

# *Sex, Gender, and Culture*

**ANTH 215-D01**

American University

Summer Session II, 2012

Mondays and Wednesdays, 1:00 pm – 4:10 pm

Room: EQB 11

## **Instructor**

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## **Course Overview (from AU Schedule of Classes)**

How economic systems, social structures, and values construct and redefine biological distinctions between women and men. Includes gender in egalitarian societies; origins and consequences of patriarchy; gay and lesbian cultures; gender, politics, and social change. Case studies from tribal, state-level, and post-colonial contexts. Usually offered every term. Prerequisite for General Education credit: ANTH-110 or LIT-150 or RELG-185 or SIS-140 or SOCY-110.

## **Course Overview (a more detailed version)**

This course examines how ideas about sex, gender, and sexuality are culturally constructed through social structures and economic systems, and how cultural, political, and economic structures redefine biological distinctions between women and men. In this course, we will engage with readings and films to help us identify and challenge taken-for-granted notions about sex, gender, and sexuality; we will also learn how to apply theories about ideology and hegemony to better understand how cultural value systems influence people's understandings of gender and sexuality. We will explore how gender and sexuality are constructed in different cultures. The course will also focus on the possible origins and consequences of patriarchal systems; how capitalism influences gender identities and people's understandings of sexuality; and how sexism, heterosexism, racism, and classism interconnect to create different barriers and challenges for different groups of people. This course is designed to help you develop a critical understanding of issues that surround the intersection of sex, gender, sexuality, and culture. We will draw on examples from different cultures and different parts of the world—including Australia, Britain, Canada, China, Ecuador, India, Japan, Mexico, Norway, Pakistan, Rwanda, Spain, Sweden, Thailand, United States, and Yemen—to better understand how contemporary notions of gender, sexuality, race, bodies, desire, and identity contribute to the world(s) we live in. The readings in this class are a mixture of theoretical discussions and ethnographic studies.

Trigger warning: Please note that during this course, we will discuss potentially sensitive topics such as sexual violence and domestic violence. Please contact me if you believe that you will have difficulty attending class for these discussions, and I will try to work out alternative arrangements with you.

## **Connection to the General Education Program**

Students who have successfully completed a foundation course within General Education Area III may use this course to satisfy the second-level requirement in General Education Area III. ANTH 215 directly builds on discussions about culture, and descriptions of lived experiences, that foundation courses such as ANTH 110 (Human Mirror) or LIT 150 (Third World Literature) provide. Because this course falls within level II of the General Education program's course offerings, a successful grade in this course requires a higher level of performance than is required at level I. Therefore, you should pay special attention to the course requirements and class rules outlined in this syllabus.

## **Learning Objectives**

This course strives to help you succeed in meeting the following learning objectives, as outlined in AU's General Education program.

1. **Written and Oral Communication:** In order to strengthen your written communication skills, you will write several papers that critically engage with class readings and films. You will be encouraged to write clearly, in an organized manner, and to fully address each essay prompt or question. Your oral communication skills will be strengthened through class discussions; you will be encouraged to clearly articulate your opinions and arguments in a logical manner, drawing on class readings and films to support your claims.
2. **Critical Thinking, including Information Literacy:** This course will strengthen your abilities and skills in critical thinking; this will ideally be achieved by carefully reading the assigned articles, taking notes during class films, and making connections between the statements and arguments presented by authors, film makers, classmates, and your professor. You will also be asked to ascertain the validity and strength of authors' and filmmakers' arguments through critical analysis.
3. **Ethics:** In this course, you will be encouraged to think about how ideology and hegemony influence your own personal ethics when making judgments or assumptions about other people or cultures based upon your understandings of gender, race, class, and sexuality, among other things. Ideally, the knowledge you gain about ideological value systems will help you better understand how your own ethical standards of interpersonal communication might be affected by your cultural upbringing.
4. **Aesthetics:** We will watch a number of films (primarily documentaries) about gender, sexuality, and culture. Through these films, you may gain a greater appreciation of how filmmakers visually document their arguments.
5. **Perspectives of Race, Class, Culture, and Gender:** This course heavily emphasizes interconnecting identities resulting from cultural constructions of gender, sexuality, race, and class. The course also strives to help you better recognize and understand how intersectional oppressions, based upon combined biases such as sexism, racism, classism, and heterosexism impact different individuals and communities in different ways. Additionally, you will learn about people's differing world views and self-perceptions based upon their own gendered, raced, and classed identities.

