- Critically assess whether a social structure is based on patriarchy, matriarchy, or egalitarianism;
- Discuss the major social trends of our gendered institutions, like the family and the economy; and
- Explain how gender is both classed and raced.

## REQUIRED TEXTS AND MISCELLANEOUS PURCHASES

Texts: "The Gendered Society" by Michael Kimmel (5<sup>th</sup> edition)  
Additional course readings are posted on CANVAS

### A NOTE ABOUT COURSE READINGS:

The readings in this course may be difficult for some students in that some of them are advanced. However, if you follow my reading tips, you will find the process much easier (and you'll perform better on exams too). In this class, it's very important to be an **active reader**. Have a purpose when you read! As you read, regularly ask yourself, "Am I getting it?" If not, go back and find the place where you last understood the material and re-read from that point forward. Also, you should **take notes as you read on notecards (you'll be allowed to use your notecards on exams!)**. Try making an outline of the material by organizing the main ideas and supporting details. Or, write a brief summary of the main ideas. Or, make comments in the margins of your book. *You should always highlight or underline the main points as you read.* If you are having trouble concentrating, take a break and come back to the readings later. (It doesn't do any good to "study" while you are not paying attention or focusing – in fact, it's a waste of time!) Please know that I am always available to assist you with any of the readings. I have also arranged to have a reading expert from BC's Reading Lab to visit our class in the first week of the quarter to give some times. And finally, do not hesitate to come to my office hours for help! My goal as an instructor is to help you succeed.

## COURSE REQUIREMENTS AND EXPECTATIONS

In order to have a respectful, cooperative learning environment in which we learn as much as possible from one other, we all need to contribute positively to classroom dynamics. Although each class is unique and develops its own 'personality,' the following are the basic expectations that serve as the foundation of our class culture.

The following outlines what you may expect of me as your instructor:

- ***A sincere effort to help you learn the course material.*** Since my ultimate goal is to help you learn and succeed, I intend to spend enough time and effort on class preparation to make the material as understandable and as interesting as I possibly can. We will not use the bulk of class time to simply "regurgitate" the material from the textbook, but rather, we will try to apply and synthesize it. This means that class time will only sometimes be lecture – we will have interesting discussions, watch films, and engage in a variety of activities. I am a big believer that a variety of teaching styles/approaches helps you learn more. I am also a big believer that 'learning by doing' leads to deeper levels of understanding.
- ***Accessibility.*** I agree to be available to you outside of class should you desire help. I encourage you to come to my office hours whenever you have a question or concern. I am more than happy to help. If my office hours are not convenient for you, we can schedule an appointment that fits your schedule. However, please be aware that I am not available 24-hours a day, 7 days a week. In general, I am in my office for a couple of hours in the morning (before my classes) and again in the afternoon, and I always check my email a few times a day. I do my coursework during the week, during daytime business hours. *Thus, please do not send to me late-night or weekend emails expecting an immediate response.* Thank you

in advance for your understanding and consideration. **(NOTE: I will award you 10 extra credit points if you come to my office hours at any time before the end of the quarter.** Maybe we can talk about how you're doing in class, a challenging topic, or your future academic plans.)

- **Attention and respect.** When you are speaking, you will have my undivided attention. I will never make you feel "stupid" or less intelligent for asking a question or making a comment. I will treat you as a multi-dimensional human being with feelings and a unique personal background. You are not a student identification number to me!
- **Fairness.** Your grade will be based upon what I detect that you have learned and how I assess your performance. It is your job to clearly communicate to me that you understand the material. I will not negotiate final grades.

The following outlines what I expect from you as a student in this class:

- **A sincere effort to learn the course material.** I work hard to make this course a success for you, and I expect you to try hard too. When participating in discussions and when writing assignments, your comments should indicate to me that you have read and understand the course material. Some students wrongly assume that they can simply "wing it" in this class and still receive a high grade.
- **Promptness.** When you arrive late, it hurts not only yourself but also your classmates. Often at the beginning of class I make important announcements or discuss crucial material, and when you come in late, not only do you miss it but you also disrupt your classmates. I certainly understand that sometimes "life happens" and you might miss a bus or have trouble finding a parking space, so don't worry if that happens to you (just try to sneak into the classroom with as little disruption as possible, grabbing a seat along the side or back). Repetitive lateness is a sign of disrespect to our class, however, so if you repeatedly come in late to class, it will affect the participation portion of your course grade. The same thing goes for repeatedly leaving class early.

