

# **SOCIOLOGY OF GENDER (SOC K211) *Rob Koegel***

Office Hours: by appointment

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**I. Course Description:** This course will analyze what it means to be male or female in past and present societies, in the U.S. and around the world. We will explore topics such as the transformation of gender roles; the impact of gender in the workplace, politics, media, military, family, and intimate relationships with lovers and friends; on sexual orientation and homophobia; the causes and effects of rape and intimate partner violence; and the global struggle for human rights of women and gays. A central aspect of this course will be studying the interrelationships – the intersections – of gender, sexual orientation, social class, and race and ethnicity.

Throughout the semester, we will constantly explore two questions: What assumptions do **you** have about gender, gender differences and gender inequality? How do sociologists think about and analyze these issues?

This course is based on the assumption that learning, at its best, opens minds, changes lives, and is fun. Instead of analyzing abstract ideas that are often hard to relate to, we will constantly connect the issues we explore to your questions, beliefs, and dreams.

**II. Learning Objectives:** At the end of this course, you should be able to:

- Use current sociological theories to understand the differences in the *upbringing* – what sociologists call “socialization” – and expectations for and treatment of males and females in our personal lives and key *institutions* that shape the quality of our lives – such as the family, schools, workplace, politics, and the media;
- Critically assess sociological concepts and theories about gender, gender differences, gender inequality, and gender related violence;
- Critically analyze widespread, deeply embedded, taken-for-granted gender stereotypes and gender myths;
- Draw on the sociological imagination to think critically about gender differences, gender inequality, and gender myths on campus, in your homes, communities, mass media, workplace, politics, etc.;
- Open up dialogues about gender differences, gender inequality, gender myths, and gender violence with peers, family, co-workers, and neighbors; and
- Explain, sociologically, the obstacles to confronting gender-related stereotypes and discrimination, and becoming more effective change agents.

**III. REQUIRED BOOKS** [please bring assigned book into class when we meet; if you buy a Kindle book, it's your responsibility to find what pages we're reading when we read excerpts from a chapter]

- Michael Kimmel: Guyland: The Perilous World Where Boys Become Men Harper Perennial; (October 13, 2009) **ISBN-10:** 0060831359  
Ruth Sidel: On Her Own: Growing Up In The Shadow of the American Dream Penguin Books; (January 1, 1991) **ISBN-10:** 0140146709 – this book is not available at our bookstore but can be purchased through Amazon or by going to: <http://www.directtextbook.com/isbn/9780140146707> – **will be using it in two weeks**
- Lyn Brown: Girlfighting: Betrayal and Rejection Among Girls NYU Press (March 1, 2005) **ISBN-10:** 0814799515
- Lisa Wade and Myra Ferree: Gender: Ideas, Interactions, and Institutions W. W. Norton & Company (October 15, 2014) **ISBN-10:** 0393931072
- Several films to be rented online that, combined, will cost about \$10.

#### IV. COURSE EXPECTATIONS

My goal is to maximize your learning. I will do everything I can to create a safe, supportive, enjoyable learning community. If you have any questions or any difficulty with the course, please speak to me or email me. I love teaching and it gives me great pleasure to support students.

The foremost aim of this course is to encourage you to think for yourself. This involves several steps:

(1) Identifying what you were taught as you grew up: by your family, friends, neighbors, teachers, mass media, social media, religious leaders, politicians; (2) figuring out what you presently believe and value; and (3) seeing if your actions are in integrity with your core beliefs and values. Put simply, I want this course to be as meaningful as possible.

The following expectations apply equally to you, the student, and to me, the instructor:

