

DE ANZA COLLEGE FALL 2016  
SOC 28 / WMST 28  
SOCIOLOGY OF WOMEN AND MEN  
STEVE NAVA, PH.D.  
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Class location: **G-1**

Class Section meeting times:

**SOC 28/WMST 28.01 MTWTh 8:30-9:20am**

**SOC 28/WMST 28.02 MTWTh 9:30-10:20am**

Office Hours: **MTWTh 1:30pm-2:30pm** and  
by appointment; Office: F-21E

**Key Dates:** Final Exam for SOC 28/WMST 28, that normally meets at 8:30am will have their Final Exam Dec. 14, Wednesday: 7-9 a.m.; Final Exam for SOC/WMST 28, that normally meets at 9:30am will have their Final Exam Dec. 13, Tuesday: 9:15-11:15 a.m.; **Thursday Nov. 24 we are off** for Thanksgiving Holiday Recess (college closed)

Sociology is a social science that uses quantitative and qualitative methods to analyze the relationship among individual actions, social institutions, societal forces and social change. Sociological understanding provides us with tools for analyzing the practical impact and ethical implications of our choices and decisions in the workplace, family and community.

**Course Description:**

In this course we will apply the sociological perspectives to an understanding of gender. We will focus on how we come to think and act as men and women and on gender as an organizing principle of social life. We will investigate masculinities and femininities, gender socialization, gender inequality, how gender is shaped by race, class, ability, nation and sexuality, and the family, media, education, economics, politics and religion as gendered institutions, from a cross-cultural and global perspective.

This is a student-focused course that requires active student involvement in discussions and activities. Attendance is expected each and every day scheduled. We will work in learning communities using the [\*familias \(family\) model\*](#), a small group structure in which we share ideas, work on projects together, and share food on Wednesdays.

**Course Objectives**

- To understand, interpret, and analyze the origins and existing formations of structured privilege and disadvantage in our contemporary world in relation to gender and sexuality
- To become familiar with contemporary theoretical and methodological approaches and learn to perform social science writing styles
- To develop the critical sensibility required for analyzing complex sociological relationships between gendered identities and groups and institutions as they circulate in various media and everyday life
- To understand past and current strategies for spurring new social policies and legislation

toward gender equality

**REQUIRED BOOKS** (Bring books and articles to class the day they are discussed):

- **Wade, Lisa and Myra Marx Ferree. 2015. *Gender: Ideas, Interactions, Institutions*. New York. W.W. Norton and Company. 978-0-393-93107-5 paperback.**
- **Pascoe, C.J. and Tristan Bridges. 2015. *Exploring Masculinities: Identity, Inequality, Continuity, and Change*. Oxford University Press.**

Supplementary readings will be email to the email account you submitted to De Anza College. You are responsible to check your emailed daily for this course.

**Grading:**

I value critical thinking, a solid knowledge base, and strong oral and written communication skills. Hence, I give high grades (B, or 'good performance overall') to students that contribute thoughtfully to class discussions and demonstrate proficient grammar and logic in all written and oral work. Most students that fulfill most of the basic requirements and turn in most assignments will receive a C, or 'average'. **Students that perform at their highest potential and perform above and beyond the course requirements will happily be rewarded an 'A'.** Professional attitudes and practices are expected and encouraged in this course, including email and verbal communication. Most De Anza students tend to perform at high levels in this regard, however students that have not followed the course rules can lose 'participation points' which lowers their grade significantly. Students are responsible for maintaining their top performance and keeping track of their performance. Please see me at my office hours (office number F-21E) for a progress report during office hours during the quarter.

**Assignments:**

Weekly Quizzes (15-Question brown Scantrons (buy 10)	10%
Weekly Quotes-n-Questions	20%
Reading & News Presentation (30 min)	10%
Image Analyses (X5)	10%
Final exam (1)	20%
Final 6-page Paper (based on Final Group topic)	20%
Final Group Research Presentation	10%
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Points	Performance Level
100	A+ (above and beyond)
95-99	A (excellent)
90-94	A- (near excellent)
87-89	B+ (very good)
83-86	B (good)
80-82	B- (nearly good)
77-79	C+ (above average)
70-76	C (average)
66-69	D+ (below average)
60-65	D (Poor)
0-59	F (Failed the course: no credit awarded to student)

Students that attend class regularly (on time) and complete all their assignments tend to complete this course successfully with a high final grade.