As far as your assignments, you will need to comply with all due dates. I believe that one of the major lessons students take away from college is the importance of meeting deadlines. As a result, **no late work is accepted in this class.** Late work will receive a **zero** grade. Please do not ask me if I will accept your work late...I won't. If you know you are going to be absent on the day something is due, then turn it in early. **Being absent on the day something is due does NOT grant you an automatic extension (even if you were absent on the day it was assigned).** Major due dates are indicated on the attached Course Calendar, so plan ahead.

**NOTE: I do not accept assignments via email. It is your responsibility to get the work to me in class when it is due. You might want to get the contact information of a classmate so the two of you can turn each other's work in if one of you happen to become ill.**

- **Attendance.** Please attend all class sessions – we need you here! Being in class contributes positively to our classroom culture (we want to hear your contributions!), and it also increases your mastery of the course content. As a result, your presence in class contributes toward your final grade in the course. If you do need to miss class, please note that you will not be able to make up any in-class work that you may have missed (such as group work), and you are also responsible for any and all work that is due at the class meeting immediately upon your return. Again, that means that **being absent does not grant you an extension on anything.** **I highly recommend that you get the names and contact information of one or two of your classmates so you can contact them for any assignments or notes you may have missed while absent.**
- **Preparation.** You should come to class having done the assigned readings and homework, and you should always bring the proper supplies with you. A chunk of the work in this class is worth a small amount of points – don't neglect these assignments because they are usually easy points that can rack up and help (or hurt!) your grade a lot. Note that the BC guideline for homework is two hours outside of class for each hour spent in class (this means 10 hours of homework per week for a typical 5-credit class). Don't worry, though – the work load in this class is probably not going to come to 10 hours a week, although it's not a class that you can 'blow off.'

- **Contribution.** Learning about each other's experiences and perspectives is an integral part of the learning process in this course. I believe that you will learn a lot about yourself and your fellow classmates. To work effectively in this course, therefore, you are expected to be an active participant in our learning environment. You should do your best to contribute to class discussions and activities. Please be advised that your grade will decline if you do not participate and contribute to the intellectual life of our class.
- **Respect and tolerance.** Since learning about diverse experiences is important in this course, it is of the utmost importance that you respect your classmates' experiences, differences, and opinions. Bigoted comments and attitudes will not be tolerated. This means that insulting, belittling, degrading, or castigating a group of people (such as women, men, transpeople, people of color, gays and lesbians, poor people, Christians, Jews, Muslims, veterans, conservatives, liberals, and so on) will not be permitted. You are entitled to your beliefs, of course, but you are not entitled to make other people feel attacked, insulted, or victimized by them. Everyone in our class has the right to feel welcome here and safe from personal attack. It is unacceptable to justify bigoted attitudes for any reason, including religion. As a sociologist, I know that words do matter (they can hurt a lot!), so please think of other people's feelings before speaking. If you are unable to express your beliefs in a non-insulting manner, please keep them to yourself. I think you'll find, however, that with a little practice, you can express your viewpoint in an open, respectful manner. If you have any doubts, feel free to check with me and I'd be more than happy to help you express yourself responsibly.
- **Honesty.** Of course, this means no cheating and no plagiarism. If you cheat/plagiarize, you will fail the assignment and possibly the course, depending on the severity. No excuses will be taken into account on this, as this is the central tenet of the student conduct code at any college or university. Your work must be your own, except when asked to work with other students. Furthermore, you are required to acknowledge in your work if you have borrowed any ideas, terms, or phrases, even if you have borrowed from a classmate. Please do not copy and paste material from wikipedia or any other website into your assignments, as this is a severe form of cheating (that is very easy to catch, by the way). ***In this class, your assignments should be grounded in the textbook and readings (rather than web resources, which are often wrong!). This means that you should NOT do internet research in this class – all you need can be found in the course textbook and supplementary readings.*** If you have any hesitation, or if you are in doubt about one of these issues, feel free to ask me.

## GRADING

Grades are based on your performance on the following:

Exams (2 @ 200 pts each)	400 points
Notecards (9 @10 pts each)	90 points
Seminar (8 @ 15 pts each)	120 points
Homework (5 @ 20 pts each)	100 points
Group Project/Presentation	200 points
Participation	65 points
Gender Artifact	25 points
<b>TOTAL</b>	<b>1,000 points</b>

Course Grade	Point Total	Course Grade	Point Total
A	= 930-1,000 points	C+	= 770-799 points
A-	= 900-929 points	C	= 730-769 points
B+	= 870-899 points	C-	= 700-729 points
B	= 830-869 points	D+	= 670-699 points
B-	= 800-829 points	D	= 600-669 points
		F	= 0-599 points

**Exams:** Two exams are given over the course of the quarter. Exams *may* consist of multiple choice, true/false, short answer, and/or essay questions. They may also involve a creative component. You are permitted to bring your notecards to class for the exams and refer to them during the exams. **Please note that I do not give make-up exams.** If you are absent on the day of an exam, you will receive a zero grade. Please review the attached Course Calendar and make note of the exam dates. Plan ahead!



