

SOCIOLOGY OF GENDER / SOC 423 & WS 442

Spring Term 2010

Kathryn Ward

Tuesday & Thursday

Office: 3430 Faner Hall

12:35-1:50p.m.

Office Hours: 2:15-5 pm Tuesday-Wednesday-Thursday or by appointment ; *informal hours backroom, Longbranch Coffeehouse, on Fridays 2:00-4:00, but check first*

Email: [kbward@siu.edu](mailto:kbward@siu.edu)

Phone: 453-7626 (my office) 453-2494 (Soc. Main Office, you can leave a message here)

If you lose syllabus: go to the class google group <http://groups.google.com/group/gender423-442-spring-2010> and/or [www.siu.edu/~socio](http://www.siu.edu/~socio)

Graduate Assistant: Ms. Elaina Behounek, Faner 4339, Office hours: Tues:2-5, Wed: 11-2- email: [ebehoune@siu.edu](mailto:ebehoune@siu.edu) (no phone owing to budget cuts)

**“If you have come to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together.” (1990s, Australian Aboriginal Group).**

Objectives: This course is designed for advanced undergraduate and graduate students seeking to expand knowledge of current theory and research in Sociology of Gender. The course will provide an updated overview of sociological research on the intersection of gender, race, class, sexuality, (dis)-abilities and location in contemporary America and the global economy with particular emphasis on women and men of color. Students will have the opportunity to develop skills in several areas: traditional scholarly research and writing skills, applied work, and personal reflection.

The course will use lectures, class discussions, films, and guest speakers to examine various facets of gender roles, theories to explain gender differences, implication of gender issues for sociological research, gender roles in specific subareas such as family and work, and change strategies related to gender, race, class, and sexuality issues. Students will also take responsibility for leading discussions and being prepared for class through readings and active participation. A number of paperback books are strongly recommended for purchase, since we will read nearly all their contents. Others are recommended. The course also relies on social media on-line readings, websites, and videos. On the following syllabus, an asterisk (\*) designates a recommended reading; all other readings are required. You are expected to have read the assigned materials before coming to class each day; lectures and discussions will presume a familiarity with assigned materials.

Since much of the class does depend on discussion and participation, you will be penalized for absences in excess of four classes (at least one grade reduction) and more than six class sessions during the term, e.g. you will fail the class. There may be slight modifications of the schedule and/or syllabus during the term, so be certain to check with a classmate if it is necessary for you to miss class. **TURN CELL PHONES AND OTHER RELATED ITEMS OFF! (NO BUZZ OR VIBRATE)**

Ground Rules for the Course:

1. Acknowledge that racism, sexism, classism, homophobia, and ethnocentrism exist.
2. Acknowledge that one of the meanings of racism/sexism/homophobia is that we have been systematically taught misinformation about our own group and especially members of other groups.
3. We cannot be blamed for the misinformation we have learned, but we will be held responsible for repeating misinformation after we have learned otherwise.
4. Victims are not to be blamed for their oppression.
5. We will assume that people are always doing the best they can.
6. We will actively pursue information about our own groups and those of others.

7. We will share information about our groups with other members of the class and we will never demean, devalue, or in any way "put down" people for their experiences.
8. We each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls, which prohibit group cooperation and group gain.
9. We want to create a safe atmosphere for open discussion. Thus, at times, members of the class may wish to make a comment that they do not want repeated outside the classroom. If so, the student will preface his or her remarks with a request and the class will agree not to repeat the remarks.

\*\*Ground rules by Lynn Weber, Women's Studies, University of South Carolina, Columbia, SC. Previously at Center for Research on Women, University of Memphis, Memphis, TN 38152

Grading System: This course will use a modified contract grading system. Part of your grade will be computed from criteria established by me. Two-thirds of your grade will be determined by a take-home midterm exam (50 pts), a take-home final exam (50 pts), short response papers (TBA 20-30 points), service learning-outreach (20 points) and SELF ASSESSMENT (10pts) and attendance and class participation over materials and leading discussions. The midterm and second test are weighted equally. Do your own work, see section on plagiarism in the following paragraphs. This includes no unattributed citation of course texts-materials. In each case you will have one week to complete an essay-style exam (typed, double-spaced, and 12 pt font). Your final grade will be computed by dividing your **total** number of points by the **total possible points** for the class to yield a percentage. I will assign final grades as follows: 90-100%=A; 80-89%=B; 70-79%=C; 60-69%=D; <59%=F. Thus, your grade depends on your total number of points rather than letter grades on individual assignments.