- We come to our course prepared to fulfill our responsibilities. For me, this means mastering the materials I assign, preparing thought provoking learning activities, creating a safe, supportive learning environment; facilitating meaningful discussions, and responding promptly to your questions and assignments – within 48 hours.
- For you, this means taking the readings, films, and assignments seriously, thinking about the issues they raise, and responding to them with an open mind and engaged spirit. I take learning very seriously and hope you will too.
- I expect you to read the emails that I send you as soon as you comfortably can and definitely before our next class meeting (I encourage you to use the App that allows you to have your Three Rivers emails automatically sent to your preferred email account).
- We respect each other. Regardless of what we think or how strongly we feel, I expect each of us to speak without attack or judgment. I will do all I can to create a safe space that invites and supports meaningful, deeply reflective dialogue. But I cannot do this by myself. Building a safe space and supportive community is a collective, not an individual, endeavor: it takes all of us to accomplish.
- During class, we will devote our full attention to the task at hand during our scheduled class time. This means not reading extracurricular materials and **turning off cell phones and any other electronic equipment (including laptops)**. **I TAKE THIS VERY SERIOUSLY** and will ask anyone who does not respect this rule to leave for the remainder of the class period (*please let me know if you are a parent, are in the midst of a family emergency, have a loved one who is sick, etc. and need to have your cell phone on; the same goes for using a laptop*).
- I will not tolerate disruptive behavior in the classroom. A student who in any way impairs the learning of any other member of our class will receive one warning. If the behavior continues, I will ask the student to leave the classroom for the remainder of the class. Upon returning for the following class, if the disruptive behavior continues, I will notify college officials and disciplinary action will take place.
- Many educators stress critical thinking. I fully agree that it's important to question the ideas that we are taught and/or exposed to, I also believe that it's important to engage in what I think of as appreciative thinking. This is precisely what we will do in this class.

**V. GRADES:** There will be 3 parts of your course grade.

<u>Final essay</u>	<u>100 points</u>
<u>Weekly Assignment</u>	<u>100 points</u>
<u>Participation</u>	<u>100 points</u>
TOTAL	300 points (I will divide by 3)

1. To receive credit for a weekly assignment, you need to **bring in a TYPED copy to class** (*I will NOT accept assignments that are handwritten or emailed to me before or after the class meets*). **I will grade them on CONTENT – on your ability to understand and apply the insights from the assigned materials – and on spelling, grammar, and punctuation.**

Since the assignments are **worth 33.33% of your final grade**, anyone who wants to get a good grade will submit work that is strong in CONTENT and accurate in FORM. This is a college course and I EXPECT CORRECT SPELLING, GRAMMAR, AND PUNCTUATION. I will lower your grade if your writing has a lot of spelling, grammatical, and/or punctuation errors.

Before you hand in your assignment, I strongly encourage you to (a) write your response on your computer so that you can use spell check, (b) carefully read and reread it (doing so out loud can be very helpful, and (c) work with the Writing Center if you need support for your writing.

**LATE ASSIGNMENTS:** You can hand in TWO assignments late without penalty if you submit them no more than SEVEN days after the due date. I will not accept a THIRD late assignment.

2. Final Essay: The final essay will give you an opportunity to integrate what we studied during the semester (more information will be provided).
3. Participation in Class: Our class will be more rewarding (and much more fun) if students do the readings, share their ideas, and listen with open minds. To help make this happen, each class you'll hand in a few typed paragraphs that respond to questions I ask or briefly discuss questions you have and points you want to discuss. Your participation grade will reflect (a) how often and thoughtful your written and verbal responses are, (b) how you pay attention to other class members, (c) how you respect other students when they speak, and (d) how regularly you attend class (see first paragraph on next page for more information on this).

I teach because I want to make a difference in students' lives. I've learned a great deal by discussing ideas with other people, and I suspect that the same is true for you. This is why I take our discussions very seriously and hope you will do the same. While I will talk a lot, the class will be discussion based, constantly connecting to and building on your questions, experiences, and beliefs.

I'm on your side! As I see it, my job is to set up this course so that you can learn a lot, enjoy what you're doing, and get a great grade. Your "job" (as a student) is to engage with the materials and to learn as much as you can.

If you want a good grade, the best way to do this is to show me that you've thought about, understood, and applied the ideas developed in the readings/films/talks in your assignments, class participation, and in your final essay. Some teachers seem to get pleasure in handing out low grades. I am delighted when students get excellent grades because it means that they have done good work and learned a great deal.

4. If you do not complete all the required work by the end of the term, you'll receive a grade based on the work you submitted. An incomplete is not a given and must be agreed upon by myself as the instructor and you as the student. An incomplete form must be filled out and signed by both of us before the semester ends.

*At the end of the semester your final grade will be based on:*

LETTER GRADE	APPROXIMATE % EQUIVALENT
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79

C	73-77
C-	70-72
D+	67-69
D	60-66
F	<59

**PLEASE REMEMBER:** You are writing for a college course, not the social media.

It is important that you always use professional language, full sentence structure, and the full spelling of each word (do not abbreviate). This is important for college and, perhaps, for your future career path. Since many of you are used to writing in shorthand, you need to pay attention to what and how you write – and use spell check!