6. A Global Point of View: In this class, we will learn about and discuss cultural constructions and perceptions about gender and sexuality from cultures around the world. This emphasis on multiple, global cultures will help you strengthen your understanding of how gender roles are culturally constructed, and how globalization influences different cultures in different ways.

### **Grading Scale**

93% - 100%	A	60% - 62%	D-
90% - 92%	A-	73% - 76%	C
87% - 89%	B+	70% - 72%	C-
83% - 86%	B	67% - 69%	D+
80% - 82%	B-	63% - 66%	D
77% - 79%	C+	0% - 59%	F

### **Textbooks and Course Materials**

All course readings will be posted to Blackboard.

### **Ground Rules**

*Attendance:* Attendance is crucial to success in this class; if you miss classes, you will miss important information and opportunities to build knowledge. Make sure to ask classmates about what you missed and ask to copy their class notes. You are responsible for all readings and assignments when they are due. Partial absences are counted as full absences.

*Tardiness:* Being habitually late to class will affect your grade. Regular tardiness will result in an accumulation of absences. 3 tardy arrivals = 1 unexcused absence. Please be considerate of your classmates and arrive on time.

*Technology:* Please turn your cell phones to vibrate/silent before class begins. Do not text. If you text, you will be asked to leave the class for the remainder of the day. If you need to answer a call during class due to an emergency situation (i.e. sick family members or childcare problems) please let me know ahead of time. I will permit the use of laptops in class for note-taking and reading assigned articles only. I expect you to refrain from checking email, using Facebook, shopping, or engaging in other irrelevant activities while in class. If you abuse this policy, you will no longer be allowed to use your laptop for the remainder of the semester, and you will be asked to leave the class for the remainder of the day. I will ask you to sign an agreement that indicates you will only use your laptop for relevant classroom activities. Using your computer, cell phone, or other pieces of technology for personal pursuits during class is disrespectful and distracting to your classmates, to your instructor, and to yourself. Your attendance grade will be negatively impacted if you use your laptop for any other reason than note-taking and referring to assigned articles.

*Assigned Readings:* This class is structured as a lecture course with a large amount of student participation. Come prepared to each class with your underlined/highlighted copy of the day's readings and ready to significantly contribute to the discussion. If you come to class without having done the reading, and/or unprepared with comments, questions, and the ability to thoughtfully contribute, you will be asked to leave and be counted as absent. I call on students randomly.

*Thoughtful Participation:* You will be graded on the quality rather than the quantity of your participation. Participation for this class is defined as contributing in a *well-informed* and *thoughtful* manner to classroom discussion. Simply asking questions, joking, or making guesses does not constitute participation. Participation should enhance the quality of the class for everyone and show clearly that you have already engaged with the material. Inappropriately dominating discussion to the detriment of your peers will not improve your participation grade—good participation encourages the participation of everyone in the class. High participation points are the result of consistent, active, and thoughtful contributions to the class discussion. You need to listen and interact with your colleagues, not just the professor. Missing class, being habitually late, and not productively contributing will result in a low grade. You can expect to receive a participation grade of a C or D if you come to class and do not participate; if you rarely speak; or if you insult or speak dismissively about your classmates, the readings, or the authors of the readings.

*Written Work:* Your work should meet minimum standards of college writing. I will not grade work that has extensive spelling or grammatical errors; I will return poorly written papers to you and you will be expected to revise and resubmit within a timeframe we agree upon. If you have difficulty writing at the college level, please visit the college writing center for assistance. Your submitted work (written papers and your final class presentation) should always include proper, AAA-style citations for any ideas, writing, or images that are not your own. Please review the handout about plagiarism provided on Blackboard. If you have any questions about plagiarism or proper citations, ask me. I am *required* to report any incidents of plagiarism to the university administration, and I will follow this policy. Do not plagiarize. When in doubt, cite!