The remaining portion of your grade (50 pts) will be computed from your performance on an assignment to be contracted between you and me. Students enter courses with a variety of legitimate learning goals: sharpening traditional scholarly skills in research and writing; improving skills in applying knowledge to real-world settings; exploring personal orientations on issues related to the course. This contract grading system requires that you assume a portion of the responsibility for defining those goals and designing assignments useful in reaching them.

The pages following the readings outline a number of types of assignments, which may be undertaken for credit as a part of this course. They are meant to be suggestive rather than definitive; if you have ideas for other useful assignments, please discuss them with me.

By the end of the second week of class I would like for you to have prepared a written tentative contract of written and service work you would like to complete. We then will set up for early the following week brief appointments so that I can discuss your contract with you individually. Once we agree on an assignment you will complete during the term, we will make modifications only by mutual agreement. An outline bibliography of your paper or first set of reviews/papers is due 15 February. Your project rough draft is due April 3. Do your best effort on this draft and your final project. All final projects must be turned in by May 4<sup>st</sup> if they are to receive credit. Otherwise, I expect you to turn in your work (papers, exams, short assignments) when due. Do not wait until May 4st to turn your work in for the first time!!!!!!

Also you may use a variety of resources in your assignments-exams, in particular, your contracted work. However, your work must be properly cited and referenced. No WIKIPEDIA! If you use more than three words from a document, article, textbook or paper, you need to use quote marks and cite the page and source. If you have a close paraphrase, you should also provide this information as well. If you use materials from a web page, you need to give me the complete citation and date accessed so that I can access the web-site. Since web pages and sites change and/or disappear, I strongly urge you to save or print a copy of the web material that

you have cited. Get and use a memory key and/or email yourself any written work-drafts to avoid computer malfunctions and bad luck.

However, I encourage you to use the web and search engines wisely, for example, gathering citations from reputable scholarly journals or government institutions rather than just someone's personal web page or a series of newspaper articles from regional papers. For any bibliography and the finished project, I require equal numbers of references to mostly scholarly journals and books than to popular magazines, websites, and newspapers. When you hand in your bibliography, I will let you know what references are acceptable and unacceptable. If I find that you have used unattributed materials from any source (webpages, journal, newspaper, or other kinds of articles, personal web pages, paper mills) or have purposely mis-cited a web address, this will be grounds for a failing grade on your assignment and possibly the class. If you have questions, stop by my office or call me at the office (453-7626).

**Class behavior-interaction:** This class will involve active listening and note-taking. I do NOT use Blackboard or make class outlines available; instead, I use Google to upload class materials, handouts, articles, and information of interest. This saves paper-environment as well as funds given SIUC's budget cuts. Hence, if you miss class, you should consult other class members for notes, etc.

In class, I expect you to actively listen and take note. You forget class information after 24 hours, and lectures will not always repeat readings and vice-a-versa. I understand that many class topics will elicit responses. NO side-talk with seat mates when I am lecturing and/or a classmate is speaking. If you do not understand something, ask me. Or make your comments-questions to class: others might have the same questions or thoughts. I've discovered that side-talk is disruptive to your seatmates and the class (as well as disrespectful to me and/or speaker). Many students' note-taking and grades have suffered because they have missed important information. If your side talk is disruptive, I may move you and/or tell you to leave class. You will lose that day of class attendance.

In class, set your cell phones to silent and you can check them after class. If they are repetitively disruptive I might take your phone and return after class (especially if your ring tone is better than mine). No texting or facebooking. Finally, please do your reading-studying for other classes, newspapers, and bestsellers elsewhere.

This is PLAGIARISM: if I find that you have directly used any materials without proper citation (source, page number, and quotation marks), such as parts of articles or whole papers, you will receive a failing grade on your paper and fail the course. I do not accept "inadvertent" explanations b/c Plagiarism has been defined, explained, and reinforced now and during the class. If you have any questions about these issues, just ask.

Student Self –Assessment (Due the last week of class, 4 May) : I think I have earned a(n) \_\_ in this class. Please provide a one page rationale of your assessment. Re-read the goals and course requirements and include such items as the grades on directed writing assignments, midterm, improvement in writing, your capacity for integration and reflection on the material presented, your participation in class discussions, your success at reading material in advance of each class session, and any other information that you think is relevant. DO NOT include how much time you spent outside of class reading and/or writing. (10 points).