**VI. ATTENDANCE POLICY:** You clearly cannot participate in a class that you do not attend. You also cannot learn as much because much of the material for this class will be covered through lectures and discussions that will deepen your understanding of the readings.

You may miss *TWO CLASSES* (for personal reasons or because of illness, family/work emergencies, or "car trouble"). After two absences, your points for participation will be lowered five points for each additional absence. **IT'S YOUR RESPONSIBILITY TO EMAIL ME BEFORE ANY CLASS YOU WILL MISS!**

I expect you to come to class on time. I know that "stuff" happens and will give you some slack. If you are more than 5 minutes late, each lateness will count as an absence after the first two times you are late.

**VII. ACADEMIC INTEGRITY:** Three Rivers College takes cheating very seriously. Any student caught cheating or plagiarizing (copying someone's work without giving the author acknowledgement) will get a zero for the weekly assignment and/or the final essay. The college administration will determine if there will be further course of action. Since the final essay is a worth 50% of your final grade, plagiarizing on it will result in you failing this course.

Please familiarize yourself with the conventions for citing sources of ideas and quotes because lack of familiarity with "the rules" can lead to inadvertent plagiarism.

**Promoting Academic Integrity at Three Rivers** *Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor (anyone wanting more information about academic integrity at Three Rivers will find it at the following link:*

<http://www.threerivers.edu/about/policies/academic-integrity/>

**VIII. CLASS CANCELLATION:** Please be sure to check your emails for class cancellation, especially when there is snow or hazardous driving condition (since I live in and commute from VT, it is especially important that you check your emails before going to class).

**IX. DIGICATION:** As a student, you will maintain an online learning portfolio using a college-designed template in Digication. This electronic tool will give you the opportunity to monitor your own growth in college-wide learning. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. Student work that is reviewed for assessment purposes will not include names and all student work will remain private and anonymous for college improvement purposes.

**X. LEARNING ACCOMMODATIONS:** Please contact me if you have specific needs due to a learning disability. Academic accommodations will not be made without proper documentation.

## **XI. NON-DISCRIMINATION POLICY**

Three Rivers Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning or physical disability, sexual orientation, gender identity and expression, or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the basis of veteran status or criminal records. The following office handles inquiries regarding the non-discrimination policies:

### **TITLE IX COORDINATOR**

Three Rivers Community College  
574 New London Turnpike  
Norwich, CT 06360  
860-215-9208

## **XII. SEXUAL MISCONDUCT POLICY**

*BOARD OF REGENTS FOR HIGHER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY*

### **Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:**

"The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence."

### **UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:**

"Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient's educational programs and activities."

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact Edward A. Derr, the Diversity Officer and Title IX Coordinator:

Edward A. Derr  
Title IX Coordinator and Diversity Officer  
Admissions Welcome Center \* Office A116  
574 New London Turnpike, Norwich CT 06360  
860.215.9255 \* [EDerr@trcc.commnet.edu](mailto:EDerr@trcc.commnet.edu)

**If you need immediate, confidential assistance, please call the Sexual Assault Crisis Center of Eastern Connecticut hotline at 860-437-7766.**

**XIII. TECHNOLOGY** can be very temperamental, especially when you have a deadline. I encourage you to leave extra time so that if [read: when!] there is an unexpected technological snafu, you do not miss a deadline or stress yourself. You may want to frequently save an essay or discussion post you are working on so you don't end up having to rewrite the entire thing if there is a technological problem and you unexpectedly lose it.

**XIV. TENTATIVE SCHEDULE (SUBJECT TO CHANGE): DISCUSS WHY STUDENTS WANT TO BUY BOOKS AS SOON AS THEY CAN**  
**PLEASE READ AND WATCH ASSIGNED MATERIALS IN ORDER LISTED**

**1/19 INTRODUCTION TO COURSE: LET THE LEARNING BEGIN!**  
**REVIEW AND DISCUSS SYLLABUS**  
**WATCH IN CLASS:** Clip from "Invictus"

**1/26 UNDERSTANDING OUR ENGENDERED SPECIES**  
**REQUIRED READINGS:**

*Holt*: "The Mental Model" (read pages 13 – 25 of attached PDF on Content Section of Blackboard)  
*Wade and Ferree*: Gender, Chapter 1: "Introduction" and Chapter 2: "Ideas" and Chapter 3: "Bodies" – and then answer questions listed on content section of Blackboard and **bring in a TYPED copy to our 2/2 class**  
**WATCH IN CLASS:** "A Class Divided"

