

SOC 254: GENDER IN THE SOCIAL WORLD
Winter 2014
10:30-11:20 Daily; R101

Instructor: Dr. Lori Saffin

Email: lsaffin@bellevuecollege.edu

Office Hours: M,W,F 8:30-9:20; T,TH 1:30-2:20, and by appointment

Office Location: A100E

Office Phone: (425) 564-2161



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 every day in socially producing ourselves as women and men) 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.

REQUIRED TEXTS

Questioning Gender: A Sociological Exploration by Robyn Ryle (2012)

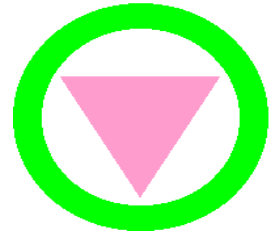
Additional course readings are posted on *Canvas*

LEARNING ATMOSPHERE

I believe 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*. You are expected to 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 make a comment or ask a question, 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!

A note about course content: Please note that we may have frank discussions about potentially sensitive and explicit topics. If at any time you feel uncomfortable during class, you are free to step out of class. However, if you are one to become upset by open and frank discussions, this course may not be a good choice for you. This is an "R" rated class.

REGARDING SAFE SPACE: This class is a Safe Space for *all* students. Lesbian, gay, bisexual, transgender, and queer 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.

General Course Rules and Expectations:

- Attendance: Attend all class meetings and come to class on time. Your presence in class contributes significantly toward your final grade in the course as I cover a lot of material in class that cannot be found in the readings. More than *three unexcused absences* or late attendances will lower your grade, and continue to do so as you miss more classes. To have an absence or tardy considered excused, you must discuss it with me prior to the absence or tardy, unless it is an emergency. Excused absences include doctor's visits, family emergencies, and sometimes work-related issues. If you miss class, please connect with your colleagues to find out what you missed. 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 all the assigned reading and homework and you should always bring the proper supplies with you daily, including your textbook. Note that the BC guideline for homework is two hours outside of class for each hour spent in class.
- Assignments: All assignments are due at the start of the class period. Assignments, papers, homework, or exams must be typed, printed out, stapled, and handed in at the beginning of class. Emailed assignments are not accepted. If you know you are going to be absent on the day an assignment is due, then turn it in early. All major due dates are indicated on the syllabus. Please see the writing guidelines for the format of submitting all written assignments.
- Late Work: 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 will be accepted unless you have had it approved by me BEFORE the due date. Late work will receive a zero grade.
- 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. Therefore, you are expected to be an active participant in our learning environment. An active participant can include contributing to discussions, but can also mean getting to class on time, taking notes, listening to your peers, and coming to class prepared. You should do your best to contribute to class discussions and activities.
- Classroom Etiquette: All electronic devices are prohibited in the classroom at all times. This includes i-phones, cell phones, laptops, i-pads, i-pods/mp3 players, etc. If you need a laptop to take notes, I will need verification. All texting devices should be placed in your bag for the duration of the class. Please note that that texting, excessive talking, or other disruptive behavior is not only disrespectful to me, it is

also disrespectful to the people around you. Your participation grade will be affected and lowered by these types of behaviors.

- **Respect:** I expect that your behavior in class be respectful. Learning about diverse experiences is central to this course, so it is of the utmost importance that you respect your classmates' experiences, differences, and opinions. In order for us to learn from each other, we have to allow each other to make mistakes and to offer unpopular positions for debate. This is a college classroom and as such, I expect students to behave as adults. I do not tolerate excessive talking or whispering, consistent late arrivals, or early departures. *Students who are disrespectful to their classmates or the instructor will be asked to leave class and will be marked absent until arrangements are made with the instructor to return to class and will result in your participation credit lowering.*
- **Plagiarism:** Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) are violations of the Student Code of Conduct at Bellevue College. This is a serious offense which can result in possible probation or suspension from Bellevue College and go on your permanent academic record. Do not do it!