***One final note re class-consumption of food-liquids:*** I strongly encourage you to consider what you buy-consume-drink-dispose before and after class. Are the containers reuseable-recyclable? If so, recycle them after class. If not, think about bringing reuseable mugs-cups. Are you drinking bottled water and/or soda? Think about this and if so, recycle your bottle-can. I would like to see very little recyclable materials and non-recyclable materials in the trash after class. Last but not least, as your mother has probably told you, use the restroom before you come to class.

I have set up a **Google group account** for the class to post more current news- materials and messages....more websites, blog links, materials, syllabus, and assignments will be posted there instead of paper handouts. I suggest that you download a copy of the syllabus because it will contain many hotlinks (clickable links to class materials). You can read them on-line or download to memory key. You should set your email preference so at least you get emails once per day when items are posted. Also please post your picture and/or avatar so we can learn who is who! <http://groups.google.com/group/gender423-442-spring-2010>

***Emergency Procedures.*** Southern Illinois University Carbondale is committed to providing a safe and health environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT's website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Safety's website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down), and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

#### Required (all paperback)

Margaret Andersen and Patricia Hill Collins, *Race, Class, and Gender* (RCG) 7<sup>th</sup> edition

Joane Nagel, *Race, Ethnicity, and Sexuality* (RES)

#### Recommended (all paperback)

Buikema and Tuin, *Doing Gender in Media, Art, and Culture* Routledge

Carol McCann and Seung-Kyun Kim, *Feminist Theory Reader* 2<sup>nd</sup> ed. Routledge (FTR)

### **TENTATIVE READINGS AND ASSIGNMENTS (Which I may change so ask a classmate if you miss class)**

#### **Week 1 19-21 January -- Introduction and Overview of Contemporary Gender Roles.**

Nagel, *Race, Ethnicity, and Sexuality* (RES), intro

\* <[http://www.salon.com/mwt/broadsheet/2009/02/27/women\\_s\\_work/index.html](http://www.salon.com/mwt/broadsheet/2009/02/27/women_s_work/index.html)> (recession survival tips)

\*\*<[http://www.salon.com/mwt/broadsheet/feature/2009/02/27/women\\_of\\_wall\\_...](http://www.salon.com/mwt/broadsheet/feature/2009/02/27/women_of_wall_...)>then after women do more of/on their own, what happens to the workers in our houses, gardens, service industries when they have fewer jobs and/or less income from their already minimal income?

<http://www.npr.org/templates/story/story.php?storyId=101056790>

\* <[http://www.salon.com/mwt/feature/2009/02/25/thrift\\_levine/index.html](http://www.salon.com/mwt/feature/2009/02/25/thrift_levine/index.html)>

(thrift religion money)

\*Alice Walker, "Definition of womanist", (MFMS).

See also: Marilyn Davis, "Made in Bangladesh" Perspectives, fall 2005,

[http://www.siu.edu/~perspect/05\\_fall/05\\_fall.pdf](http://www.siu.edu/~perspect/05_fall/05_fall.pdf)

See [www.narjibon.com](http://www.narjibon.com) and [www.siu.edu/~narjibon](http://www.siu.edu/~narjibon)

**Week 2 & 3 26-28 January, 2 Feb-- Sociological Research on Sex, Gender and Difference Issues. Personal history assignment and e-mail address (due on 26 January).**

Peggy McIntosh, "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies," (RCG)

Anderson & Collins, Race, Class & Gender RCG

<http://uncultured.com/2008/07/25/what-would-kathy-do/>

<http://uncultured.com/2008/06/23/rhetoric-reading-and-reflection/>

<http://pagolnari.blogspot.com/2008/08/nari-jibon-project-and-its-bloggers.html>

What Gender Are You exercise?

\*Patricia Hill Collins, *Black Feminist Thought* (2<sup>nd</sup> ed), chapters 2, 11.

\*Joey Sprague: *Feminist Methodologies for Critical Researchers*

\*Reskin, Barbara. 1988. "Bringing the men back in." *Gender & Society* 2:58-81.

\* Ann DuCille, "The Occult of True Black Womanhood." Pp 81-119 in *Skin Trade* or in *Signs* Vol. 13. Spring 1993

\*Baca Zinn, et al, "The Costs of Exclusionary Practices in Women's Studies." in *Signs*

**Weeks 3-6: 4-25 February—Constructing-Educating Difference**

U.S. in the World <http://www.prb.org/> Download the world population data sheet (PDF file).