**2/2 THE CONSEQUENCE OF GENDER MYTHS AND STEREOTYPES**  
**REQUIRED READINGS:**

Hawkesworth: "Social Consequences of Gender Misconceptions" (read pages 47 – top of 52 of attached file)  
Brown: GIRLFIGHTING, pages 20 – 35 (from section called "Living La Vida Mickey to end of chapter)  
Capodilupo's "Gender Microaggressions" from Microaggressions and Marginality, edited by Sue (read pages 193 – middle of 198 AND pages 202 – top of 210 of attached PDF)

**WATCH BEFORE CLASS:** 00:00 -- to 54:14 of "Miss Representation" free at Netflix or rent for \$1.99 at <https://www.youtube.com/watch?v=FZYpAuUzDhU>

**WATCH BEFORE CLASS:** "The dangerous ways ads see women" | Jean Kilbourne | TEDxLafayetteCollege at <https://www.youtube.com/watch?v=Uy8yLaoWybk>

**REQUIRED READING:** Can't Buy My Love: How Advertising Changes the Way We Think and Feel, Chapter 6: "The More You Subtract, The More You Add: Cutting Girls Down To Size" (see attached file)

**WATCH IN CLASS:** "The Strength To Resist: Media's Impact on Women and Girls"

**RECOMMENDED BUT NOT REQUIRED:** Pozner: "Bitches and Morons and Skanks, Oh My" from Reality Bites Back: The Guilty Pleasures of Reality TV (see attached PDF)

**2/9 CAN WOMEN HAVE IT ALL? WOMEN & THE AMERICAN DREAM**  
**REQUIRED READINGS:**

*Sidel*: On Her Own, Introduction, Chapter 1: "The New American Dreamers" and Chapter 2: "The Neotraditionalists" and Chapter 3: "The Outsiders"

*Mosle*: "Giving All Women Access To The American Dream" at <https://www.aspeninstitute.org/blog-posts/shriver-report-a-womans-nation-pushes-back-from-the-brink-anne-mosle-ascend/>

**WATCH IN CLASS:** First Part of "Equal Means Equal"



## ***2/16 WELCOME TO GUYLAND: IT'S ALL GOOD! ..... OR IS IT?***

### **REQUIRED READINGS:**

*Kivel:* "The Act Like A Man Box" (see attached PDF)

*Kimmel:* *Guyland*, Ch. 1: "Welcome to Guyland" and Ch. 2: "'What's The Rush?' Guyland As A New Stage Of Development" and Ch. 3: pages 44 – middle of 64 of "'Bros Before Hos': The Guy Code" (if reading this on Kindle, stop at section called "Our Guys") and Ch. 7: "Boys And Their Toys: Guyland's Media"

**WATCH IN CLASS:** "Mask You Live In" "The Bro Code"

**HIGHLY RECOMMENDED BUT NOT REQUIRED:** Terrence Real: *The Trouble With Men* (1997)

<https://www.youtube.com/watch?v=-bWOcawxbfI&t=42s>

## ***2/23 WELCOME TO GIRLLAND: THE CHALLENGE OF GROWING UP FEMALE IN A SEXIST SOCIETY***

### **REQUIRED READING:**

*Brown:* *GIRLFIGHTING*, pages 86 – 174 (begin at section "Living the Performance" in Chapter 3: "Playing It Like A Girl" and Chapter 4: "Dancing Through The Minefield: The Middle School Years" and Chapter 5: "Patrolling the Borders: High School")

**RECOMMENDED BUT NOT REQUIRED:** *Brown:* *GIRLFIGHTING*, "Introduction" and Chapter 1: "Reading the Culture of Girlfighting"

**WATCH IN CLASS:** "Sext Up KIDS: How Children are Becoming Hypersexualized"

**WATCH IN CLASS:** "Beyond Killing Us Softly: The Strength To Resist"

## ***3/2 THE HIDDEN COST OF THE TRADITIONAL MALE ROLE***

**WATCH:** Kimmel: "Why Gender Equality Is Good For Everyone – Men Included" at <https://www.youtube.com/watch?v=7n9IOH0NvyY>

### **REQUIRED READINGS:**

Sandborn: Chapter 1: "Patriarchy's Price" from *Becoming a Kind Father* (see attached PDF on Blackboard)

