

Grades Page

Sex/Gender Readiness Test - in-class during 1st week.....100 points
Norm Violation Project Paper - see assignment sheet.....100 points
Group Project Paper - see assignment sheet100 points
Journal Assignment- 11 points per assigned reading....100 points
Tutor Project - 25 points for each of 4 parts.....100 points
Exam I - in class, short essay and fill-in-blanks.....100 points
Final Exam - short and medium essays, fill-in-blanks,
and multiple choice questions.....200 points
Total possible points for regular assignments.....800 points.

[Note: If your score for any of the above is 0, your grade for the course is an automatic F. In other words, you should not plan to do very well on some assignments and then not do others at all.]

More points toward your final grade may be earned as follows:

Class participation.....up to 25 points
Book reports - see assignment sheets.....up to 25 points

You earn points as indicated above; your total points are divided by 8 to yield a semester average. Letter grades are then based on the following:

93-100 = A	74-76 = C
90-92 = A-	70-73 = C-
87-89 = B+	67-69 = D+
84-86 = B	64-66 = D
80-83 = B-	60-63 = D-
77-79 = C+	below 60 = F

CLASS RULES:

1. NO MAKE-UP EXAMS
2. NO LATE PAPERS
3. ALL WRITTEN MATERIAL MUST BE TYPED
4. REGULAR ATTENDANCE IS ASSUMED
5. PLEASE WEAR NAME TAG EVERYDAY

Sex Norm Violation Assignment

Norms are rules or standards of behavior shared by most members of a society or subgroup. They are statements about how you ought to, or should, behave. When appropriate behavior is defined differently for women and men, the expectations specific to each are called sex or gender norms. One way to find out what the norms are in any given situation is to violate them--i.e., break the rules. If no one protests, disapproves, or frowns at how you look or what you do, you're probably not violating a social norm.

The purpose of this assignment is to determine the boundaries of contemporary gender norms in the Boulder-Denver area. A second purpose is to give you the subjective experience of violating an internalized gender norm.

Choose a natural (i.e., no-laboratory) setting in which to violate a gender norm. Think through clearly what norm you're going to violate--make sure it's a gender norm. Work with a confederate (either someone in class or a friend) and have her/him record the reaction to your norm violation or convince her/him to do it and you be the observer/recorder. Sometimes it will be only a brief glance or stare; other times it will be verbal and violent. Be sure you record the reaction while it is happening. In the past, students have used home movie cameras to record facial expressions.

Your report should be about 5 pages, typewritten, and should include the following:

1. State specifically the norm you intend to violate. Explain why or how it is a sex norm.
2. State in clear detail exactly what you did. Report any variations in your procedure. For example, you may try your experiment in one setting, then in another. You may compare different variations of the same norm violation. Or you may start with a mild violation and get more serious until you get a reaction.
3. Describe your experience subjectively--i.e., your feelings as you engaged in the norm violating behavior.
4. Report the general and specific reactions of others to your behavior. If you get no reaction at all, or only a mild reaction, report that. Report on the effects of any variations in your procedure.
5. What did you learn from this assignment?

A one paragraph typed statement of what you intend to do for this assignment is due Monday, February 2, 1987. I will assign you a due date after I know what you plan to do.

Make one copy of your paper for yourself. The copy you turn in will not be returned. Put your name on back side of last page (not on front). Please do not use plastic binders, folders, covers, etc. A simple staple will do.

Group Project Assignment

During the second week of class you will be assigned to a group of 3-5 students. Some in-class time will be set aside for you to meet with your group to arrange a first meeting.

The purpose of the first meeting should be to decide on a group project. (Some possibilities are listed below.) The group project can be about any topic related to this course and the final product can take any form you wish (e.g., a display, a class presentation, a staged debate, an informal debate or discussion, an in-class exercise, a written report, etc. If you plan to present in class, limit your presentation to about one-half hour.

After the group has decided on a topic or subject matter, you should make an appointment with me. In our discussion we will (probably) more narrowly focus the project and then talk about how to get started. Then, as a group, you turn in a written statement (a paragraph or two) outlining your plans. This should be done no later than Monday, February 9, 1987.

I will then assign a due date for your project, depending on its format and subject matter.

You then complete the project. Set up a fair division of labor and work out the logistics for getting the project done. All members of the group will receive the same grade. (If someone in your group is obviously and grossly negligible, he or shee will receive an F on this project.)

Some possibilities:

Stage a debate on a controversial issue such as comparable worth, abortion, maternity leave, the ERA, pornography.

Create display that shows how women and men are portrayed in different media.

Do an analysis of song lyrics in popular music. Write or present in class.