Bellevue College's Rules and Regulations:

- **Incomplete:** If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").
- **F Grade:** Students who fail a course will receive a letter grade of "F."
- **Final Examination Schedule:** The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.
- **Withdrawal from Class:** College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.
- **Hardship Withdrawal:** Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.
- **Cheating, Stealing and Plagiarizing:** Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services. If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.
- **Students Who Require Disability Accommodations:** Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Center (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter. Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Center, and review those needs with the instructor as well.

Students with Disabilities:

All students are responsible for all requirements of the class, but the way they meet these requirements may vary. If you need specific academic accommodations due to a disability, please speak with me and with the Disability Resource Center at (425)564-2498. You will need to obtain the appropriate documentation from the DRC in room B132. The disability accommodation documentation must be given to me before it is needed rather than afterward, so that we can make appropriate arrangements. You will need to make arrangements with the DRC in advance for test-taking or other accommodations.

****Please note that all grades will be posted on Canvas. Make sure you check your grades regularly!****

Grading:

Grades are based on seven factors. (1) Participation and Discussion, (2) In-Class work/assignments, guided film questions, or pop quizzes, (3) Reflections Papers, (4) Gender Analysis Group Work, (5) Exams, and (6) Field Work Assignment. Each of these elements is awarded a specific number of points:

Participation/Discussion	50 points
In-Class Work Activities/Film questions/ Pop Quizzes (5 at 10 points/each)	50 points
Reflection Papers (5 at 20 points/each)	100 points
Gender Analysis Group Work (4 at 25 points/each)	100 points
Exams (2 at 100 points/each)	200 points
Field Work Assignment	100 points

TOTAL	600 points
-------	------------

Description of the 7 Grading Components:

1. **Participation/Discussion: (50/600 points)**

Participation is essential to the format of this class and will therefore contribute significantly toward your grade. In short, your success in this class depends on your active participation. Participation includes attendance, getting to class on time, class discussions, and group work. Disruptive behavior, excessive talking, texting while in class, or other interruptions will lower this portion of your grade. More than *three unexcused absences* will lower your grade. Similarly, late attendance is seen as disruptive and disrespectful, so repeated tardiness will also lower this portion of your grade. See the *General Course Rules and Expectations* for more details. Do not take this portion of your grade lightly!

2. **In-Class Work Activities/Guided Film Discussion Questions/Pop Quizzes: (50/600 points)**

Over the course of the quarter, you will be asked to either submit work that you have completed during the class session, will be given homework in class to complete, or will have to answer guided discussion questions over a film we will be viewing in class. *These will be randomly delivered and cannot be made up.* Usually, they will consist of a short piece of writing/reflection or response to something we have read or an application of terms/material covered in readings. If I notice that folks are not reading, quizzes can (*and will*) take the place of the in-class assignments (don't make us go there!).

3. **Reflection Papers: (100/600 points)**

Over the course of the quarter, you will complete 5 reflection papers (20 points each). I will provide students with a prompt that connects specific reading(s) and/or film clip(s) to larger issues, current events, or even your own life. For example, I might ask students to complete the "Heterosexual Questionnaire" and discuss how they felt taking the questionnaire. The purpose of these reflection papers are to ensure that you are keeping up with the readings and allows students to make connections to their own lives and apply key concepts beyond the assigned readings. Reflection papers should be one-two pages typed in length.

4. **Gender Analysis Group (GAG) Work (100/600 points)**

Over the course of the quarter, you will participate in 4 GAG Group Work sessions (25 points each). The purpose of this group work is to reach deeper levels of learning with and through each other on a given reading. Early in the quarter, I will assign students randomly to groups of four. This will be your quarter-long GAG (although I reserve the right to re-assign groups at any time, particularly if a group has become dysfunctional). On GAG days, each individual will come to class with the following on a TYPED paper to turn in at the end of class:

- 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 readings, does the author's argument represent solid reasoning (i.e., is it clear, does it make sense), does the author support her or his argument with adequate evidence*
- D) *2 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 class, each individual will present their statements and questions to their GAG 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 (I would recommend leaving some blank space on your individual paper so you can write in the group answer). Your GAG 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.

