

# Psychology of Gender

Lewis and Clark College, Spring 2008

Course 360

Thursdays 6pm – 9pm

JRHH 114

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**Office:** Room 235, Bio-Psych Building **Phone:** 768-7506  
**Website:** [www.lclark.edu/~jerusha](http://www.lclark.edu/~jerusha)

**Office Hours:** Tuesdays & Wednesdays 2 pm – 3:15 pm  
And by appointment Or stop by when my door is open

**Required Texts:**  
*Questions of Gender: Perspectives & Paradoxes* by Dina L. Anselmi and Anne L. Law  
*Taking Sides: Clashing Views in Gender, 3<sup>rd</sup> edition* by Jacquelyn W. White

## Course Description:

Welcome to Psychology of Gender! In this course you will explore contemporary scholarship on the psychology of gender. This course explores gender as a psychological construct and a situational variable that influences our experiences in a number of contexts. We will challenge the various methods used to study gender and evaluate research associated with specific, gender-related issues. This course will emphasize variability within sex and gender categories, including issues associated with culture, race, gender identity and sexual orientation. By addressing these issues both intellectually and personally, we will gain a better understanding of and appreciation for variation or diversity in our own and others' lives. In sum, this course is designed to give you a broad overview of the study of gender in psychology and to help you better understand what it means to approach gender studies as a psychologist. The class will consist mostly of discussion, small group work, debate, and demonstrations.

The required texts for this course are *Questions of Gender: Perspectives and Paradoxes* by Anselmi & Law and *Taking Sides: Clashing Views in Gender (3<sup>rd</sup> ed.)* by White. Both texts are based upon primary sources (i.e., journal articles and book chapters), written by the top researchers and academics in the field. This course will be a challenging one, and being a participant in this course *requires* that you complete all the readings in their entirety and attend every class.

## Course Goals:

My primary goals are to teach you how to ask and answer thoughtful questions about the major topics in psychology of gender and to help you develop an empirical approach to the often controversial and emotionally charged issues related to these topics. Many of the findings discussed in this course were obtained as a result of scientific research carried out by psychologists. However, there are many

questions yet to be studied. Join me in seeking answers to these questions and in recognizing some of the strengths and limitations associated with psychological research related to gender. Together, we have the opportunity to think critically about topics involving gender and to face the challenge of interpreting and applying some of our findings to real-life issues and problems.

### Office Hours:

I hope you will visit me in my office throughout the term. No appointment is necessary to see me during my office hours; simply stop by room 235 of the Bio-Psych building. If you would like to make an appointment for another time, please call me at x7506 or email me at [jerusha@lclark.edu](mailto:jerusha@lclark.edu).

### Course Policies:

**Preparation.** Class discussion, group projects, debates, and demonstrations will be used throughout the term to help you keep up with the material and to help assure that the concepts are clear. I expect you to be fully prepared for class each week. Full preparation includes not only keeping up with the reading, but also having spent time thinking *and writing* about the topic for the day in terms of its application to your own life and in terms of questions that you would like me (or your classmates) to answer.

**Participation.** Participation, through leading discussions, asking questions, and being involved in debates and demonstrations, is a *graded* requirement of this course. Active participation in class requires a safe and trusting environment. Therefore it is important for us to respect each other's views and comments, even if we disagree with them. I encourage debate and thought-provoking discussion, but it must be respectful and polite.

**Attendance.** Although I do not take attendance in this course, attending class is a prerequisite for meaningful participation. Most of your learning will come from discussions in class, so you cannot make up a missed class by simply copying notes from a classmate. If you must miss a class, please first obtain information about the missed class from your classmates. After you have gleaned what you can from your classmates, I will be happy to talk to you in more detail about the class you missed.

**Academic Integrity.** Academic integrity is an essential part of learning. Plagiarism, cheating, or the deliberate misrepresentation of information will result in failure of this course. Please avoid any behavior that may be reasonably viewed as suspicious. Remember that helping a classmate to cheat counts as cheating. If you have any questions about citation requirements or plagiarism boundaries, please see the instructor *before* you turn in your assignments. If you have any questions or concerns about academic honesty, please come see me or refer to your copy of Academic Integrity Policy and Procedures.