### Classroom Rules and Behavioral Expectations:

Come to class with your book (we are reading for the week), Quotes-n-Questions reflection, and writing implements. Being prepared for class means having all of the tools you need to participate. Have your daily readings and notebooks out on your desk and be ready to write before class begins.

- Laptop and Cellphone usage during lecture or discussion is not allowed, so take handwritten notes during class unless you are unable to physically take notes with a pen. See me if you have a documented reason you cannot follow this rule.
- Be on time. Lateness will be reflected in your final grade.
- No sleeping or heads down in class.
- No demeaning treatment of anyone in the class or you will be asked to leave immediately. I encourage critical discussions, but I am intolerant of disrespectful behavior of any kind. Our standard practice is to *politely* disagree and we never attack the person offering an argument in class, only offer critiques or agreement of other students' arguments.
- Do not miss the deadline for assignments. **No late work will be accepted for course credit.** Exceptions to this rule will be made only in cases of severe and documented hardship and only if you have come to office hours to discuss it immediately. If a late paper is allowed, it will lose 10% for tardiness, per day late. Examples of documentation include court documents, doctor's notes, receipts for car repairs, etc. which must be scanned and emailed to [navasteve@fhda.edu](mailto:navasteve@fhda.edu) for consideration.

### REGARDING FEEDBACK:

The Sociology Department has agreed on our approach to giving feedback on student writing and assignments. We understand that students can interpret the feedback they get from teachers in a lot of different ways and that sometimes it can be difficult to receive critical feedback. We have high expectations for the quality of your work in our classes. We want you to know that when we give feedback, it is because we believe in your ability to reach those expectations. We believe in your intellectual abilities and in your desire to grow as a student. The goal of our feedback is to help you develop your skills.

### REGARDING CLASSROOM POLICIES:

The Sociology Department has agreed on our philosophy regarding classroom policies. As sociologists, we know that social groups have norms and we would like the norms of the classroom actually to support and enhance student learning. Classrooms are a kind of community and each of our individual actions have consequences for the community as a whole. Community brings many gifts, but it is also hard work. Each of your teachers will spell out specific policies and guidelines in their syllabi about classroom climate and expectations. The goal of these policies is to maximize your learning in community with each other and your instructors. These policies are not arbitrary sets of rules, they in fact have the important purpose of helping us work together, get along, and especially important: learn something from each other. For example, when students miss class, they begin to sabotage their own learning. They also deprive classmates and teachers of their thoughts and contributions. And we worry about students when they do not show up to class. When students are late to class, they miss the opening announcements, welcome and overview material for that day. They start class lost at sea. They also disrupt the learning of their classmates during those opening minutes of class. They also

disrupt our trains of thought. When students are on their cellphones, they are no longer mentally present in class and one distraction can distract others. The reason why we have classroom policies is because we actually care about your success as students and we want you to learn as much sociology as possible. The goal of our policies is to maximize your opportunities to learn in our classrooms.

## Student Success Center

**Need help?** Meet with tutors and attend workshops in the Student Success Center:  
[www.deanza.edu/studentsuccess](http://www.deanza.edu/studentsuccess).

**Free Tutoring:** [The Student Success Center](#) offers individual and group tutoring, as well as several types of workshops. De Anza also offers **free online tutoring** with **Smarthinking**, available to all students via MyPortal. For more information, go to [www.deanza.edu/studentsuccess](http://www.deanza.edu/studentsuccess).

Visit workshops, group, drop-in and online tutoring, and to apply for (limited) weekly individual tutoring. Or stop by in person to check out our fun and welcoming centers.