5. **Exams: (200/600 points)**

There will be two exams worth 100 points each – essentially a midterm and a final. The exams are based upon readings, in-class discussion, and lecture and will be testing students on their comprehension of complex materials, ideas, and theories. Each exam will primarily consist of essay questions. Please note that you cannot make up missed exams. The first exam will be split between two days during our class February 11th and 12th. The second exam will be over material discussed during the latter half of the class, so it will not be comprehensive. The second exam will be on Wednesday, March 26th during our scheduled exam time, 9:30 – 11:20, so plan ahead. Please note that I do not give make-up exams, allow students to take exams early or late.

6. **Field Work Assignment (100/600 points):** You are required to complete 1 out of the following 5 field work options. (The due dates vary depending upon the assignment you select.) Each assignment requires you to make investigate in more depth some aspect surrounding gender and then write a brief paper about what you learned. Descriptions of the field work assignments are noted below. Field work assignments are 4-5 pages long. Please remember: I will not accept late work, so plan ahead, and once an opportunity has passed, you cannot go back and do it. If you have a related idea to the field work assignments described below, please talk with me. I would be happy to accommodate as long as the focus remains centered on the topics noted.

Research Assignment Option A – Gender Socialization – For this field work assignment, visit a large shopping mall or spaces that feature gendered clothing, toys, and books. Examine the differences between “girls’ clothes” and “boys’ clothes” (from infancy to teens), girls’ and boys’ toys, and themes represented in children’s books. Note the differences in the style, color, and texture of boys’ versus girls’ clothes. How do clothing styles differ along gender lines and how do such differences reinforce our cultural conceptions of masculinity and femininity? How do the toys encourage different kinds of interaction? For what sorts of adult roles to the toys prepare children? What are the differences in the sorts of characters and plots that are portrayed? Use your findings in all these areas—clothing, toys, and books—to analyze the role that consumer products play in socializing

children into “appropriate” gender roles. Your paper should be 4-5 typed pages. If you choose this assignment, it is due on January 28th at the beginning of class.

Research Assignment Option B – Friendships, Dating, and Gender – Interview at least 10 people (try to get wide sample) on their perceptions of friendship and dating by gender. Do women or men have closer friendships? Do women or men have more friends? Do women and men interact in different ways within their friendships? Are women’s friendships more highly valued than men’s – why or why not? How do gendered patterns in friendships impact dating, dating rituals, dating expectations, etc? Does race, age, culture or class also play a role in shaping friendship? Your paper should be 4-5 typed pages. If you choose this assignment, it is due on February 10th at the beginning of class.

Research Assignment Option C – Gendered Bodies – For this assignment, go to a local gym, sports club, or other space where people exercise. Are there spaces that are more masculine, feminine, or gender neutral? What’s the gender makeup of people engaged in different types of activities in these locations? How do these observations connect to body image? Connect this to the products designed to help people alter their bodies in gendered ways. What products are aimed at women, men, and why? Your paper should be 4-5 typed pages. If you choose this assignment, it is due on February 24th at the beginning of class.

Research Assignment Option D – Gender and Household Labor – Locate couples in which both partners work full time outside the home. Try to get a variety in your couples such as, newly married without children (married less than a year), married without children (married 10 years or more), married (older or younger) with at least one child living at home, cohabiting, queer, and/or remarried. Ask each person in the couple to make a list of all the household chores that need to be done during the course of a week. Ask each to be as specific and exhaustive as possible. After the lists are completed, ask each person to indicate which of these tasks he or she is primarily responsible for, which his or her partner is responsible for, and which are shared. Ask the participants also to estimate the total amount of time spent each week on all these tasks combined. Compare people’s responses to see if you can find any differences—in terms of time spent doing housework and the number of tasks for which each one is responsible—in terms of gender. Do women who work outside the home still bear the primary responsibility for housework? Does the traditional sexual division of labor not the case for certain types of couples? How does the presence of children affect the household division of labor? If partners in the same couple have different ideas about housework responsibilities, to what do you attribute this lack of agreement? Describe the tensions men and women experience when trying to balance work and home responsibilities. Your paper should be 4-5 typed pages. If you choose this assignment, it is due on March 5th at the beginning of class.