Holloway: "Toxic Masculinity Is Killing Men: The Roots of Men and Trauma" at

<http://www.alternet.org/gender/masculinity-killing-men-roots-men-and-trauma>

Real: Chapter 5: "Perpetuating Masculinity" from *I Don't Want To Talk About It: Overcoming the Secret Legacy of Male Depression* (see attached PDF)

Dr. Nerdlove: "The Danger of What Happens When Toxic Masculinity Fails Men" at

<http://everydayfeminism.com/2016/05/when-masculinity-fails-men/>

Kevin Powell: "Letter To A Young Man" at

<http://www.utne.com/community/kevin-powell-letter-to-a-young-man-zl0z16uzsau>

Powell: "Why One Activist Thinks We Need A Men's Movement at

<http://www.cnn.com/2015/10/19/living/mens-movement-kevin-powell-feat/>

Koegel: "Healing the Wounds of Masculinity" (see attached PDF on Blackboard)

Thompson: "A New Vision of Masculinity" at

[http://ascd.com/ASCD/pdf/journals/ed\\_lead/el\\_198512\\_thompson.pdf](http://ascd.com/ASCD/pdf/journals/ed_lead/el_198512_thompson.pdf)

Messner: "The Seven P's of Men's Aggression" (see attached PDF on Blackboard)

### **RECOMMENDED BUT NOT REQUIRED**

**WATCH:** Katz: "Violence Against Women – It's A Men's Issue at

[https://www.ted.com/talks/jackson\\_katz\\_violence\\_against\\_women\\_it\\_s\\_a\\_men\\_s\\_issue](https://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue)

**WATCH:** Tomas Agnemo: "It starts with me - Why men should engage for

Gender Equality! || TEDxBaselWomen at

<https://www.youtube.com/watch?v=dYso9DAbAw>

### **3/9 SEXUAL ORIENTATION AND GENDER JUSTICE**

**WATCH BEFORE CLASS:** 00:00 – 60:00 of TRUTH ABOUT JANE at the following link:

<https://www.youtube.com/watch?v=R4buEWuQmyo>

#### **REQUIRED READINGS:**

Homophobic Bullying” (see attached file)

Koegel: “You’ve Got To Be Carefully Taught” (see attached file)

Koegel: “If Americans Believe in Liberty and Justice For All, Then Isn’t Homophobia Unjust?”

**WATCH IN CLASS** 3 minute video clip/song: “Don’t Laugh At Me” at

<https://www.youtube.com/watch?v=ziLiIPViM2E>

**WATCH IN CLASS** “Think Before You Speak” (2 very short public service announcements

**FIRST:** <https://www.youtube.com/watch?v=7uIK3EIyJHM>

**SECOND** [https://video.search.yahoo.com/yhs/search?fr=yhs-iry-fullyhosted\\_011&hsimp=yhs-](https://video.search.yahoo.com/yhs/search?fr=yhs-iry-fullyhosted_011&hsimp=yhs-fullyhosted_011&hspar=iry&p=wanda+sykes+that%27s+so+gay#id=1&vid=fb8074bd3fc56152fbe685067a73a9f6&action=click)

[fullyhosted\\_011&hspar=iry&p=wanda+sykes+that%27s+so+gay#id=1&vid=fb8074bd3fc56152fbe685067a73a9f6&action=click](https://video.search.yahoo.com/yhs/search?fr=yhs-iry-fullyhosted_011&hsimp=yhs-fullyhosted_011&hspar=iry&p=wanda+sykes+that%27s+so+gay#id=1&vid=fb8074bd3fc56152fbe685067a73a9f6&action=click)

**WATCH IN CLASS:** 60:00 – 90:00 of TRUTH ABOUT JANE at the following link:

<https://www.youtube.com/watch?v=R4buEWuQmyo>

John Oliver on homophobia and wedding cakes

### **3/16 NO CLASS: SPRING VACATION**

### **3/23 GENDER EQUALITY: THE MYTHS AND THE REALITY**

#### **WATCH BEFORE CLASS:**

**DAILY SHOW:** The Future of the Gender Wage Gap” at

<https://www.youtube.com/watch?v=9wrXwHt9KAY>

The Daily Show - American Soccer's Gender Wage Gap

[https://www.youtube.com/watch?v=x9GqWoy6\\_\\_s](https://www.youtube.com/watch?v=x9GqWoy6__s)