*Late Assignment Policy:* All assignments are due at the beginning of class on the dates indicated in this syllabus, unless otherwise noted on the syllabus. If there is a legitimate reason that you were unable to submit your assignment (i.e., an emergency appendectomy), you will need to document your excuse (i.e., a doctor's note). Bear in mind that working on projects for other classes, or being distracted by life events, will not count as legitimate excuses for a late assignment. Read through the syllabus carefully and plan your schedule in advance so that you have adequate time to complete your assignments. Late assignments will be deducted one letter grade for each 24-hour period that they are late. Assignments are usually through submission on Blackboard. It is your responsibility to ensure that you are submitting the correct file. If you submit an incorrect file, you will be penalized according to the late assignment policy.

*Family Obligations:* If you face the choice of attending class, or staying home to provide childcare or care for someone who is dependent upon you, please contact me to make arrangements to bring your child (or dependent) to class with you. I value your presence in the classroom and want to make sure that you are able to attend.

### **What you can expect from me**

I will strive to:

- create a challenging and engaged learning environment
- encourage you to critically think about how cultural values have influenced your life, your self-identity, and your perceptions of other people
- give you clear guidelines for how to succeed in this class, including grading rubrics for the assignments
- provide you with helpful feedback about your writing and your ideas
- meet with you to discuss your work when you request assistance or guidance

### **What I expect from you**

During this course, you should:

- read the syllabus carefully and plan out your schedule to complete your assignments on time
- refer to the syllabus if you have questions about due dates or course requirements
- commit to following the course guidelines and meeting the course objectives
- interact with other students and the instructor in a respectful, mature, and thoughtful manner
- thoroughly read the assigned articles and come to class prepared to actively participate
- trust my academic leadership and maintain an open mind; I have chosen readings and films because they are high-quality, well-respected scholarship
- contact me immediately if you are having difficulties with the material, or other issues in life, which might negatively impact your grade or class participation
- avoid anxiety about your grades; instead, focus on doing the assigned work and actively participate in class

### **Academic Conduct and Integrity**

Standards of academic conduct are set forth in the University's Academic Integrity Code. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course.

Please see more information about integrity and plagiarism in this syllabus' section about the "Expectations for Written Work" section of this syllabus.

### **Difficulties in the Class**

If you experience difficulty in this course for any reason, please do not hesitate to consult with me. In addition to the resources of the department, many services are available to support you in your efforts to meet the course requirements and get the most out of this class:

Academic Support Center: (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, Supplemental Instruction, and services for students with learning disabilities and ADHD. Writing support is available in the ASC Writing Lab or in the Writing Center, Battelle-

Tompkins 228.

Counseling Center: (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

Disability Support Services: (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities.

If you qualify for accommodations because of a disability, please notify me as soon as possible (ideally within the first week of class) with a letter from the Academic Support Center or Disability Support Services so that we can make arrangements to address your needs.

### **Course Requirements**

I. Participation	
<i>Includes attendance, class discussion, and reading quizzes</i>	35%
II. Article Presentations (2)	15%
III. Personal Reflection Essay	20%
IV. Final Project	30%
<i>Includes final paper and presentation</i>	

#### I. Participation

**Attendance:** Because this is a short summer session, you are not allowed any unexcused absences. Partial absences are counted as full absences. Any work that is due on the day of your absence is still due, and you should submit all assignments by the deadline. Unexcused absences will count against your course grade. I will take attendance at the beginning of each class; if you are late, you run the risk of being marked absence. 3 tardy arrivals = 1 unexcused absence.

**Class Discussion:** You are expected to read all of the assigned readings prior to the beginning of class, and to think about them critically in preparation for discussion. Take notes and highlight/underline your readings so that you can quickly refer to them in class. Participation in class means engaging in discussions without dominating the conversation; pay attention to your level of participation. You are expected to act in a professional, mature, and respectful manner and contribute positively to the class. This includes respecting other people's opinions even if you disagree with them. Please be mindful of these expectations. See the "Thoughtful Participation" section on page 4 for more information.

**Reading Quizzes:** During the first five minutes of class, there will be random quizzes about the assigned readings. If you are late, you cannot participate in the quizzes. There are no make-ups for these quizzes.

#### II. Article Presentations

Over the course of the semester, you will help lead the class in discussing and engaging with the readings. Each student will do two presentations. See the assignment sheet for more information.