Research Assignment Option E – Gender and the Media – Choose a media genre – video games, movies, television, magazines, etc. and research gendered differences in media consumption. Interview men and women about their experiences, why they choose the media that they do, what gendered messages are sent via these mediums, and what effects these messages have. Your paper should be 4-5 typed pages. If you choose this assignment, it is due on March 17th at the beginning of class.

Grade	Points	Percentage
A	555-600	93-100%
A-	543-554	90-92%
B+	525-542	88-89%
B	501-524	83-87%
B-	477-500	80-82%
C+	465-476	78-79%

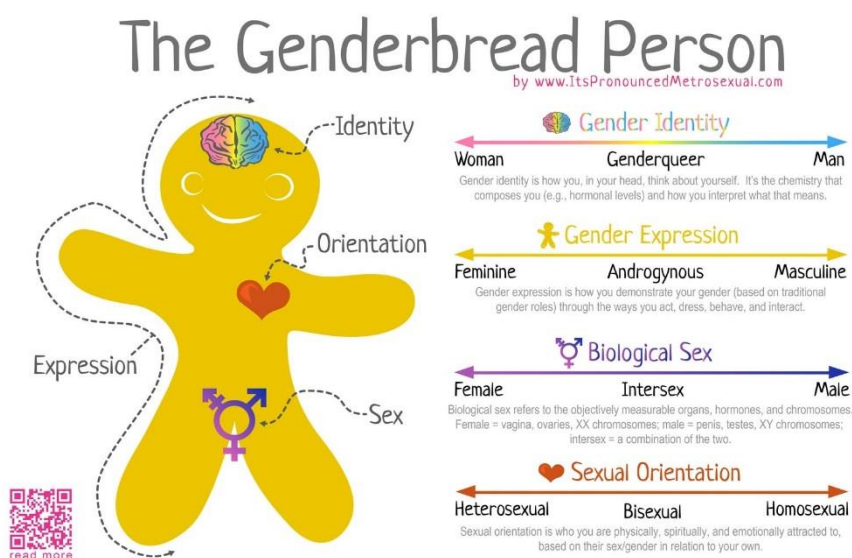
C	435-464	73-77%
C-	417-434	70-72%
D+	405-416	67-69%
D	357-404	60-66%
F	356 & Below	59% & Below

General Guidelines for All Written Work **

All papers or written work should be typed, in Times New Roman, 12 point font, double-spaced with 1" margins on all sides, and stapled. Assignments are due at the beginning of class – promptly at 10:30 a.m. – no late work will be accepted. Late papers or assignments will receive a zero. No emailed assignments will be accepted. Your work must be cited in MLA style and you must always give proper credit to the texts from which you draw and formulate your ideas. Title pages and bibliographies are not counted toward the minimum page requirements. Student information (name, assignment title, class) is single-spaced, at the top left-hand side of the page. Do not put extra spaces between paragraphs and paragraphs contain no less than four sentences. Magazines, newspapers, journals, and books are *italicized*. Movie titles, article titles, song titles, etc. are "in quotation marks." Quotes inside of a quotation use 'single quotation marks.' Papers should be written from an academic perspective – so no colloquial language please!

Instructor Notes:

If at any point throughout the quarter you are confused or unclear about the expectations of the course, course material, a grade you received, or any other matters, I strongly encourage you to come talk with me early. It is my goal that all students succeed in this course; but, I can only help you if you meet me half way. Furthermore, if you are having personal problems or other issues going on outside of school, please let me know. I recognize that we all have lives outside of school, and am very willing to work with students, but I can only do so if I know there is a problem.



Syllabus

You should be looking at your syllabus on a daily basis so you know what is expected of you in class. Also, you are expected to have read the readings assigned for the current day by the time you arrive in class!