- Academic Skills Center for workshops Adjunct courses in ATC 302
- General Subject tutoring in ATC 305
- Listening & Speaking and World Language support in ATC 313
- Math, Science and Technology tutoring in S43
- Writing and Reading tutoring in ATC 309

**Can't make it to campus?** Use the free online tutoring available to all De Anza students. Just login to [MyPortal](#), go to the Students tab, and find the Smarthinking link. For more information, go to [deanza.edu/studentsuccess/onlinetutoring/](http://deanza.edu/studentsuccess/onlinetutoring/)

### DESCRIPTION OF MAJOR ASSIGNMENTS:

**I. Quizzes will be given each week (10%):** You will need small brown scantrons for the Thursday Weekly Quizzes. Do not allow the scantron to become bent or it will not run through the grading machine. Be sure to do the readings for the week before class begins that week. Quizzes will cover the thesis and evidence provided in all readings, lecture and student presentations for the current week, and sometimes includes material from previous weeks and lectures. It is your responsibility to read each article or chapter and write down and study the main thesis and the main evidence supporting the main argument in each piece and study for the quiz. Quizzes will be often scantron quizzes, but we will have written quizzes as well.

**II. Monday Quotes-n-Questions Reflections (1 ½ pages single-space) and World Café Session (20%):** You will write a weekly minimum **1 ½ -page single spaced** reflection on all readings (for the week) and one video (see links in digital syllabus; 12 pt font, single-spaced with one space between sections). **Steps** (see student sample on the last page of this syllabus):

- (1) **Quotes:** You will write your favorite socially significant or theoretically intriguing key quote from the current readings (citing page number) and a related film clip listed for the week. **Write one significant quotes per reading and one quote per film clip.** Skip lines between each item (Quote, question, and answer).
- (2) **Discussion Question:** Then, you must write a discussion question related directly to each quote you wrote.

- (3) **Answer:** Write your own answer to the quote for each question (this will be read during your presentation after you've listened to fellow students answer your question)
- (4) **Synopsis:** Explain the connections between the readings and one film clip for the current week.
- (5) Rehearse your presentation of your weekly **Monday Quotes-n-Questions World Café sessions which will be done in your familia/5-member small groups**. You will be asked to read the quotes in front of class in a **group of 5 students**, and you will ask the rest of the class to answer your discussion questions. Do not miss class meetings since I will pick familia groups to run the World Café session randomly. If you do miss due to a documented event that you could not control, I will ask you to find another familia group to work with to make up this assignment.

I will collect these typed Quotes-n-Questions every Monday\* after our session. At the end of the first half of the course I will staple all of your **Quotes-n-Questions reflections**, evaluate them, and you will be given a grade based on whether you followed directions closely.

Note: Choose questions that you are really interested in finding out the answers to. Explain what interests you in the reading and what you find relevant to your own social life.

**Monday World Cafe Q-n-Q** will be run as follows:

1. Familias (group of 5) will share their typed Q-n-Q HW reflection.
2. Familia members will each decide on one unique discussion question to share with the other non-familia students (drawn from your Q-n-Q assignment).
3. Then, each individual familia member will break off and use their unique question to run their own circle discussion.
4. During the discussions, the familia leaders will take notes of the key insights they got from the session
5. 8-students will discuss a familia leaders question for 10 minutes then, each student will move to a different familia leader's circle (we will repeat this every ten minutes until everyone has visited each familia leader's circle)

At the end, the leaders will huddle up, write the 3 insights on the board, and then stand up in front of the class and share the 3 major insights learned from their collective circle discussions.

in front of class in a **group of 5 students**, and you will ask the rest of the class to answer your discussion questions. If you are absent on your small group's date, you will lose 5-points from your total grade for each instance. Do not miss your presentation day. I will let you know when your group is presenting before your turn.

I will collect these typed Quotes-n-Questions every Monday\* after our session. At the end of the first half of the course I will staple all of your **Quotes-n-Questions reflections**, evaluate them, and you will be given a grade based on whether you followed directions closely.

Note: Choose questions that you are really interested in finding out the answers to. Explain what interests you in the reading and what you find relevant to your own social life.