**Learning Disabilities.** Learning disabilities will be accommodated if the professor is notified in a timely fashion. It is the student's responsibility to have any learning disability documented at the Student Development Center and to inform the professor as soon as possible in the semester.

**Other.** All college policies govern this course. Please see the Student Handbook and Catalog for any issues not covered in this syllabus.

### Requirements and Grading:

Your course grade will be composed of class participation, weekly quizzes, journaling, a series of research-related assignments, and a final exam (presentation).

**Class Participation:** Psychology of gender is a discussion-oriented class, and as such, your involvement in our daily discussions is central to the mission of the course. Your class participation will be formally evaluated in three ways:

**(1) Involvement in Daily Discussions (15%):** I value very highly the different experiences and perspectives of each of you. I expect that you will keep up with the readings and that you will find opportunities to contribute to most every class. Small group work will sometimes take place during class time, and brief out-of-class assignments will sometimes be given for use in our daily discussions. All members of the class are responsible for completing these brief assignments *before class* and for actively contributing to the small group work and to the larger class discussions. At the end of the semester, I will evaluate how involved you were in daily

discussions, including the small group work and related brief assignments. This evaluation will contribute 15% to your final grade in the course.

**(2) Discussion Leader (20%):** Although I expect all students to contribute to every class discussion, each of you will have the opportunity to be a *Discussion Leader* on one class day. You will select the specific topic (and date) on the first day of class. Once you have chosen your topic and date, you can only make changes with the permission of the professor, usually by finding a classmate who would be willing to trade dates. The Discussion Leader position contributes 20% to your final grade in the course and comes with 5 central responsibilities:

**(a)** In class, **the week before** you are Discussion Leader, you will **bring in 27 copies** of a 3-5 page write-up that includes: (i) an outline of the reading(s) you are responsible for, (ii) a one-paragraph (single spaced) summary of the “take-home” messages of the reading, and (iii) 5-10 novel discussion questions that could be used when you help lead the discussion in the next class. Print out enough copies of your write-up so that every member of the class (and your professor) can have their own copy.

You also will **bring in 1 copy** (for the professor) of **2 quiz questions with an answer key**. The 2 questions (worth one point each) should address the most important concepts (in your opinion) from your discussion leader readings (yet the questions should go beyond the material summarized in your outline and take-home message). The two quiz questions should be multiple-choice and/or matching (rather than fill-in-the-blank or essay). If there is another discussion leader presenting (different) material on the same class day, you will combine your quiz questions with his/her quiz questions *prior to class*. The final question (worth 2 points) of each week’s quiz should be written as follows:

- To what extent did you complete the assigned reading for today?
- Read less than half or skimmed less than 90% of the assigned reading (0pts)
  - Skimmed most (90% or more) of the assigned readings (1/2pt)
  - Read with care at least half of the assigned reading (1pt)
  - Read with care most (90% or more) of the assigned reading (2pts)

*Note:* If you are combining your quiz questions with a classmate, there only needs to be one version of the question included above. The question would be listed fifth rather than third.

**(b)** On the day you are leading the discussion, you will **bring in 27 copies** of the quiz questions (3 questions if working alone; 5 questions if working with a classmate). Your classmates will take the quiz that you have designed, and you will grade and hand back their responses on the following class day (see “Leader Quizzes,” described below). If you are working with a classmate, the two of you will collaboratively grade the quiz before turning in scores to me.

**(c)** You will help guide the day’s discussion of the readings.

**(d)** You will complete and turn in a Discussion Leader Self-Evaluation Form on the subsequent class day. You also will EMAIL me a list of your classmates’ grades on your Leader Quiz (or, for those of you who give a quiz with a classmate, the students’ total score on your combined quiz).