**Though I will try to remain as faithful as possible to this syllabus, I reserve the right to make changes. These will be announced in advance in class. **

Week 1

Monday, January 6th: Introduction to the Course

Go over syllabus; class introductions; beginning definitions

Tuesday, January 7th: Introduction and Overview of Sex and Gender

Wednesday, January 8th: Understandings of Gender

Readings: pp. 3-12 in *Questioning Gender*

Thursday, January 9th: Essentialism vs. Constructionism: Is Biology Destiny?

Readings: "Believing as Seeing: Biology as Ideology," on course website

Friday, January 10th: No Class - Conference

Week 2

Monday, January 13th: No Class - Conference

Tuesday, January 14th: Male Privilege and Understanding Sexism

Readings: pp. 15-27 in *Questioning Gender*
Sexism handout on course website

Wednesday, January 15th: Sociological Theories on Gender

Readings: Readings: pp. 28-46 in *Questioning Gender*

Thursday, January 16th: Sociological Theories on Gender

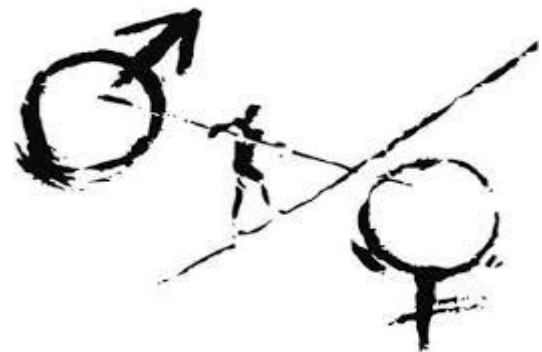
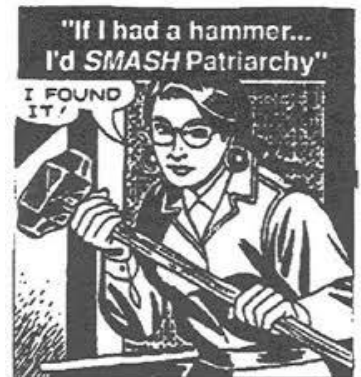
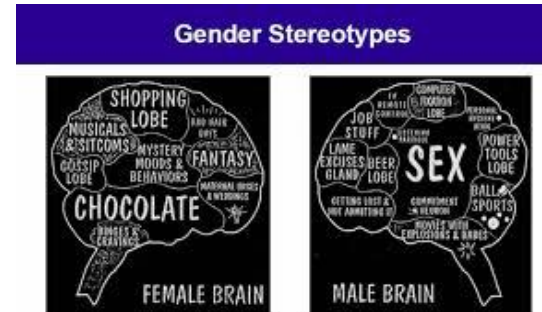
Readings: pp. 46-59 in *Questioning Gender*

Friday, January 17th: Applying a Sociological and Feminist Analysis

Readings: "Oppression" by Frye on course website
GAG Group #1

Week 3

Monday, January 20th: No Class - Holiday



Tuesday, January 21st: Using Sex as a Form of Gender Socialization

Readings: pp. 119-128 in *Questioning Gender*

Wednesday, January 22nd: Theories of Gender Socialization

Readings: pp. 128-147 in *Questioning Gender*

Thursday, January 23rd: Gender Policing and “Doing Gender”

Readings: pp. 147-162 in *Questioning Gender*

Friday, January 24th: Enforcing Gender Normativity

Readings: “No Way My Boys Are Going to Be Like That!” on course website

Reflection Paper #1 Due



Week 4

Monday, January 27th: Does Sexuality Have a Gender?

Readings: pp. 169-180 in *Questioning Gender*

Tuesday, January 28th: Sex Scripts

Readings: pp. 180-188 in *Questioning Gender*

Field Work Option A Due

Wednesday, January 29th: Reinforcing Heteronormativity

Readings: pp. 188-207 in *Questioning Gender*

Thursday, January 30th: Gender, Power, and Sexuality

Readings: pp. 207-210 in *Questioning Gender*

Friday, January 31st: Hegemonic Masculinity

Readings: “Masculinity as Homophobia” on course website

GAG Group #2



fuck it.