#### **REQUIRED READINGS:**

“Gender Wage Gap” (see attached PDF)

Johnson: excerpt from The Gender Knot: Unraveling Our Patriarchal Legacy (see attached PDF)

Wade and Ferree: Chapter 12: “Work” and Chapter 7: “Women and Femininity”

Burk: “Vanishing Money Trick” (see attached PDF)

**WATCH:** “The Fairer Sex” – Part 1 at <https://www.youtube.com/watch?v=NhVOdsWI88U&t=10s> and

Part 2 at <https://www.youtube.com/watch?v=iA3vGtMctUU&t=30s>

**READ:** Antonison: “Why Watching “The Fairer Sex” Astonished Me” (see attached 1 page PDF)

**WATCH IN CLASS:** “Equal Means Equal”

### **3/30 INTIMATE PARTNER ABUSE: THE CAUSES AND EFFECTS**

#### **REQUIRED READING:**

Murray: excerpts from But I Love Him (see attached PDF)

Stephen Leveque: “Dating Abuse: Why I Disagree With Many of Murray’s Conclusions” (see attached PDF)

Hooks: “Ending Violence” from Feminism Is For Everyone (see attached PDF)

Bersaglio: “50 Shades of Abuse: 10 Signs of Unhealthy Relationships a la Christain Grey” at:

[http://everydayfeminism.com/2015/03/50-shades-of-abuse-10-signs-of-unhealthy-relationships-a-la-christain-grey/#at\\_pco=smlwn-1.0&at\\_si=586ef51c2a9dad54&at\\_ab=per-2&at\\_pos=0&at\\_tot=1](http://everydayfeminism.com/2015/03/50-shades-of-abuse-10-signs-of-unhealthy-relationships-a-la-christain-grey/#at_pco=smlwn-1.0&at_si=586ef51c2a9dad54&at_ab=per-2&at_pos=0&at_tot=1)

Anonymous: “Three Reasons You Wouldn’t Believe That My Ex- Abused Me – And Why They All Mean You Should” at: <http://everydayfeminism.com/2016/08/why-you-wouldnt-believe-i-was-abused/>



Kilbourne: Can't Buy My Love: How Advertising Changes the Way We Think and Feel, Chapter 12: "Two Ways A Woman Can Get Hurt: Advertising and Violence" (see attached PDF)

Jones and Schechter: "If This Is Love, Why Do I Feel So Bad" from When Love goes Wrong: What To Do When You Can't Do Anything Right" (see attached PDF)

Friedersdorf: "Police Have A Much Bigger Problem With Domestic Abuse Than NFL Does"

<http://www.theatlantic.com/national/archive/2014/09/police-officers-who-hit-their-wives-or-girlfriends/380329/>

**RECOMMENDED BUT NOT REQUIRED READING:**

Wetendorf: Excerpt from Crossing the Threshold: Female Officers and Police-Perpetuated Domestic Violence  
**WATCH BEFORE CLASS:**

Powerful film about identifying and leaving an abusive relationship called "Mine" at

<http://everydayfeminism.com/2014/10/abusive-relationship-healing-poetry/>

Intimate Partner Violence Video by 5 College Students at: <https://www.youtube.com/watch?v=7nF3qjgIBPg>

Alicia: "Intimate Partner Violence" (2 minutes) at <https://www.youtube.com/watch?v=4F-bXGvi7Fo>

Katz: "Violence Against Women – It's A Men's Issue at

[https://www.ted.com/talks/jackson\\_katz\\_violence\\_against\\_women\\_it\\_s\\_a\\_men\\_s\\_issue](https://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue)

"The Aha! Moment: Being a 'Good Guy' Is Not Enough" (see attached PDF on Blackboard)

**WATCH IN CLASS:** "No One Would Tell" at <https://www.youtube.com/watch?v=zO4FzyXYEug>

<http://www.cnn.com/2015/10/19/living/mens-movement-kevin-powell-feat/>

## ***4/6 THE GENDERED FAMILY: WHY DO MOST HUSBANDS HELP WITH, BUT NOT SHARE, CHILD-CARE, CLEANING, AND COOKING?***

**REQUIRED WATCHING:**

"Team Second Shift" at <https://www.youtube.com/watch?v=IH6X2m38Blg>

Kimmel: "Why Gender Equality Is Good For Everyone – Men Included" at

[https://www.youtube.com/results?search\\_query=kimmel+gender+equality](https://www.youtube.com/results?search_query=kimmel+gender+equality)

Anne-Marie Slaughter: Can We All "Have It All"? .... at <https://www.youtube.com/watch?v=tH5iEf9oxaI>

**REQUIRED READINGS:**

*Sidel*: On Her Own, Chapter 8: "Who Will Care For The Children?"