### III. Personal Reflection Essay

You will write a personal reflection paper (four pages) about your own personal experiences of gender and/or sexuality in your life. Periodically during the semester, you will spend in-class time writing short journal entries about how your life, identity, and perceptions have been influenced by cultural ideas about gender and sexuality. This paper must include a discussion of how you see your newfound knowledge about sex, gender, and culture connecting to your future career or jobs. See the assignment sheet for more information.

### IV. Final Project

For your final project, you will track a story about sex, gender, or sexuality in the news. Find at least three different stories about the same topic from different sources or written by different reporters. Explain the basic issues in the story, and make connections to class concepts and readings. You will present your project and findings to the class at the end of the semester. See the assignment sheet for more information.

#### **A note on the weekly topics listed in the syllabus:**

You will undoubtedly notice that even though each week has a different topic listed, most of our readings and films will address intersecting identities and how these multiple identities and socially constructed categories continually overlap, and impact different people in different ways. Therefore, when writing your papers and engaging in class participation, I encourage you to think about, and refer to, earlier class readings and films if you make connections or identity recurring themes. You will also notice that many of our readings and films focus on violence, or other forms of oppression; this emphasis on violence is not meant to be depressing, but rather to help you recognize, and better understand, the multiple forms of gender-based and sexuality-based oppression that are often created through ideological value systems.

I have also crafted the syllabus with the goal of avoiding the normalization of white, middle-class people's experiences and the exoticization of "other" people's experiences. Therefore, you will notice that articles and films about people of color, impoverished people, and people in "developing" countries will be presented alongside articles and films about white, middle-class people. This is an attempt to transform the problematic dichotomy of "us" versus "them" which is often reproduced on class syllabi. I have also attempted to include articles and films about heterosexual men alongside articles and films about women and sexual minorities; this is another effort to challenge assumptions that a class about gender is a class only about women and LGBTQ people. After all, in order to better understand sex, gender, and culture, we need to learn about and discuss the cultural construction of heterosexual male identities just as much as the construction of other gendered and sexualized identities.

#### **Class Schedule**

Most days, our daily schedule will look like this:

1:00 – 1:10 pm	Housekeeping (Announcements, Reading Quizzes, Etc.)
1:10 – 1:30 pm	Lecture (or Class Discussion)
1:30 – 2:30 pm	Class Discussion (including Personal Reflections)
2:30 – 2:45 pm	Break
2:45 – 3:45 pm	Film
3:45 – 4:10 pm	Class Discussion

*Last Updated on July 26, 2012*

## Monday, July 2

### *Welcome and Introductions*

### *Ideology, Hegemony, and the Gender Binary*

Background Readings (recommended, but not required):

Althusser, Louis

1971 Ideology and Ideological State Apparatus (Notes Toward an Investigation.) *In* Lenin and Philosophy and Other Essays. Pp. 142-177. New York City: Monthly Review Press. (excerpt)

Williams, Raymond

1977 Hegemony. *In* Marxism and Literature. Pp. 108-114. Oxford: Oxford University Press.

Williams, Raymond

1977 Traditions, Institutions, and Formations. *In* Marxism and Literature. Pp. 115-119. Oxford: Oxford University Press.

Film:

Sun, Chyng Feng and Miguel Picker

2001 Mickey Mouse Monopoly: Disney, Childhood, and Corporate Power. 52 min. Media Education Foundation. Northampton, MA.

Assignment: Class Discussion

## Monday, July 9

### *Cultural Constructions of Sex, Gender, and Sexuality*

Readings:

Fausto-Sterling, Anne

2000 Dueling Dualisms. *In* Sexing the Body: Gender Politics and the Construction of Sexuality. Pp. 1-29. New York: Basic Books.

Katz, Jonathan

2007 The Debut of the Heterosexual. *In* The Invention of Heterosexuality. Pp. 19-32. Chicago: University of Chicago Press.