**(e)** You will complete one “Question for Reflection” and one “Chapter Application” (of your choice) from the chapter that your readings came from. (Note: If your readings come from “Taking Sides,” please answer the Question for Reflection and Chapter Application from A&L relevant to that week’s topic. See Jerusha for clarification, if needed.) The Questions for Reflection and Chapter Applications come from the last page of each chapter in the A&L book. You should look at these questions *before* you do the readings. Your formal (type-written) responses are due exactly one week after your Discussion Leader day (the next class day). No late responses will be accepted.

**Ex:** If you were the Discussion Leader on February 21<sup>st</sup>, you would outline, summarize and provide discussion questions for A&L pages 111-139. You would bring 27 copies of your outline/summary sheet and one copy of your quiz and answer key to class with you on February 14<sup>th</sup>. You would bring in 27 copies of the Leader Quiz (combined with your classmate’s questions) and help lead the discussion on February 21<sup>st</sup>, and you would turn in your Self-Evaluation Form and EMAIL Jerusha the Leader Quiz grades by February 28<sup>th</sup>. You would find the relevant

Questions for Reflection and Chapter Applications on page 154 (the end of Chapter 3). (Note that you may need to take into consideration the readings that come immediately before or after the day that you are the Discussion Leader in order to complete the written part of this assignment.) Your responses to the A&L Question for Reflection and Chapter Application also would be due on February 28<sup>th</sup>.

**(3) Leader Quizzes (20%):** Because this seminar-style class depends so heavily on student discussion, careful and critical reading of the assigned chapters is very important. In order to evaluate whether or not you have completed the readings, your discussion leaders will give you a quiz at the start of every class day. The class will be divided into 2 sessions of roughly 80 min each, and on most class days there will be 2 discussion leaders. The discussion leaders will combine their questions into one quiz, and **the quiz will be given at the beginning of the class, so arriving on time is crucial.** Late-comers (even if you are just a few minutes late) have one opportunity during the semester to make up a missed quiz (which can be done during that day's break). Your lowest quiz grade (including absences or late arrivals) will be dropped from your final grade. Quizzes will be discussed in class and corrected by your discussion leader.

**Journals (10%):** You are required to complete one journal entry for each class day (i.e., one journal entry a week) related to that week's readings. Writing down your reactions to the readings in a journal is an invaluable way to become a more insightful reader, thinker, and discussion participant. As an added benefit, having critical comments on each of the readings will be helpful as you come up with potential topics for your Idea Paper (described below). Journals should be neatly hand-written on loose-leaf paper or typed (please type if your handwriting is at all messy!), and each entry should be about 3 pages long. Journals do not have to be written formally – using first person is fine. Having said that, recognize that while a few grammar problems/errors will not decrease your grade, more extensive problems will be reflected in a lowered score. Journals are not summaries of the readings, but consist of your reactions to the readings, reflecting your critical and active thinking. It is helpful to jot notes in the margins of the article/chapter while you are reading and to use these notes as a basis for writing your journal. This process of reflective reading and journal-writing will get easier as the course goes along.

Some examples of questions you could think about while reading include the following (in no particular order, and you won't write about each of these "thinking points" for every article or reading):

- What are the author's assumptions?  
Ex: *What is this author's perspective on evolutionary psychology?*
- Does the author provide good evidence for his/her assertions?  
Ex: *Is the author's statement "women and men communicate differently" supported by any research evidence?*
- If reading a pair of articles (a debate, such as in Taking Sides), does the 2nd article respond to the issues raised by the 1st article and vice versa? Ex: *I think the strongest arguments presented by the author who supports female circumcision because of its cultural context include...*
- How is the information in this article related to other material you've read?  
Ex: *This author's perspective on gay and bisexual relationships is contradicted by the study described by Kauth & Kalichman...*
- What questions remain unanswered by the article? Try to answer some of your own questions – doing so helps you to think more about the issues, even if your attempts at answers seem wrong.  
Ex: *What does the author mean by "androgyny"? She seems to mean a combination of the best male and female characteristics in some places, but in other places she implies that it's mostly the best male characteristics.*
- How does the information in this article challenge or support your own beliefs?  
Ex: *I felt angry when I read the author's view about welfare mothers. I think he completely minimizes the impact of situational pressures on the mother and her family and ignores the research described by Drescher, including...*
- What research ideas come to mind while reading this article?  
Ex: *I wonder whether anyone has tested how the media take into account cross-cultural variations in gender roles when they create persuasive advertisements. I would be particularly interested in...*