Do more in-depth reading on a fascinating topic we've covered or will cover--e.g., prehistorical matriarchy, genital mutilation, gender and fashion, gender and sports, androgyny, sociobiology, gender in science fiction literature.

Do an oral history project relevant to sex/gender. Oral history projects involve a tape recorded interview with someone who can describe the everyday life of a past era.

Do in-class exercise (using students as subjects) on some characteristic that is purported to be related to sex--e.g., achievement imagery (fear of success), masculinity, femininity, cooperation, etc.

Become a consciousness-raising group (structured interaction during which you talk about personal problems, experiences, feelings, concerns; a public sharing of experiences). Report your individual and group experiences.

Do a "display" or presentation of women's (or men's) fashions during different time periods, or across different social classes, or different social student-groups.
hypothetical

Do a visual display of a/single family's social and living arrangements under different kinship structures--e.g., patrilineality vs matrilineality; patrilocal vs matrilocal, etc.

Journal Assignment

Much of what you learn in this course will be as a result of your careful reading of the texts and related materials; a good deal of learning will also occur in class during the discussions, lectures, and films. These classroom-based learning experiences are maximized when the reading assignment has been completed beforehand, especially if the reading is followed by serious thinking and reflection about the subject at hand. One way of showing evidence of this kind of intellectual involvement is to write down your thoughts in a journal.

The journal process requires you to do the reading assignments on time, to think seriously about what you have read, and write down (in a journal) what you think about the reading. This process will encourage you to maximize both kinds of learning mentioned above; or put another way:

READ-THINK-WRITE-DISCUSS AND LISTEN-READ-THINK-WRITE-DISCUSS AND LISTEN.....

This process will be repeated over and over throughout the quarter. This kind of learning experience will demand your active and conscientious participation. Passive students and dabblers may be a bit uncomfortable with it at first. The subject matter of this course is, by its very nature, interesting; with your full involvement through the journal process, it will also be exciting and rewarding.

A journal entry must be done for each reading assignment before the designated class meeting (i.e., no journal writing in class). I will collect and grade your journal for every reading assignment on the dates indicated below.

Please keep your journal entries clearly labeled and dated and legible to yourself so that you can turn in to me a typewritten copy. PLEASE PUT YOUR NAME ON THE BACK SIDE OF THE LAST PAGE (if it is more than one page) AND NOT ON THE FRONT. Please do not use plastic covers, binders, folders, etc. A single, single-spaced typewritten page is acceptable. Each journal assignment will be independently graded on the basis of its clearness and thoroughness, on evidence of careful reading of the assignment, and on evidence of serious thinking about the reading. I will ask myself two questions as I read your journal assignment: 1) did you read the assignment, and 2) did you think about what you read?

All assigned readings are from a sex and gender text that is currently being revised and rewritten. Chapters 1,2, and 3 are now available at Kinko's and chapters 4-9 will be made available soon.

Journal assignment due dates:

Chapter 1 - Friday, January 23
Chapter 2 - Friday, January 30
Chapter 3 - Friday, February 13
Chapter 4 - Friday, February 20
Chapter 5 - Wednesday, March 11

Chapter 6 - Friday, March 20
Chapter 7 - Friday, April 3
Chapter 8 - Friday, April 17
Chapter 9 - Friday, April 24

The Tutoring Project

The tutoring assignment is based on the observation that an efficient and effective way to learn new material is to teach it to someone else.

During the second week of class you will be assigned a tutoring partner, and some in-class time will be set aside for you to meet and trade phone numbers with her/him.

The assignment is to spend at least two hours with your partner during the week and a half (or so) before the midterm exam. During the first hour session one of you (person A) will be responsible for teaching the other (person B) approximately one-half of the material that will be covered on the exam. This is not the same as "studying together". Person A should assume person B knows nothing and should actually make an organized verbal presentation to person B.

During the second hour session, person B will be the tutor who presents the other half of the material to person A, as described above.

After each tutoring session, person A and B each (separately and independently) write up a one-page report of the tutoring experience. This report could include what material was covered (e.g., what concepts, ideas, hypotheses, issues); how well prepared each person was, at what level of generality-specificity the material was covered, and anything else you would like to add. (One possibility is to create and turn in "test" questions that accurately describe what you covered.)

(Remember that the material covered should include lectures as well as assigned readings.)

The tutoring process described here is repeated approximately two weeks before the final exam. And again, a one-page report from each person is due.

Tutoring reports should be dated, indicate whether you were person A or B (the tutor or tutee), and typed. Please put name on back side of page

Midterm tutoring reports due Wednesday, March 4, 1987

Final exam tutoring reports due Monday, May 4, 1987