*Video Race the Power of An Illusion*

*15 Feb Reaction Paper 21 Feb*

[http://www.pbs.org/race/000\\_General/000\\_00-Home.htm](http://www.pbs.org/race/000_General/000_00-Home.htm)

“White Girl’? A Dialogue on Race”<http://seattletimes.nwsources.com/whitegirl/index.html>

“Black Like I Thought I Was” [Erin Aubry Kaplan, LA Weekly](http://www.alternet.org/story/16917/) <http://www.alternet.org/story/16917/>  
<http://withoutsanctuary.org/main.html>

African American Lives, Part 2

Nagel (RES), chps 2-4

Andersen and Collins Race, Class & Gender (RCG)

<http://www.mclight.com/>

<http://www.mclight.com/slideshow.html>

Moldova, price of sex, [http://www.pbs.org/frontlineworld/flash\\_point/001moldova/](http://www.pbs.org/frontlineworld/flash_point/001moldova/)

Make Trade Fair-Oxfam, TRADING AWAY OUR RIGHTS: Women working in global supply chains,  
<http://maketradeair.com/en/index.php?file=06022004174047.htm>

Assignment Where do your fruit and vegetables come from in Carbondale?(and don't tell me Wal-Mart). What are the pesticides and risks? Go to a grocery store and find out where your oranges, grapes, apples, bananas, strawberries, and one other vegetable come from.

Global exchange [www.globalexchange.org](http://www.globalexchange.org)

### **Week 7 & 8, March 2- 11 -- De/constructing Identities** **—Video—**

#### **Gender Bending Exercise**

Andersen and Collins Race, Class & Gender (RCG),

Suzanna Danuta Walters, "From Here to Queer: Radical Feminism, PostModernism, and the Lesbian Menace) " *Signs* 21(4): 830-869. 1996. (also in Feminist Theory Reader)

[South African Runner Will Keep Gold Medal : NPR](#)

*EVELYN BLACKWOOD “TRANSNATIONAL SEXUALITIES IN ONE PLACE Indonesian Readings*  
 “ GENDER & SOCIETY, Vol. 19 No. 2, April 2005 221-242

\*Marilyn Frye, "Willful Virgin or Do You Have to Be A Lesbian to Be A Feminist?" Pp. 124-137 in Marilyn Frye, *Willful Virgin*. 1992. (Reading room or reserve)

### **M I D T E R M---March 2-11**

**Week 8 & 9, 16-25 March** **Reproduction, Contraception, Abortion, Mothering, Fathering.**

**Video: Reaction paper**

**Walk to Beautiful”**

<http://www.pbs.org/wgbh/nova/beautiful/women.html>

Andersen and Collins Race, Class & Gender (RCG),

\*Bonnie Thornton Dill, "Our Mothers' Grief: Racial Ethnic Women and the Maintenance of Families," (RCG)

Nagel Chap 5

[Questions Couples Should Ask \(Or Wish They Had\) Before Marrying - New Yo...](#)

[Graphic: States That Allow Same-Sex Marriage Vs. States That Allow Marri...](#)

[Gay Marriage: Rise in Decade - ABC News](#)

[Baby Boom of Mixed Children Tests South Korea - NYTimes.com](#)

[Interracial couple denied marriage license in La. - Salon.com](#)

### **Week 10 March 30-April 1-- Gender, Family, and Work Roles—**

Andersen and Collins Race, Class & Gender (RCG),  
Nagel Chapt 6

**Video: Violence in Congo Movie shown in class**

[Global Voices Online » Guinea: In the aftermath of a massacre](#)

**Research on the web: what is the current situation in the Congo? What has changed? Stayed the same?**

**Directed Response Assignment**

[The Female Factor - In Germany, a Tradition Falls, and Women Rise - Series - NYTimes.com](#)

**Domestic Violence?** <http://www.hotpeachpages.net/>

[LaVena Johnson: Murdered By Her Colleagues, Ignored By The Army](#)

[Op-Ed Columnist - The Great Shame - NYTimes.com](#)

[Sexual Assaults, Inadequate Healthcare Among Spate of Issues Facing Wome...](#)

See also Researcher Laura Agustin's blog site: Border Thinking [http://www.nodo50.org/Laura\\_Agustin](http://www.nodo50.org/Laura_Agustin) (many downloadable articles) (also her new book, (2007) [Sex at the Margins: Migration, Labour Markets and the Rescue Industry](#). London: Zed Books.