You are responsible for doing journals in response to every class day's readings. Clearly mark your journal entry with the date and the topic/page numbers of the readings you are focusing on. You are responsible for bringing in all of your journal entries every class day. (I recommend that you get a 3-ring binder for organizing your journal entries.) You are also responsible for filling out a Journal Log each week (which includes the name of the reading(s), chapter #, amount of time you spent journaling, and the overarching theme of your journal entry). On three unannounced occasions during the semester, I will collect your journal log. If you have thoroughly completed all assigned journals, you will receive a  $\sqrt{+}$  on your journal log. If you are missing 1 journal entry, you will receive a  $\sqrt{}$  on your journal log. If you are missing more than one entry, or if you are absent on the day I collect the journal log, you will receive a  $\sqrt{-}$  on your journal log. Please be aware that I may ask you for complete journal entries associated with the journals listed on your journal log, and if you are unable to find the complete entries, you will receive a 0 on the journal log.

At the end of the semester (**May 1<sup>st</sup>**), I will ask that you turn in your best journal to be graded along with a final journal log. A grade of  $\sqrt{+}$  on your "best" journal entry indicates that you have made a number of excellent and insightful observations, asked thoughtful questions, and made novel connections with other readings, research ideas, or class discussions. A score of  $\sqrt{}$  indicates good observations and insights, interesting observations, and some novel ideas. A score of  $\sqrt{-}$  indicates that you have merely summarized the readings and offered virtually no critical insights. You will be assigned a 0 if you do not turn in your journal entry on the assigned day.

**Research-Related Assignments:** This course relies very heavily on psychological research, and I expect all of you to become excellent consumers and evaluators of scientific research on topics involving gender. To truly immerse yourself in the psychological study of gender, it will be important to come up with ideas for novel research. However, not everyone will be interested in actually carrying out the research ideas that they come up with. Therefore, I have designed two potential "tracks" that you can choose to pursue in this class. The more rigorous track is the Research Track. In this track (described in detail below), students can earn *up to* an "A" as their final grade in the course, and they will be expected to carry out a study (individually or in groups) on a gender-related topic during the semester. The less rigorous track is the Idea Track. Students in this track (also described in detail below) do not carry out actual research, and because they are doing less work than those in the Research Track, they can earn *up to* a B+ as their final grade in the course. It is up to you to choose which track you'd like to pursue, but this choice must be made by **March 13<sup>th</sup>**.

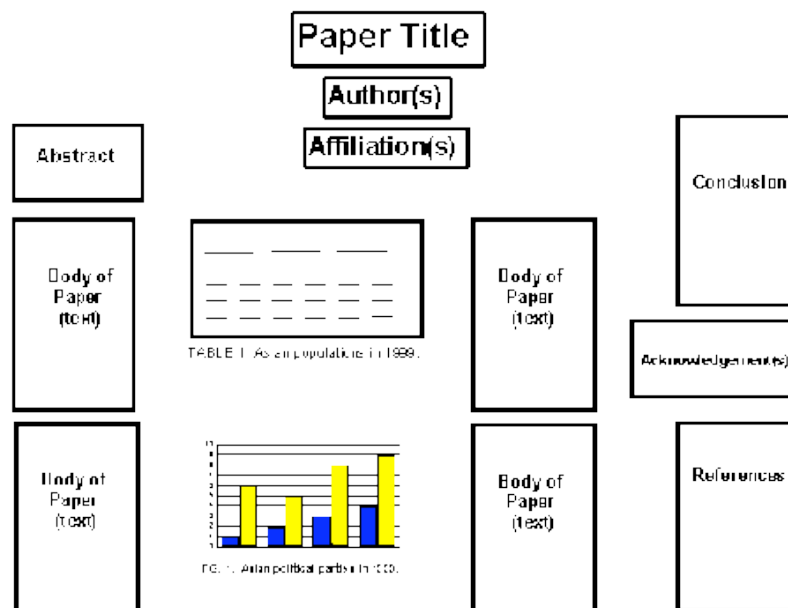
**(1) Research Track:** Students in the Research Track will complete 4 assignments.