**Notecards:** Each week, you will take notes about the textbook on index cards. You will submit notecards weekly. At the beginning of class on the day the notecards are due, I will collect your notecards. **Late notecards will not be accepted.** This means that **I will not accept notecards submitted at the end of the class period.** HOWEVER, you are permitted to miss **ONE** notecard without any effect on your grade (I simply drop the lowest score), so if you miss one, then that would be one of your dropped scores. The purpose of these notecards is to: (a) help you keep up with the readings, (b) help you learn the material better, and (c) reinforce good study/learning habits. **You can refer to these notecards during our exams,** so it is in your best interest to do a superb job on them!

When grading your notecards, I will simply skim them and assign 10 points for cards that seem to be thorough and reduced points for cards that seem to be lacking. If you don't turn in a notecard, you'll receive a score of zero (and have fewer notecards to refer to during the exam, unfortunately!).

**Seminar:** We will have nine seminars work sessions over the course of the quarter; you are permitted to miss one without consequence to your grade (I drop the lowest score). Seminar involves discussing a specific reading and completing a brief assignment independently AND another one in small groups in order to reach deeper levels of learning. If you look at the Course Calendar, you will see that there is a Seminar due just about every week. During class on each seminar day, I will assign students randomly to groups of four. On Seminar days, **each individual group member must come to class with the following on a TYPED paper:**

- A) A paragraph summary of the reading identifying main points, thesis of the reading, key terms, etc.
- B) At least one statement of praise about the reading. What did you learn that was new or interesting?
- C) At least one statement of critique about the reading— are there limitations or problems with the reading, does the author's argument represent solid reasoning (i.e., is it clear, does it make sense), does the author support her/his/their argument with adequate evidence?
- D) Two discussion questions about the reading. Are parts of the articles unclear or do they generate broader concerns? Are there connections to other material that can be made? What aspects of the article would you like to talk about? Make sure these questions are thought-provoking, not "What did you think about the article," or "What is the author saying"?

During seminar group work, each group should first choose a notetaker for the discussion. Then, each individual in the group will present their statements (B and C above) as well as questions to their Seminar group. The group is required to answer one question from each individual (so 4 questions total) and submit your answers to the questions at the end of class, in writing. The notetaker should prepare the writeup during the group discussion. After your discussion ends and the notetaker has completed the writeup, your group will staple your individual seminar assignments to the back of the writeup.

Your Seminar grade will depend on the material that you submit individually (quality and thoroughness) as well as your contribution to the group discussion and answering the questions. I will be walking around to check contribution and ensuring that discussion is conducted in a meaningful way. What this means is that not all group members automatically receive the same grade. On Seminar group days, students do not have to complete a notecard for the reading.

**Homework:** You will complete several homework assignments throughout the quarter that require you to reflect on the course material and/or observe the social world. You should do your best to address every assignment thoughtfully, clearly, and completely. Homework will be graded not only on completeness (Did you adequately address all the components of the assignment?), but also thoughtfulness (Does your assignment show that you thought hard about the topic, or did you give the topic just a little superficial attention?). Homework assignments vary in length - some may be a paragraph long, others will be 1-2 pages (usually typed and double-spaced). Please note that I will not accept late homework, so homework that is not handed in on time will receive a **zero** grade. Additionally, I will not accept homework that isn't typed (unless I've specifically mentioned that it can be handwritten). Some homework assignments are described in the attached Course Calendar, and others will be announced during class.

**Group Project/Presentation:** You will form groups of about 5 students each and conduct a "team" research project in which you observe some aspect of the social world. Your group will then give a 20-minute presentation to the class about what you saw and learned about gender, connecting it to what we've talked about in class. Details on this project will be distributed early in the quarter.

**Participation:** Participation is essential to the format of this class and therefore contributes toward your grade. In short, your success in this class depends on your attendance and your *active* participation.