*Wade and Ferree*: Gender, Chapter 11: "Families"

*Former Student Essays About 2<sup>nd</sup> Shift*: (see attached PDF)

**WATCH IN CLASS:** "Having It All?"

## ***4/13 WHAT SKILLS DO WE NEED TO CULTIVATE TO HAVE THE INTIMATE, LOVING RELATIONSHIPS WE WANT? WHY IS IT SO HARD TO DO THIS?***

**WATCH BEFORE CLASS:**

"Love in the 21st Century" with Terry Real (5 m) at: <https://www.youtube.com/watch?v=7Elu0dcu46A>

"Terry Real on Oprah Winfrey Show" (7 minutes) at <https://www.youtube.com/watch?v=9v-jW7vkq1w>

"Terrence Real - The New Rules of Marriage (4 M) at <https://www.youtube.com/watch?v=1VQzQj0SiMM>

**REQUIRED READING:**

Real: pages 3 – 8 from The New Rules of Marriage: What You Need To Know to Make Love Work (see attached PDF)

*Sidel*: On Her Own, Chapter 6: "The Search for Intimacy"

Schwartz: Chapter 1: "The Hard Experience of Equality" from Peer Marriage: How Marriage Between Equals Really Works " (see attached PDF)

Real: pages 17 – 23 and chapter 12; "Intimacy As A Daily Practice" (see attached PDF)

Hooks: "Wanted: Men Who Love" from The Will To Change: men, Masculinity, and Love (see attached PDF)

**WATCH ONE OF THE FOLLOWING TALKS LISTED BELOW BEFORE CLASS:**

Advanced Relationship Jiu Jitsu with Terry Real (62 minutes)  
<https://www.youtube.com/watch?v=dWyCDBrjHFA>  
10 Lessons to Transform Your Marriage - with Drs. John & Julie Gottman (31 minutes)  
<https://www.youtube.com/watch?v=PIWieJZggME>  
Marriage Rules with Harriet Lerner (31 minutes)  
<https://www.youtube.com/watch?v=TiTa89z7wbs>  
The Surprising Secrets of Happy Couples with Dr. Pepper Schwartz  
<https://www.youtube.com/watch?v=GIxwK3i8Mjg>

## ***4/20 UNDERSTANDING SEX IN GUYLAND, CHALLENGING AND CHANGING OUR RAPE CULTURE***

### **WATCH BEFORE CLASS:**

*Here's Proof That Rape Culture Is Real (4 minutes)*  
[https://www.youtube.com/watch?v=MkxA4AqTP\\_Y](https://www.youtube.com/watch?v=MkxA4AqTP_Y)  
*The Hunting Ground at* [https://www.youtube.com/watch?v=GUFxIX\\_TRI8](https://www.youtube.com/watch?v=GUFxIX_TRI8)

### **REQUIRED READING:**

Kimmel: Chapter 9: "Hooking Up: Sex In Guyland" and Chapter 10: Predatory Sex and Party Rape, and 59 – 69 of Chapter 3: "'Bros Before Hos': The Guy Code" (from section called "Culture of Entitlement" through end of chapter)

Burt: "Rape Myths and Acquaintance Rape" (see attached PDF)

Samalin: "The Aha! Moment: Being a 'Good Guy' Is Not Enough" (see attached PDF)

**WATCH IN CLASS:** "Freshman Fall" at <https://www.youtube.com/watch?v=p1-d1WSedCw&t=959s>

**RECOMMENDED BUT NOT REQUIRED FILM BASED ON TRUE EVENTS:** "Our Guys, Outrage at Glen Ridge" at <https://www.youtube.com/watch?v=-cnGRYUMWY0>

## ***4/27 THE NEED FOR AND POSSIBILITIES OF EDGEWORK: CHALLENGING SEXISM***

### **REQUIRED READING:**

"Student Essays about Edgework and Challenging Sexism" (see attached files)

## ***5/4 READING DAY – NO CLASS***

***5/11 Last Class: more information will be provided***