- **Idea Paper (Due March 13<sup>th</sup>)** – The Idea Paper is an opportunity for you to do some creative hypothesis generation related to the psychological study of gender issues. This paper is not a formal research proposal. Instead, it is a structured way for you to look into an idea for future research in greater detail. The idea paper contributes 15% to your final grade. You will write a brief but concise paper (4 to 5 pages plus a reference section) that addresses each of the following questions in a thoughtful fashion:
  1. What observations and/or sources for ideas did you consider?
  2. What general phenomenon related to the psychology of gender emerged as your focus?
  3. What do A&L and/or Taking Sides have to say about this phenomenon and/or your initial considerations? (Use the table of contents and index!)
  4. What does the scientific literature say about your initial considerations? Locate and read two primary articles related to your hypothesis. To locate these articles, you will use PsychInfo, the American Psychological Association's comprehensive database (available online and at campus terminals via Watzek Library's academic databases). Each of your articles must report at least one original empirical study (i.e., they cannot be strictly review articles).
  5. How did you transform these considerations into a creative hypothesis?
  6. What, specifically, is your hypothesis? That is, what question are you asking, what prediction are you making, and why?
  7. Finally, why is your hypothesis important?

- **Application for Research** – Your second assignment is to create a testable hypothesis (perhaps based on the idea paper) and to write-up an application for review of a research project (details about this part of the assignment will be given out mid-semester). In brief, the application for review of a research project that you will complete is modeled after the formal Human Subjects Committee application that is used on campus. In the application for research, you will provide an informed consent form, a first-person scenario of what happens in the study (from the participant's perspective), and copies of all the measures and manipulations that you will be using. The type-written application for research contributes 5% to your final grade and is due **no later than April 10<sup>th</sup>**. Early submission of the Application for Research is encouraged.

The research project that you propose can be a correlational (questionnaire-based) study or an experimental study. Regardless of the design, you must come up with a clear-cut, testable hypothesis. You are strongly encouraged to work in groups of 2 or 3 people (although you may work individually) for this and subsequent stages of the research project. You will need to choose your group members (if any) on your own and come to a consensus as to what hypothesis related to gender you would like to test. I encourage you to set up a time to meet with me well before the typewritten application for research is due. You must let me know whether you are working individually or in a group by **March 20<sup>th</sup>**.

- **Data Collection and Analysis** – Here's the fun part of the assignment! Put your research idea into action by actually collecting and analyzing the data. Be sure to plan ahead so that you allot enough time to collect your data, enter it into a data analysis program, analyze the data, make sense of the results, and create your poster (see below). There is no written assignment or formal due-date associated with this stage of the project. It is up to you to keep on top of the project.
- **Poster Presentation (Final Exam, May 8<sup>th</sup>, 6pm – 9pm)** – The data that you collect and analyze will be presented as a poster during the final exam period. The poster presentation will contribute 15% to your final grade. If you are working as a team, each person must contribute to the design and construction of the poster and to the verbal presentation of the poster to the class. A detailed discussion of how to create a poster can be found at <http://www.lcsc.edu/ss150/posterhow.htm>. In brief, a poster is essentially your research paper presented on a poster board. Along with an abstract and written text, you can also present graphs, drawings, and pictures. We will talk more about the requirements for a poster later in the semester. In the mean time, here is a rough depiction of a poster:



**(2) Idea Track:** Students in the Idea Track will complete 2 assignments.

- **Idea Paper (March 13<sup>th</sup>)** – The Idea Paper is an opportunity for you to do some creative hypothesis generation related to the psychological study of gender issues. This paper is not a formal research proposal. Instead, it is a structured way for you to look into an idea for future research in greater detail. The idea paper will contribute 20% to your final grade. You will write a brief but concise paper (4 to 5 pages plus a reference section) that addresses each of the following questions in a thoughtful fashion:
  1. What observations and/or sources for ideas did you consider?
  2. What general phenomenon related to the psychology of gender emerged as your focus?
  3. What do A&L and/or Taking Sides have to say about this phenomenon and/or your initial considerations? (Use the table of contents and index!)
  4. What does the scientific literature say about your initial considerations? Locate and read two primary articles related to your hypothesis. To locate these articles, you will use PsychInfo, the American Psychological Association's comprehensive database (available online and at campus terminals via Watzek Library's academic databases). Each of your articles must report at least one original empirical study (i.e., they cannot be strictly review articles).
  5. How did you transform these considerations into a creative hypothesis?
  6. What, specifically, is your hypothesis? That is, what question are you asking, what prediction are you making, and why?
  7. Finally, why is your hypothesis important?
  
- **Idea Presentation (Final Exam, May 8<sup>th</sup>, 6pm – 9pm)** - Your presentation will be a verbal discussion of the ideas you came up with for your Idea Paper. You are encouraged to use visual aids (e.g., overheads, handouts) but your presentation need not be as extensive as the poster presentation in the research track. The idea presentation contributes 15% to your final grade.

**Final Exam:** Your final exam includes poster and idea presentations (as described above) that will take place during final exam week on **May 8<sup>th</sup> (6pm – 9pm)**. The presentation that you give during the final exam period will contribute 15% to your final grade in the course. [Note: If you are unable to attend the final exam period because of extenuating circumstances, you will be required to write a 10-page literature review of a topic within psychology of gender. The professor must approve your paper topic before you write it, and the paper must be turned in no later than December 19<sup>th</sup> at 6pm.]

**Research Track** – If you are in the Research Track, you will be giving a poster presentation, as described above, to the class. If you are working as a team, each person must contribute to the design of the poster and to the verbal presentation of the poster to the class.

**Idea Track** – If you are in the Idea Track, your presentation will be a verbal discussion of the ideas you came up with for your Idea Paper, as described above. You are encouraged to use visual aids (e.g., overheads, handouts) but your presentation need not be as extensive as the poster presentation in the research track.

## Grading Scale:

Receiving 80-85% on any given project or presentation is average for this kind of upper-division course. A final grade between 80-89% reflects work that is normally done thoughtfully and thoroughly by advanced students. Final grades of 90-100% are only earned by students who consistently do outstanding work, make unique contributions, and show an unusually strong commitment to being active participants in the learning experience.

**Research Track** – The following scale will be used to compute your final grade if you choose to do the idea paper, research project and poster presentation:

<b>A- or A</b>	90-100%	<b>B- B or B+</b>	80-89%	<b>C- C or C+</b>	70-79%	<b>D or D+</b>	62-69%	<b>F</b>	0-61%
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**Idea Track** – The following scale will be used to compute your final grade if you choose to do the idea paper and presentation, but not the research project and poster presentation:

<b>B- B or B+</b>	86-100%	<b>C or C+</b>	72-85%	<b>D+</b>	68-69%	<b>F</b>	0-61%
		<b>C-</b>	70-71%	<b>D</b>	62-67%		

## Basis of Evaluation:

**Research Track** – Your final grade for the course will be based on the following:

Daily Discussions:	15%
Discussion Leader:	20%
Daily Quizzes:	20%
Journals:	10%
Idea Paper:	15%
Application for Research:	5%
Final Exam, Poster Presentation:	15%

**TOTAL = 100%**

**Idea Track** – Your final grade for the course will be based on the following:

Daily Discussions:	15%
Discussion Leader:	20%
Daily Quizzes:	20%
Journals:	10%
Idea Paper:	20%
Final Exam, Idea Presentation:	15%