“Participation” includes attendance, class discussions, group work, and independent in-class assignments. As a result, if you skip class or disrupt class by coming in late regularly or whispering, then your participation grade will suffer. For each five (5) class periods that you miss (or arrive late), your final grade will drop one full letter grade. This means that you are permitted to miss or arrive late to five (5) classes – that’s roughly 10% of our class! – without consequence to your course grade. If you maintain strong attendance and contribute to class discussions in a meaningful way by adding important insights, your grade will benefit. *Do not take this portion of your grade lightly – excellent attendance and participation can significantly improve your final grade! The hallmark of a successful college student is great attendance.*

Gender artifact: One day this quarter (you pick the day!), you need to bring something to class that relates to any of the topics from the current week or previous weeks. For example, you might bring to class a link for a YouTube video, a newspaper article, an advertisement from a magazine you read, or the lyrics to a song you recently heard. It is up to you to bring whatever you want, but you need to be sure that it relates to the course material. **You should turn in to me the item itself and a one-paragraph explanation of exactly how this item relates to what we’ve talked about in class.**

### **DISABLED STUDENTS**

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible. If you are a student with a documented autism spectrum disorder, there is a program of support available to you. If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter. The DRC office is located in B 132 or you can call them at 425.564.2498. Deaf students can reach them by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at [www.bellevuecollege.edu/drc](http://www.bellevuecollege.edu/drc)

## COURSE CALENDAR

The following Course Calendar will be revised as needed. Please note that you will be held responsible for all revisions to the calendar. If you miss a class, be sure to check either with me or a classmate regarding any changes.

### WEEK ONE – Introduction and Overview of “Gender” and “Sex”

**“We don't see things as they are, we see them as we are.”**  
**-Anais Nin**



Readings and Assignments:

**NOTE: No class on Thursday, January 8<sup>th</sup>**

DUE WEDNESDAY: Bring Kimmel book to class (or bring pdf printout of Chapter 1)

DUE FRIDAY: Notecards on Kimmel, Chapter 1

### WEEK TWO – Biological Views on Sex and Gender



Readings and Assignments:

DUE MONDAY: Homework:

Interview three people about their views about sex/gender. Ask them the following questions, and write down their answers:

- When you think of “men,” what five things come quickly to mind?
- When you think of “women,” what five things come quickly to mind?
- According to research, males are more likely than females to be violent. Why do you think this is so?
- According to research, females are more likely than males to express emotions such as sadness and fear. Why do you think this is so?
- What do you think explains the behavioral differences between women and men?

Type up their responses, and bring them to class with a one paragraph summary of the overall themes/patterns.

DUE WEDNESDAY: Seminar on “Testosterone Rules”

DUE FRIDAY: Notecards on Kimmel, Chapter 2



## WEEK THREE – Culture Constructs Gender



Readings and Assignments:

**NOTE: No classes on Monday, January 19<sup>th</sup> (Happy Dr. MLK, Jr. Day!)**

DUE THURSDAY: Seminar on “Men as Women and Women as Men: Disrupting Gender”

DUE FRIDAY: Notecards on Kimmel, Chapter 3

**“She was becoming herself and daily casting aside that fictitious self which we assume like a garment with which to appear before the world.”**

**-Kate Chopin, *The Awakening***

## WEEK FOUR – Social Construction of Gender



Readings and Assignments:

DUE WEDNESDAY: Seminar on “Doing Gender”

DUE THURSDAY: Homework

Although you may have seen the video before, view the following music video, and describe in detail how it is an illustration of “doing gender”:

[https://www.youtube.com/watch?v=C3m3t\\_PxiUI](https://www.youtube.com/watch?v=C3m3t_PxiUI)

What message is this video sending about masculinity? What message is it saying about femininity?

Watch the video as many times as necessary. Your response should be 2 pages, typed.

DUE FRIDAY: Notecards on Kimmel, Chapter 5

**“Men are under the constant scrutiny of other men. Other men watch us, rank us, grant our acceptance into the realm of manhood. Manhood is demonstrated mainly for other men’s approval.”**

**-Michael Kimmel**

## WEEK FIVE – Gendered Families



Readings and Assignments:

**NOTE: No classes on Friday, February 6<sup>th</sup>**

DUE MONDAY: Exam #1

DUE WEDNESDAY: Seminar on “(How) Does the Sexual Orientation of Parents Matter?”