**III. Tuesday Image Analysis: The Politics of Representation (5 x 2 pts) (10%):** All images are embedded with cultural meanings. To understand gender one must be able to read the politics of the image using 'cultural knowledge' they already know, but may have never deeply considered. This requires teasing out the assumptions invoked by certain aspects of the image. For this weekly assignment you are to analyze the *assumptions* embedded in the image answering the following:

1. What is the denotative meaning/the basic surface meaning of the image?
2. What is the connotative meaning or the deeper (political) implication of the image?
3. Finally, explain how we can better interpret this image using a concept we are learning this week from the list of key terms on your syllabus.
4. Share your interpretation in your *familia* group and be ready to offer counter-readings to

your classmates

This assignment will be due every other **Tuesday** in hardcopy form. No late assignments will be accepted for full credit. See the image that corresponds with this week's readings in your syllabus.

**IV. Thursday Quizzes (10%):** You will need a small brown scantrons for the Weekly Quizzes on Thursdays. Do not allow the scantron to become bent or it will not run through the grading machine. Be sure to do the readings for the week before class begins that week. **Quizzes will cover the thesis and evidence provided in the week's readings, lecture and student presentations from the current week, and sometimes includes material from previous weeks and lectures.** It is your responsibility to read each article or chapter and write down and study the main thesis and the main evidence supporting the main argument in each piece and study for the quiz. Quizzes will be often scantron quizzes, but we will have written quizzes as well.

**V. Sociological Imagination Application: News Presentations (20 minutes) (10 percent):**

Each day a *familia* will present (within a 20-minute slot) on a topic in the current week's course reading. Each student will help explain how we can view the topic through the lens of the 'sociological imagination:' *the connection between biography, history and social structure*. Then you will provide a news article related to the subject matter in the reading you chose. *You can divide up each task amongst your familia group members.* **Within 20 minutes students will:**

- ✓ Relate the experiences of the people affected by the topic in the reading to your own life experiences or the experiences of your own family and/or friends (at least two students should do this). Clearly share these experiences;
- ✓ Two student provide news article from a reliable news source that is related to the current reading's subject matter. Show the article on the PC projector screen. Summarize it.
- ✓ Conclude by sharing a *Youtube* video on this topic: re-state the thesis and your opinions about the points made in the reading and finally, one or two students will ask 2 strong critical discussion question to get the classroom to discuss the topic in the video as related to the course reading (only one or two short 2-minute video clips per presentation).
- ✓ Be sure to use the author's last names and always show the citation source of the reading you are addressing and the news article either written on the board, on the projector, or in a presentation slide.

**There will be no make-ups for full credit** so, if you miss your date, do not ask for a make-up because it will not be granted without a doctor's note stating you were incapacitated. Feel free to use PowerPoint or other presentation tool. If there is a family crisis you must come discuss this matter with me if I am to consider offering a make-up date for partial credit. You must provide your own laptop if you want to use PowerPoint. Bring a backup of your presentation on a flash drive and email it to all members of the group when it is edited and complete. **Sign up in class.**

**VI. Final Exam (20%): T/F and Multiple Choice exam over the full course: 50 Questions.**

**VII. Final 6-Page Research Paper (20%)**

Students will write a 6-page research paper using at least 5 sources to support the students' research-based theoretical claims about a problem related to gender or sexuality. You are to study the research findings in your academic sources and write a persuasive paper that shows the statistical findings, the key claims or arguments made by the authors in your academic sources, and finally your own explanation for the social condition you are analyzing. Use the following outline:

I. Introduce the gender or sexuality topic; then, lay out the organization of your research paper.  
Ex: “In this paper I will first assess the problem of rape in the military highlighting which populations are most vulnerable and profile the perpetrators, then I will explore the main theoretical perspectives on the causes of this problem, finally, I will explore some solutions to this social problem.”

II. How is this problem affecting society?: Use statistics, analyze the race/class/gender/sexual orientation variables; make comparisons across cases and social locations.