**TOTAL = 100%**



# Course Schedule:

DATE	Tentative Topic	Readings (Due Date)	Assignments (Due Date)
<b>Day 1</b> 24 Jan	Welcome & Introduction to Psychology of Gender		
	Questions of Definition <i>Defining Sex and Gender</i>	Syllabus; A&L pp.1-23	Handout <i>Psychology of Women Quarterly</i>
<b>Day 2</b> <b>*30 Jan*</b>	Sex and Gender: Dichotomy or Continuum? <i>Defining Sex and Gender</i>	A&L pp.24-35 TS pp.1-13	Journal Entries ( <i>Weekly</i> ) <b>Wed night class!</b>
	Review of Research Methods <i>Studying Gender</i>	<i>Psychology of Women Quarterly</i>	[Temporary schedule change for <i>Focus the Nation</i> ; also note that we <b>do not</b> have class on 2/7.]
<b>Day 3</b> 14 Feb	Feminist Approaches to Studying Gender <i>Studying Gender</i>	A&L pp.47-75	
	Should Psychologists Study Sex Differences? <i>Studying Gender</i>	A&L pp.89-109 TS pp.182-205	
<b>Day 4</b> 21 Feb	Gender Identity & the Biological Bases of Gender <i>Biology and Gender</i>	A&L pp.111-139 TS pp. 14-32	Handout <i>Paul reading</i>
	Watch Video ( <i>Sex Unknown</i> )		
<b>Day 5</b> 28 Feb	The Cultural Construction of Gender <i>Gender and Culture</i>	A&L pp.155-169 E. Paul (handout)	
	Culture and Variations in Gender Roles <i>Gender and Culture</i>	A&L pp.179-194 and pp.216-219	Handout <i>Idea Paper Assignment</i>
<b>Day 6</b> 6 March	Gender Roles and Stereotypes <i>Gender Roles</i>	A&L pp.195-215	
	Gender Roles, Stereotypes, and Discrimination <i>Gender Roles</i>	A&L pp.220-246	
<b>Day 7</b> 13 March	Gender Identity Development <i>Gender Identity</i>	A&L pp.247-274	<b>Idea Paper Due</b> (Choose your Track)
	Gender Role Segregation <i>Gender Identity</i>	A&L pp.275-306	Peer Review of Idea Paper  Handout <i>Application for Research</i>

<b>Day 8</b> 20 March	Gender and Sexual Behavior <i>Gender and Sexuality</i>  Watch Video ( <i>Castro</i> )	A&L pp.307-344; TS pp.339-358;	<b>Revised Idea Paper Due</b>  <b>Research Track:</b> <b>Choose your groups</b>  Handout <i>Bem Article</i>
<b>Day 9</b> 3 April	Sexual Orientation, Sexuality, and Relationships <i>Gender and Sexuality</i>	A&L pp.345-355; TS pp.150-165; Bem article	
	Gender in a Social Context <i>Gendered Behavior</i>	A&L pp.357-389	
<b>Day 10</b> 10 April	Gender and Violence <i>Gendered Behavior and Society</i>  Begin Video ( <i>Bowling for Columbine</i> )	A&L pp.390-405; A&L pp.642-663; TS pp.33-53	<b>Research Track:</b> <b>Research App Due</b>  Present Research Ideas  Handout <i>TBA Reading</i>
<b>Day 11</b> 17 April	Finish Video ( <i>Bowling for Columbine</i> )  Gender, Work, and (In)equality <i>Gender and Power</i>	A&L pp.593-628; TBA (handout)	Handout <i>Romantic Partner Assignment</i>
<b>Day 12</b> 24 April	The Paradox of Relationships <i>Gender and Relationships</i>	A&L pp.483-505	Romantic Partner Assignment Due
	Relationships and Communication <i>Gender and Relationships</i>	A&L pp.505-532	Handout <i>TBA Reading</i>
<b>Day 13</b> 1 May	The Family and the Home <i>Gender and Family</i>	A&L pp.533-550; A&L pp.582-591	
	Mothering and Fathering <i>Gender and Family</i>	A&L pp.569-581; TBA (handout)	<b>Best Journal Entry &amp; Final Journal Log Due</b>
<b>8 May</b>	<b>FINAL EXAM (6pm – 9pm)</b>		<b><u>Both Tracks:</u></b> <b>Presentations</b>