Kathryn Ward, "Reconceptualizing World-System Theory to Include Women."  
In Paula England (ed.) [Theory on Gender/Feminism on Theory](#). 1993.

\*John D'Emilio, "Capitalism and Gay Identity." Pp. 467-478 in Henry Abelove, et al (eds.), [The Lesbian and Gay Studies Reader](#) . 1993.

\*Hartmann, Heidi. 1976. "Capitalism, patriarchy, and job segregation by sex." [Signs](#) 1:137-69. (in Feminist Theory reader)

**Week 11 April 6-8-- Intimate Relationships, Cross-sex/gender and Same sex/gender.  
Rough draft of Paper/Project Due 12 April**

Andersen and Collins Race, Class & Gender (RCG),  
Nagel (RES) 6,7

[Gay, straight or MSM? - Unheard Voice](#)

[Mary Roach Compares Homosexual and Heterosexual Sex | Mary Roach | Big T...](#)

[Americans' Role Seen in Uganda Anti-Gay Push - NYTimes.com](#)

[Rachel Maddow Demolishes Therapist Who Claims He Can Make Her Straight l...](#)

[South African Runner Will Keep Gold Medal : NPR](#)

[consults.blogs.nytimes.com/2009/10/05/when-the-bully-targets-the-gay-kid/](http://consults.blogs.nytimes.com/2009/10/05/when-the-bully-targets-the-gay-kid/)

**Marilyn Frye**, "Lesbian 'Sex'". Pp.109-119 in Marilyn Frye, *Willful Virgin*. 1992.

\*Margaret Abraham *Speaking the Unspeakable*

\*Rich, "Compulsory Heterosexuality and Lesbian Experience," in *Signs*, 1978.

**Week 13 April 13-15 The Feminist Movement; Toward Change.**

Nagel (RES) Chapt. 8

Andersen and Collins Race, Class & Gender (RCG),

[The Fight for Equality: A Look at the State of the Gay Rights Movement](#)

**Naila Kabeer** 2001 "Conflicts over Credit: Re-Evaluating the Empowerment Potential of Loans to Women in Rural Bangladesh." *World Development* 29: 63-84.

Jana, Smarajit , Nandinee Bandyopadhyay, Mrinal Kanti Dutta, and Amitrajit Saha. 2002. "A tale of two cities: shifting the paradigm of anti-trafficking programmes." *Gender and Development* 10:69-79.

Reshmi Chowdhury 2006, "OUTSIDERS" AND IDENTITY RECONSTRUCTION IN THE SEX WORKERS' MOVEMENT IN BANGLADESH, *Sociological Spectrum*, 26: 335-357

What are the reports' sources of data? US government trafficking in persons website:

<http://www.state.gov/g/tip/rls/tiprpt/2006/>

\*R. Ray and A. C. Korteweg "WOMEN'S MOVEMENTS IN THE THIRD WORLD: Identity, Mobilization, and Autonomy" *Annu. Rev. Sociol.* 1999. 25:47-71

**Week 15-16 April 20-29-- Transformation/Theory  
All revisions due by 4 May (not first drafts!!!!)**

Nagel, chapter 9

Andersen and Collins Race, Class & Gender (RCG), chapters

**Second exam Thursday, May 10, 3:10pm!!!!**



SUGGESTED ASSIGNMENTS (ALL REQUIRE WRITTEN CONTRACT WITH WARD AND SOME OTHER ARRANGMENTS)