Weeks, Jeffrey

2003 The Invention of Sexuality. *In* Sexuality, 2<sup>nd</sup> ed. Pp. 11-40. New York: Routledge.

Film:

Jhally, Sut

2009 The Codes of Gender: Identity and Performance in Pop Culture. 46 min. Media Education Foundation.

Assignment: be prepared to discuss the readings

### Wednesday, July 11

*Disrupting the Gender Binary*

Readings:

Brumbach, Hetty Jo and Robert Jarvenpa

2007 Gender Dynamics in Hunter-Gatherer Society: Archaeological Methods and Perspectives. *In* Identity and Subsistence: Gender Strategies for Archaeology. Pp. 169-201. S.M. Nelson, ed. Lanham, MD: AltaMira Press.

Kessler, Suzanne

1990 The Medical Construction of Gender: Case Management of Intersexual Infants. *Signs* 16(1):3-26.

Nanda, Serena

1986 The Hijras of India: Cultural and Individual Dimensions of an Institutionalized Third Gender Role. *Journal of Homosexuality* 11(3-4):35-54.

Film:

Simmons, Jeremy

2005 *Trans Generation*. 83 min. Logo, a World of Wonder Production.

Assignment: be prepared to discuss the readings

### Monday, July 16

*Inequality: Patriarchy, Capitalism, and Intersectionality*

Readings:

Bettie, Julie

2000 Women Without Class: Chicas, Cholas, Trash and the Presence/Absence of Class Identity. *Signs* 26(1):1-35.

Kandiyoti, Deniz

1997 Bargaining with Patriarchy. *In* The Women, Gender and Development Reader. Pp. 86-92. New Jersey: Zed Books, Ltd.

Moore, Henrietta

1988 Gender and Status: Explaining the Position of Women. *In* Feminism and Anthropology. Pp. 12-41. Minneapolis: University of Minnesota Press.

Background Readings (recommended but not required):

Brodkin, Karen

2006 Toward a Unified Theory of Class, Race, and Gender. *In Feminist Anthropology: A Reader*. E. Lewin, ed. Pp. 129-146. Malden, MA: Wiley-Blackwell.

Hartmann, Heidi

1996 The Unhappy Marriage of Marxism and Feminism: Towards a More Progressive Union. *In Radical Political Economy: Explorations in Alternative Economic Analysis*. V.D. Lippit, ed. Pp. 165-196. Armonk, New York: M.E. Sharpe.

Film:

Feingold, David A.

2003 Trading Women. 77 min. Documentary Educational Resources. Watertown, MA.

Assignment: be prepared to discuss the readings

**Project Proposal due on July 16 by 12:00 pm via email**

**Wednesday, July 18**

*The Power of Language*

Readings:

Cohn, Carol

1990 "Clean Bombs" and Clean Language. *In Women, Militarism, and War: Essays in History, Politics, and Social Theory*. Jean Bethke Elshtain and Sheila Tobias, eds. Pp. 33-55. Savage, MD: Rowman and Littlefield Publishers, Inc.

Echeveria, Begoña

2002 Gendered Pedagogies: 'Authentic Basqueness' as Male Domain. *In Gendered Practices in Language*. S. Benor, M. Rose, D. Sharma, J. Sweetland, and Q. Zhang, eds. Pp. 23-44. Stanford: CSLI Publications.

Martin, Emily

1991 The Egg and the Sperm: How Science has Constructed a Romance Based on Stereotypical Male-Female Roles. *Signs* 16(3):485-501.

Film:

Hurt, Byron

2006 Hip-Hop: Beyond Beats and Rhymes. 61 min. God Bless The Child Productions, Inc. and Independent Television Service.

Assignment: be prepared to discuss the readings

## Monday, July 23

### *Body Image and Identity*

#### Readings:

Ambjornsson, Fanny

2005 Talk. *In Fat: The Anthropology of an Obsession*. Pp. 109-120.

Courtenay, Will H.

2000 Constructions of Masculinity and their Influence on Men's Well-Being: a Theory of Gender and Health. *Social Science and Medicine* 50:1385-1401.

Duncan, Duane

2007 Out of the Closet and into the Gym: Gay Men and Body Image in Melbourne, Australia. *Journal of Men's Studies* 15(3):331-346.

#### Film:

Stilson, Jeff

2010 Good Hair. 95 min. HBO Films.

Assignment: be prepared to discuss the readings

## Wednesday, July 25

### *Structural Violence and Incarceration*

#### Readings:

Gilfus, Mary E.