III. Theoretical approaches used to frame the problem

IV. Solutions: cultural and policy recommendation for solving the problem (Hardcopy is due at the Final Exam)

### **VIII. Final Familia Group PowerPoint Research Presentation (10%):**

In your familias, decide on a group research topic. Then, create sub-topics based on each individual student’s interest in the general topic. Each group member will cover their chosen sub-topic in the final presentation.

Each student will produce their own 3 slides and will be given 3 to 5 minutes to present their PowerPoint slides during the presentation. **You must cite at least three of the sources when presenting the statistics or arguments from the articles.**

Note: Be sure to introduce yourselves at the beginning of the presentation.

Here are key points to include in your presentations:

- I. Key statistics: Give a sense of the contemporary effects on communities. Key groups effected by the problem.
- II. Historical timeline: How did the problem develop? Starting events. Key events along the way.
- III. Groups working on the problem and the debates about how to solve the problem.
- IV. Your Group’s proposed solutions to dealing with the problem.
- V. What kinds of research needs to be done to better understand this problem?

#### *Final Powerpoint Project Learning Objectives and My Evaluation Criteria:*

1. Use the sociological imagination: Did the student learn how to address a social problem using the social scientific method in conjunction with his/her own values and judgment as a driving force? Did the student connect lived experience, historical context, and current social structures?
2. Promoting democracy and diplomacy: Was the student able to work closely and critically with their peers in a productive manner: sharing ideas and guiding group research while compromising when needed. Could they deal constructively with the challenges of varying schedules and opinions?
3. Engaging diversity: Was the student able to examine diverse perspectives both in the research and in the small group? Did they critically explore diverse perspectives rather than dismiss them?
4. Gathering evidence: Did the student gather credible<sup>1</sup> evidence to support arguments? Were the arguments based on a balance between their own convictions and the arguments and evidence brought to the table by other credible sources: researchers, social movement voices, students, instructors, etc.

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<sup>1</sup> Credible evidence is defined by acceptable peer reviewed sociological sources of information: (1) peer reviewed social science journals; (2) respected journalists’ reports; (3) social science research driven books; and (4) from social activist and governmental sources (e.g. organization leaders, individuals and others involved in the social issue you are studying).



### Typical Week Plan:

- ***Mondays: Quotes-n-Questions & World Café session***
  - ***Tuesdays: Lecture and Image Analysis***
  - ***Wednesdays: Student Reading and News Presentations***
  - ***Thursdays: Recap and Quiz***
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### Important Notes:

I will gladly make accommodations for students with disabilities. Please make an appointment with me to discuss appropriate arrangements.

I truly encourage students to talk with me sometime early in the semester, especially if you are having trouble with the course. I expect all my students to do well, so if you are not doing well I want to help you get caught up. I can only help you if you come talk to me.

All students must do their own work. I will report any violations to the appropriate administrative department and they will be dealt with according to university policies.

### Campus Resources:

Writing and Reading Center, ATC 309, 864-5840

Tutorial Center, L47, 864-8485

Math/Science Tutorial Center, S43, 864-8683

Counseling Center, 2nd floor Student & Community Services Bldg., 864-5400

Transfer Center, 2nd floor Student & Community Services Bldg., 864-8841

Career Center, 2nd floor Student & Community Services Bldg., 864-5711

Disability Support Services, 1st floor Student & Community Services Bldg., 864-8753

Financial Aid, Lower level Campus Center, 864-8718

Health Services, Lower level Campus Center, 864-8732

Child Development Center, 864-8822

Extended Opportunity Programs and Services, Lower level Campus Center, 864-8950

Disabled Student Services: Student Community Services Building, Room 141. (408) 864-8753 or (408) 864-8748 (TTY for hearing impaired). Hours: Mon. 8 a.m.- 5 p.m.; Tues. & Wed. 8 a.m. - 7 p.m.; Fri. 8 a.m. - 4:30 p.m. Talk to me if you have unique learning needs ASAP.

Counseling Services: 2nd Floor, Room 201; Phone: 408.864.5400 Please take advantage of counseling services if you feel like talking to someone about any problems that affect your learning.