Week 5

Monday, February 3rd: Gender, Friendship and Dating

Readings: pp. 217-229 in *Questioning Gender*

Tuesday, February 4th: Gender Differences in Friendship?

Readings: pp. 230-243 in *Questioning Gender*

Wednesday, February 5th: Dating to Hook-up

Readings: pp. 243-257 in *Questioning Gender*

Thursday, February 6th: No School – Professional Development Day

Friday, February 7th: Dating and Relationships

Readings: “Men, Women, and Friendship” on course website

Reflection Paper #2



Week 6

Monday, February 10th: Wrap Up and Review For Exam #1
Field Work Option B Due

Tuesday, February 11th: Exam 1 – Part 1

Wednesday, February 12th: Exam 1 – Part 2

Thursday, February 13th: Film: Killing Us Softly

Friday, February 14th: Film: Killing Us Softly



Week 7

Monday, February 17th: No Class – Professional Development Day

Tuesday, February 18th: Bodies and Beauty

Readings: pp. 265-283 in *Questioning Gender*

Wednesday, February 19th: Body Image and Gender

Readings: Readings: Hesse-Biber, "Becoming a Certain Body" on course website

Reflection Paper #3 Due

Thursday, February 20th: Masculine Bodies

Readings: pp. 283-291 in *Questioning Gender*

Friday, February 21st: Health and Gender

Readings: pp. 291-309 in *Questioning Gender*



Week 8

Monday, February 24th: Marriage as a Social Institution

Readings: pp. 319-335 in *Questioning Gender*

Field Work Option C Due

Tuesday, February 25th: Gendered Division of Labor

Readings: pp. 335-348 in *Questioning Gender*

Wednesday, February 26th: Household Gender Roles

Readings: pp. 348-359 in *Questioning Gender*

Thursday, February 27th: The Second Shift

Readings: Pyke, "Class-Based Masculinities," on course website

GAG Group #3

Friday, February 28th: The Gender of Work

Readings: pp. 367-379 in *Questioning Gender*



Week 9

Monday, March 3rd: Sex Segregated Work

Readings: pp. 379-393 in *Questioning Gender*

Tuesday, March 4th: No Class – College Issues Day

Wednesday, March 5th: The Wage Gap

Readings: pp. 393-410 in *Questioning Gender*

Field Work Option D Due

Thursday, March 6th: Men in Female-Dominated Jobs

Readings: Williams, "The Glass Escalator" on course website

Response Paper #4

Friday, March 7th: Gender of Media

Readings: pp. 419-430 in *Questioning Gender*



Week 10

Monday, March 10th: Media Power

Readings: pp. 430-441 in *Questioning Gender*

Tuesday, March 11th: Image Control

Readings: pp. 441-454 in *Questioning Gender*

Wednesday, March 12th: Video Games

Readings: pp. 454-462 in *Questioning Gender*

Thursday, March 13th: Challenging Media Representation

Readings: Milkie, "Contested Images of Femininity" on course website

GAG Group #4

Friday, March 14th: Gender, Power, and Politics

Readings: pp. 469-479 in *Questioning Gender*



Week 11

Monday, March 17th: The Geography of Fear

Readings: pp. 479-491 in *Questioning Gender*

Field Work Option E Due

Tuesday, March 18th: Girl Watching

Readings: Quinn, "Sexual Harassment and Masculinity," on course website

Response Paper #5

Wednesday, March 19th: Gender Rights as Human Rights

Readings: pp. 491-514 in *Questioning Gender*



Thursday, March 20th: Activism and Action

Readings: Johnson, "Unraveling the Gender Knot" on course website

Friday, March 21st: Wrap up and Review for Exam 2

Week 12

Wednesday, March 26th: Exam 2 (9:30-11:20)