DUE THURSDAY: Notecards on Kimmel Chapter 6

## WEEK SIX – Gendered Work



Readings and Assignments:

DUE TUESDAY: Seminar on “The Gender Revolution”

DUE WEDNESDAY: Homework

Go to a workplace in which you can observe a moderate to large amount of workers, and take a discreet pad of paper with you (or use your phone for notetaking). You should select a workplace that is likely to have both women and men employed (i.e. don't choose *Victoria's Secret*!) You might choose, for example, a grocery store, a bank, or a good-sized restaurant. Conduct an audit of its level of sex segregation (remember that sex segregation doesn't have to be intentional!). Make a list of all the jobs that you can identify, as well as the “assumed” sex of the people occupying those jobs (actually count the people!). Pay attention to details and to the subtle differences between jobs. For example, which jobs are supervisory (have authority over other workers), and is there a sex/gender trend in who occupies those jobs? What are the potentially subtle differences in what seems like relatively similar jobs? Your response should be 2 pages, typed.

DUE FRIDAY: Notecards on Kimmel, Chapter 9

**“By the time we are women, fear is as familiar to us as air; it is our element. We live in it, we inhale it, we exhale it, and most of the time we do not even notice it. Instead of ‘I am afraid,’ we say, ‘I don't want to,’ or ‘I don't know how,’ or ‘I can't.’” – Andrea Dworkin**

## WEEK SEVEN – Gendered Politics and the Politics of Gender



Readings and Assignments:

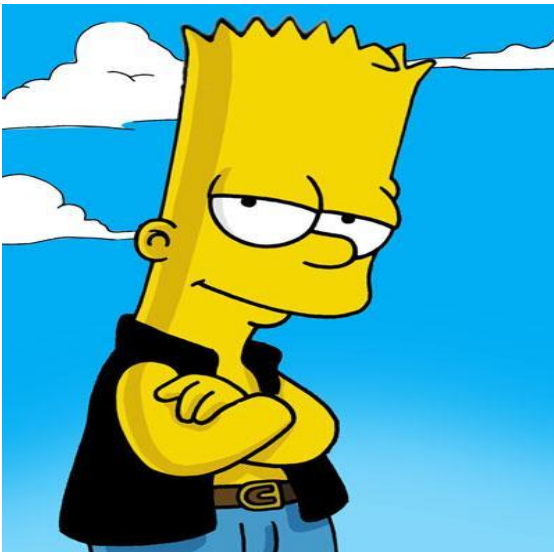
**NOTE: No classes on Monday, February 16<sup>th</sup>**

DUE THURSDAY: Seminar on “Hillary Clinton, Sarah Palin, and Michelle Obama: Performing Gender, Race, and Class on the Campaign Trail”

DUE FRIDAY: Notecards on Kimmel, Chapter 10

## WEEK EIGHT – Media

Readings and Assignments:



DUE MONDAY: Homework

Watch a movie. Any movie. You must watch a movie for this assignment (do not rely on your memory). While you watch it, take notes on the following:

- Are there two or more female characters with names? Write down the female characters.
- Do the females talk to each other?
- Do they talk about something other than men? Explain.

Write a TYPED one paragraph summary of the film, followed by your responses to the three questions above.

DUE THURSDAY: Seminar on “Lights On at the End of the Party”

DUE FRIDAY: Notecards on Kimmel, Chapter 11

**“If it would destroy a boy to be called a girl,  
what are we then teaching him about girls?”**

**-Tony Porter**



## WEEK NINE – Intimacies



### Readings and Assignments:

DUE THURSDAY: Seminar on “Sexual Harassment and Girl Watching”

DUE FRIDAY: Notecards on Kimmel, Chapter 12

## WEEK TEN – The Body



### Readings and Assignments:

**NOTE: No classes on Tuesday, March 10<sup>th</sup>**

DUE WEDNESDAY: Homework

Investigate the gender of current products designed to help people alter their bodies in some way. Begin by making a list of all the products that fall into this category (this could end up being a long list!). Then, think about which of these products seem to be aimed primarily at men, which at women, and which at both. (Mark each product as either M, F, or M/F.) What does this list suggest about women's and men's bodies? Write about a paragraph, at the end of your list.

DUE THURSDAY: Seminar on “Beards, Breasts, and Bodies: Doing Sex in a Gendered World”

DUE FRIDAY: Notecards on Kimmel, Chapter 13

**“No woman can call herself free who does not own and control her own body.” Margaret Sanger**

## WEEK ELEVEN – Course Wrap-up and Presentations

### Readings and Assignments:

DUE MONDAY: Extra Credit notecards (+20pts) on chapter 14!

Your groups will be giving your presentations all week. You are required to be present each day this week.

## WEEK TWELVE – EXAM

This course's final exam will be held on **Monday, March 23<sup>rd</sup>, from 11:30am-1:20pm.** I do not give early exams, so plan ahead accordingly.