**Plagiarism** is not acceptable. You will be referred to the dean for disciplinary action if you use another person's writing in your papers without citing them explicitly.

**Plagiarism** is representing the work of someone else as your own.

- Incorporating the ideas, words, sentences, paragraphs, or parts of another person's writings, without giving appropriate credit, and representing the product as one's own
- Representing another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawings or sculptures as your own
- Submitting a paper purchased from a research or term paper service, including the internet
- Undocumented Web source usage.

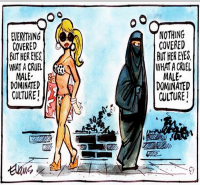

### Other Specific Examples of Academic Dishonesty


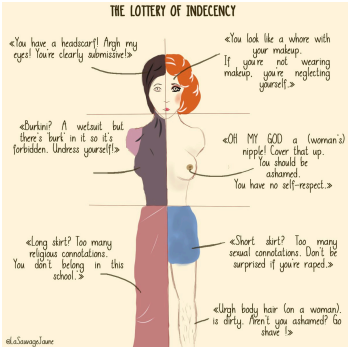

- Purposely allowing another student to copy from your paper during a test
- Giving homework, term paper or other academic work to another student to plagiarize



- Having another person submit any work in your name
- Lying to an instructor or college official to improve your grade
- Altering graded work after it has been returned, then submitting the work for re-grading
- Stealing tests
- Forging signatures on drop/add cards or other college documents
- Collaboration without permission of instructor.

Gaining unlawful or unauthorized access to college or district computers or servers.

Date	Topic	<b>Reading Schedule and Due Dates:</b> Important instructions on using this outline: Do all readings listed for each week before that week begins. Whichever readings listed for that week will be discussed throughout the current week starting Monday. All homework is due the date it is listed therefore, you must look ahead in the syllabus for upcoming due dates. Students are responsible for keeping track of due dates. No late work is accepted for full credit.
<b>Week 1</b>  Sept 26-29	<b>Course Introduction</b> <b>Big Question:</b>  How do I meet all the requirements for this course? What is 'self-care' and how is it maintained? How can 'self-care' improve my social relationships and college success?  What does it mean, to 'get in touch with your feminine/masculine side'? What are the anima and animus?	<b>Monday:</b> Introduction to the Course: Conceptual Foundations: Gender, representation, femininity and masculinity, and the Sociological Imagination  <b>Tuesday:</b> Syllabus Clarifications and Course Requirements; Explain Familias and World Café; Sign up for Readings; Do first <i>Image Analysis</i>  <b>Wednesday:</b> Self-care; Clip: TED Salone: " <a href="#">All it Takes is 10 Mindful Minutes</a> ", Andy Puddicombe (2012); clip: <a href="#">The Theory of Anima and Animus</a>  <b>Thursday:</b> examples of 'self-care' and <i>familias</i> discussion; discuss: " <a href="#">Dismantling the Animus</a> ," by Lyn Cowan (click the [title] link for the article)
<b>Week 2</b>  Oct 3-6  	<b>Big Question:</b> Is the very language we speak, structured in inequalities? How do we analyze these gendered, racialized, and classed meanings everyday human communication  <b>Key terms:</b> Sex Male-bodied and female-bodied Masculine Feminine gender Non-violent communication Needs-focused communication Under-representation Agency Hegemony	<b>Monday: Group Quotes-n-Questions World Café Session on</b> (see instructions above in 'Description of Major Assignments' section; Provide Two Quotes per reading* for this week; Covers all readings and the clip in this box for week 2):  1. "Introduction (p. 1-7) in <i>GENDER</i> by Wade and Ferree and 2. "Introduction: History, Reproduction, Hegemony and Relocation" in <i>Exploring Masculinities</i> by Pascoe & Tristan (choose 2 quotes from the Introduction); and one quote from a clip below)  <b>Tuesday:</b> Lecture and Image Analysis  <b>Wednesday:</b> Student News and Reading Presentations (see sign-up Sheet) Lecture on <a href="#">Compassionate Communication</a> (NVC): Need-focused communication  <b>Thursday:</b> Clip: <a href="#">The Mask You Live In</a> (2015) and Quiz Over Readings
<b>Week 3</b>  Oct 10-13   <p>"I don't mind you earning more money than I do, Gretchen, or driving a more expensive car, but do you have to bench press more than I do, too?"</p>	<b>Big Question:</b> How is growing up as a girl different from growing up as boy?  Choose research topic for Final Paper and Presentation  <b>Key terms:</b> Sexual dimorphism Learned differences Biological differences Sex-linked gene traits Sex-limited gene traits Sex-influenced gene traits Hormones Nature/nurture debate Naturalism vs culturalism Hormonal feedback loop Manliness vs. masculinity Masculinist	<b>Monday: Q-n-Q and World Café on:</b>  1. Ch 3 Bodies, in <i>GENDER</i> textbook by Wade and Ferree  2. "Historicizing Masculinities: An Introduction" p.37 in Pascoe & Tristan  <b>Tuesday:</b> Lecture and Image Analysis  <b>Wednesday:</b> Student Reading and News Presentations  <b>Thursday:</b> Clip: Ted Talk: Scott Turner Scofield: <a href="#">Ending Gender</a>