1. Major research paper. You may write a library or original-research paper (15-20 pp.; **references beyond assigned readings in class**). Any data collection method is acceptable (content analysis, survey, intensive interview, etc.) but must be well applied and appropriate to the topic. Papers must be typed, double-spaced, 12 pt font. Both print and digital copy submitted. Please clear topics with me ahead of time. Examples of possible topics: minority women in professional roles; shared job arrangements (Graduate students are encouraged to select this option and to aim toward producing a paper submittable to a professional meeting.)
2. Short paper. You may write four (4) more limited, tightly focused papers on a topic covered in class or related to gender. Short papers can either be written from materials assigned for reading in class, or supplemented by a few additional readings. They may be comments on commentaries on readings assigned, syntheses of two or more pieces; comments on current events linking them to issues discussed in class; newspaper "editorial" type pieces commenting on policy issues and the like. Where can you publish these pieces? Newspaper, blog, zine? These should run 4-8 pp. with topics cleared with me in advance. They should be typed and have references beyond the class materials.
3. Book Reviews. You may read three to four books (beyond assigned materials, although recommended readings are okay) and write a critical book review relating content to perspectives developed in class. You also may do a sociological analysis of a literary work. By that I mean analyze a literary work according to what it tells you about society and social relationships among key characters, rather than for its literary qualities. I will give lists of several suggested titles, or you can clear alternatives with me. Look at Contemporary Sociology for examples of the form of the review. Each review must contain (a) concise book summary (b) your reactions to book (c) how the book relates to the class content and discussions.
4. Film Critiques. You may view four films (commercially distributed, student film series, Learning Resource list, Big Muddy Film Festival, etc.) or a television program or series related to the content of the course, and then write a critical review. You may not do this for films to be shown as a part of this course, however. Critiques and commentaries should run 4-8 typed pages. Each review must contain (a) concise movie summary (b) your reactions to movie (c) how the movie relates to the class content and discussions.
5. Action/Service project. (if this for your larger project): Volunteer and document your activities on local, state or global action-research-advocacy-community project. Develop a brochure, website, film, interviews, public meetings in collaboration with an ongoing project with local Women's or community centers, Women's Studies, a campaign, and/or related groups dealing with issues of race, gender, sexuality, global issues, etc. Documentation would include a diary of activities, references beyond the class readings, and photos, articles, clippings, and/or other indicators of your involvement and impact. Must have a written contract with Ward and your project staff. For service project...less documentation, but must have contract with Ward...could include actions such as going through advocate training at Women's Center (starts 26 January), tutoring & gardening (in english) at the Migrant Technology Center in Cobden, "I can read & tutoring) at Erma Hayes Center", Boys and Girls Club, VAW awareness in your local group/living area/friends, getting involve with Sisters in Southern and/or Progressive Masculinities meetings on Thursday nights, Sociology Club, auditioning for/performing in Vagina Monologues or related production, other ideas?
6. Now what are you going to do with the Sociology (etc) degree, Women's Studies certificate? Research and develop a plan on how you are going to use your book knowledge and wisdom from your classes, degrees, and life experience in your future career and life. This could include travel and work in activist or state

organizations-institutions, volunteer and travel abroad, and so forth. You should provide a written narrative and diary of your research and plans with materials (books, articles, websites, visits etc) beyond class materials.

7. Your own creative idea: a performance, photos, poems. A written narrative and diary of your creative activities with references must accompany this project.

### **Soc423/WS442 Sociology of Gender Personal Herstory/History Assignment**

**Due January 26**

Please provide your email address on the top of your paper with your name. The purpose of this assignment is to get you to start thinking about your life and intellectual experiences with gender, race, class, sexuality, religion, globalization, and as resident of your region of the world. There are no right or wrong answers. You will turn in your typed answers in class on Tuesday, January 23. Answer the questions on additional sheets of paper. Also please use correct spelling and grammar.

1. When were you first aware that there was such a thing as differences in gender, race, class, region, and sexuality? How old were you? How did you tell? Was this in a rural or urban setting? What country?
2. How many brothers and sisters do you have? Did you notice your parents treating you any differently as you grew up? Preschool age, grade school age, high school, and college, adult (real world)?
3. What types of messages did you receive about gender, race, class, and cultural-religious roles from your schooling? Differences in sports, classes, guidance counselors etc?
4. What kinds of messages did you get about your proper gender, race, sexuality, and religious-cultural roles as you entered adolescence and puberty? Did your friends change? Did you have any friends from other countries?
5. How do you see yourself as different from white ethnic western women (men)? How do you see yourself as the same as white ethnic western women (men)?
6. What types of messages have you received about gender, race, class, religion-culture and sexuality from the media, for example, TV, movies, commercials, internet?
7. Is it possible for women (men) to combine having a family and a career? In other words, have it all? (Why aren't men asked this question???) How have your thoughts/actions on this matter shaped your career and fertility decisions?
8. How do you deal with family or friends who make obviously sexist, racist, and ethnocentric remarks? How do you deal with men (women) who make obviously sexually and racially (and ethnocentric) harassing remarks? On the street? Classroom? Workplace?
9. How many languages do you speak, read, understand?
10. How many countries have you visited beyond the country of your birthplace? Where? When? Experiences?
11. Check out the labels on the clothes that you are wearing today. Where did they come from? Where did you buy them? Did you eat any fruits today? Where did they come from and where did you buy them?