1992 From Victims to Survivors to Offenders: Women's Routes of Entry and Immersion into Street Crime. *Women and Criminal Justice* 4(1):63-89.

Rios, Victor M.

2011 Proving Manhood: Masculinity as a Rehabilitative Tool. *In Punished: Policing the Lives of Black and Latino Boys*. Pp. 124-141. New York: New York University Press.

Siegel, Jane A.

2011 They All Do the Time. *In Disrupted Childhoods: Children of Women in Prison*. Pp. 125-161. New Brunswick, NJ: Rutgers University Press.

#### Film:

Huston, Brian and Adam Blank

2007 From Prison to Home. 71 min. Jigsaw Films.

Assignment: be prepared to discuss the readings

Monday, July 30*Kinship and Families*

## Readings:

Donner, Henrike

2005 'Children are Capital, Grandchildren are Interest': Changing Educational Strategies and Parenting in Calcutta's Middle-Class Families. *In Globalizing India: Perspectives from Below*. J. Assayag and C. Fuller, eds. Pp. 119-139. London: Anthem Press.

Pribilsky, Jason

2004 'Aprendemos A Convivir': Conjugal Relations, Co-Parenting, and Family Life Among Ecuadorian Transnational Migrants in New York and The Ecuadorian Andes. *Global Networks* 4(3):313-334.

Shaw, Alison

2001 Kinship, Cultural Preference and Immigration: Consanguineous Marriage among British Pakistanis. *Journal of the Royal Anthropological Institute* 7(2):315-334.

## Film:

Zou, Roger J. and Elizabeth Dukal Flander

2007 Kingdom of Women: The Matriarchal Mosuo of China. 55 min. Silkraim Media.

Assignment: be prepared to discuss the readings

**Check in about your final project 4:30 – 6:30 pm; sign up for appointment**

Wednesday, August 1*Aging and Identity*

## Readings:

Kristiansen, Hans W.

2004 Narrating Past Lives and Present Concerns: Older Gay Men in Norway. *In Gay and Lesbian Aging: Research and Future Directions*. Pp. 235-261. G. Herdt and B. de Vries, eds. New York: Springer Publishing Company.

Lamb, Sarah

1999 Aging, Gender and Widowhood: Perspectives from Rural West Bengal. *Contributions to Indian Sociology* 33(3):541-570.

Moore, Katrina L.

2010 Sexuality and Sense of Self in Later Life: Japanese Men's and Women's Reflections on Sex and Aging. *Journal of Cross-Cultural Gerontology* 25(2):149-163.

Weinstock, Jacqueline S.

2004 Lesbian Friendships at and Beyond Midlife: Patterns and Possibilities for the 21<sup>st</sup> Century. *In* Gay and Lesbian Aging: Research and Future Directions. Pp. 177-209. G. Herdt and B. de Vries, eds. New York: Springer Publishing Company.

Film:

Littman, Lynne

2007 Number Our Days. 29 min. Direct Cinema Ltd. Santa Monica, CA.

Assignment: be prepared to discuss the readings

**Check in about your final project 4:30 – 6:30 pm; sign up for appointment**

**Personal Reflection Essay due Thursday, August 2 by 5:00 pm via Blackboard**

### Monday, August 6

*Agency and Resistance*

de Keijzer, Benno

2004 Masculinities: Resistance and Change. *In* Gender Equality and Men: Learning from Practice. S. Ruxton, ed. Pp. 28-49. Oxford: Oxfam.

Elsanousi, Magda Mohammed

2004 Strategies and Approaches to Enhance the Role of Men and Boys in Working for Gender Equality: A Case Study from Yemen. *In* Gender Equality and Men: Learning from Practice. S. Ruxton, ed. Pp. 162-176. Oxford: Oxfam.

Gray, Mary

2009 School Fight! Local Struggles Over National Advocacy Strategies. *In* Out in the Country: Youth, Media, and Queer Visibility in Rural America. Pp. 61-85. New York: New York University Press.

Assignment: Be prepared to discuss the readings.

Film:

Hinson, Laura Waters

2008 As We Forgive. 53 min. Image Bearer Pictures.

### Wednesday, August 8

Assignment: Final Project Presentations due in class (sign-up sheet posted on Blackboard)

**Final Project Essay due by 12:00 pm via Blackboard**