	<p>'self-made man' ideal masculine archetypes</p>	
<p><b>Week 4</b></p> <p>Oct 17-20</p> 	<p><b>Big Question:</b></p> <p>How do young men negotiate being marginalized by racialized policing and the hypermasculine expectations of men in a patriarchal society?</p> <p><b>Week 4 Key terms:</b>  White supremacy  Ideology  Metonym  Self-mastery  Synthesized masculinities  Identity as negotiation  Deficit theory of youth  Criminalization</p>	<p><b>Monday: Q-n-Q and World Café on:</b></p> <ol style="list-style-type: none"> <li>Ch 1 Remaking Manhood through Race and "Civilization" by Gail Bederman p. 50 in Pascoe &amp; Tristan</li> <li>Ch 11 "Synthesized Masculinities," in Pascoe &amp; Tristan and clip (below): World Café session</li> </ol> <p><b>Tuesday:</b> Lecture and Image Analysis</p> <p><b>Wednesday:</b> Student Reading and News Presentations</p> <p><b>Thursday:</b> <i>Film, Discussion and Written Reflection:</i> <a href="#">An Emasculating Truth</a>; Recap and Quiz</p>
<p><b>Week 5</b></p> <p>Oct 24-27</p> 	<p><b>Big Question:</b></p> <p>What is the media's role in (re-)defining gender? Do the ways the various human bodies we see 'performing identity' in the media shape our self-concept? Are women and men really the opposite of each other?</p> <p><b>Week 5 Key terms:</b>  Doing Gender  Gender binary  Gender as performative  Symbolic meaning system  Gender policing  Injection model of socialization  learning model of socialization</p>	<p><b>Monday: Q-n-Q and World Café on:</b></p> <ol style="list-style-type: none"> <li><b>Chapter 1 Ideas, p. 8-33;</b></li> <li><b>Chapter 4 Performances, p. 58-81</b></li> </ol> <p><b>Tuesday:</b> Lecture and Image Analysis</p> <p><b>Wednesday:</b> Student News Presentations</p> <p><b>Thursday:</b> Discuss:</p> <p>Film Clip 1: <a href="#">Judith Butler: Gender as Performativity</a></p> <p>Film Clip 2: Art Collective of <a href="#">'Sad Asian Girls'</a></p> <p>Week 5 Quiz: Gender Performance</p>
<p><b>Week 6</b></p> <p>Oct 31-Nov 3</p> <p><b>MIDTERM</b></p> 	<p><b>Big Question:</b></p> <p>How do various gendered people understand violence?</p> <p><b>Week 6 Key terms:</b>  embodiment (Ch 25)  masculine power, legitimacy and privilege (Ch 25)  'compulsory gender binarism' (Ch 25; p.356) vs.  'gender preference' (CH 25)  women's solidarity  cultural tensions  Transgender  Transphobic violence  Emasculation  Normative masculinity  Male privilege  Backlash  Misogyny</p>	<p><b>Monday: Q-n-Q and World Café on:</b></p> <ol style="list-style-type: none"> <li>Ch 25 "An Introduction to Female Masculinity," by J. Jack Halberstam p. 348 in Pascoe &amp; Tristan</li> <li>Ch 30 "Negotiating Vulnerability and Fear: Rethinking the Relationships Between Violence and Contemporary Masculinity," By M. J. Abelson p. 394 in Pascoe &amp; Tristan</li> </ol> <p><b>Tuesday:</b> Lecture and Image Analysis</p> <p><b>Wednesday:</b> Student Reading and News Presentations</p> <p><b>Thursday:</b> <i>Film and Discussion:</i> Jackson Katz: <a href="#">Backlash</a>; <b>Week 6 Quiz</b></p> <p><b>Thursday: MIDTERM EXAM; SCANTRON REQUIRED 882E</b></p>

<b>Week 7</b>  Nov 7-10	<b>Big Question:</b>  How does our gender designation shape how we express intimacy?  Does ethnicity shape one's social and intimate relationships?	<b>Monday: Q-n-Q and World Café on:</b>  “Ch 18 Masculinity Dilemmas: Sexuality and Intimacy Talk Among Christians and Goths,” by Amy C. Wilkins p. 258 in Pascoe & Tristan  <b>Tuesday:</b> Lecture and examples; Debate on Male Deficit Model  <b>Wednesday:</b> Student Reading and News Presentations  <b>Thursday: Activity:</b> Conducting Research Interviews about gender and relationships. Interview a classmate; <b>Thursday: Recap and Quiz</b>
<b>Week 8</b>  Nov 14-17	<b>Big Question:</b>  Week 8 Key Terms:	<b>Monday: Q-n-Q and World Café:</b>  <b>Tuesday:</b> Lecture and Image Analysis  <b>Wednesday: Student Presentations</b>  <b>Thursday:</b> In-Class Film: Makers: <i>Women Who Make America</i>  In-class Film clip: Gloria Steinem: <a href="#">Feminist Activist</a> (2014)  In-Class Film: Camille Paglia Interview: <a href="#">Feminism is Moribund</a> (2013)
<b>Week 9</b>  Nov 21-24	<b>Big Question:</b>	<b>Monday: Q-n-Q and World Café:</b>  Ch 4 Clothing and Gender in America: Children's Fashions, 1890-1920”, by Jo B. Paoletti in Pascoe & Tristan p. 89  <b>Tuesday:</b> Lecture and examples  <b>Wednesday:</b> Student Reading and News Presentations  <b>Thursday: Recap and Week 9 Quiz</b>
<b>Week 10</b>  Nov 28- Dec 1	<b>Big Question:</b>	<b>Final Group PowerPoint Research Presentations (note: some test questions will be based on student presentations so take notes):</b> Monday: <i>Familia</i> Group 1 Tuesday: <i>Familia</i> Group 2, 3 Wednesday: <i>Familia</i> Group 4 and <b>News Remaining Presentations*</b> Thursday: <i>Familia</i> Group 5, 6
<b>Week 11</b>  Dec 5-8	<b>Big Question:</b>	Final Research Presentations this week signup: Monday: <i>Familia</i> Group 7, 8 Tuesday: <i>Familia</i> Group 9, 10 Wednesday: <b>Spillover presentations and Final Exam and Paper Q/A</b> Thursday: <b>Spillover presentations and Final Exam and Paper Q/A; Course Assessment</b>
<b>Week 12</b>  Dec 10-16 is Finals Week	<b>FINAL EXAM TIME and DATE</b> <b>Location: Same Classroom, G-1</b>	SOC 28.1 (normally meets at 8:30am) FINAL EXAM, Wednesday, Dec 14, 7am-9am  SOC 28.2 (normally meets at 9:30am) FINAL EXAM, Tuesday, Dec 13 <sup>th</sup> , 9:15m-11:15am