

Sex, Gender, and Culture  
ANTH 215 Section 002  
Spring 2017

Mondays and Thursdays 9:45-11:00  
Location: Ward 104

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Office Hours:

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Office Hours:

- Mondays 12-2

### COURSE DESCRIPTION

This course explores the role of gender, sex and sexuality in shaping our world. From the most intimate conceptions of our selves to the most abstract manifestations of social power, gender, sex and sexuality are inextricable components of every aspect of society. Yet, as this course will explore, there is nothing inevitable about the role that sex, gender, and sexuality play in our society, on our bodies, and in everyday life. These historical and social constructs come to shape us just as we have a role in shaping and reproducing them every day—through the clothes we wear, the political stances we take, the ideas we espouse, and the cultivation of our most interior, private, personal selves.

This course will give the student scaffolding upon which to understand the development of ideas about sex/gender/sexuality through an anthropological lens. It follows two parallel tracks.

- On one track we will explore various issues and topics related to sex, gender, and sexuality—e.g. women's work, masculinity, gender presentation. We explore these topics from two perspectives: 1) an *ethnographic* perspective in which we inquire how gender and sex(uality) operate in everyday life and strive to suspend *ethnocentric* judgments regarding the topic; and 2) from an engaged/political perspective, in which we debate and deliberate over the urgent issues in our own worlds. (The topics we cover are by no means exhaustive and are not intended to be representative of the diversity of issues around sex, gender, and sexuality. I have built into the syllabus various assignments to enable you to explore other topics and issues that you would like to explore further as well as an open class period for us to address issues that arise in the world around us during the semester.)
- On the second track we will learn tools and concepts related to sex, gender, and sexuality. These tools and concepts come from a history of academic inquiry and can be applied to many different topics around gender and sexuality covered inside class and beyond.

In the interplay between exploring particular issues in depth and accumulating tools and concepts for broader application, you will gain a better understanding of how anthropologists grapple with the social world and

apply tools and concepts to the world around us. As such, this course fulfills the General Education Learning Outcomes of:

- **Critical Inquiry:** Systematic questioning and analysis of problems, issues, and claims. This will be assessed through weekly discussion posts and responses, group discussion leadership, and two essays.
- **Diverse Perspectives and Experiences:** Acquiring knowledge and analytical skills to understand a variety of perspectives and experiences, including those that have emerged from the scholarship on age, disability, ethnicity, gender and gender identity, race, religion, sexual orientation, and social class. This will be assessed through monthly auto-ethnographic journal entries that incorporate an ability to reflect on one's position in the social world.
- **Ethical Reasoning:** Assessing and weighing of moral and political beliefs and practices, and their applications to ethical dilemmas. This will be assessed in thoughtful class participation and discussion.

### **COURSE MATERIALS**

There is only one required book for the course. It is *The Gender, Culture, and Power Reader* by **Dorothy L. Hodgson (Oxford University Press, 2015)**. I have ordered copies at the bookstore. I chose it because it is one of the most recent and comprehensive books on anthropology and gender, it covers classic and contemporary pieces, and it has an accessible and comprehensible format. I encourage you to purchase the book if you have the means—it is a good reference to have on gender studies and anthropology in the future. You can always sell the book back at the semester's end if you do not like it.

You may also choose to Xerox or scan the required chapters. I have requested the book for reserves at the library. Whatever you choose, you should bring in the book, Xeroxed copy or the scanned PDF to class for discussion and highlighting.

All course readings that are not in the *Gender, Culture and Power Reader* will be posted on Blackboard. Finally, one of the options for the last essay will be a review of a book-length ethnography. You will be responsible for acquiring the book. All should be available electronically or in hard copy through the library.

### **LEARNING OBJECTIVES**

Foundational Area Three: <http://www.american.edu/provost/gened/AreaThree.cfm>

Students will:

1. Explore those habits of thought and feeling that distinguish regions, countries, and cultures from one another.
2. Discuss, in comparative and cross-cultural perspective, the concepts, patterns, and trends that characterize contemporary global politics.
3. Develop their capacity to critically analyze major issues in international and intercultural relations, especially how categories of difference are organized within and across cultures and how they affect political systems.

### **RULES AND CONDUCT**

#### **Respect, Open Minds, Critical Minds, and Gendered Language**

A major prerequisite to this course is an open mind and an ability to listen to others. We will be discussing many issues, some of which likely affect people in the classroom deeply. Keep in mind: we are all products of a world structured in certain notions of sex, gender, and sexuality. Sometimes unearthing the assumptions that anchor those notions can be upsetting, inspire passions, and challenged deeply set ideas. Because of this, it is important that we collectively create a space in which different ideas and expressions can be heard, discussed, and, from time to time, transform into something new. Please respect each other by listening and

not reacting in a hurtful or rash manner. Please be aware of the kinds of privilege and space you occupy in the classroom. If offering critique, please be constructive. If we all do this, we will find an open reception for our own thoughts.

A major part of keeping an open mind is to check assumptions about your classmates. Some may have grown up in the United States, while others have not. Some may have grown up wealthy, others poor. Some in cities, others in rural places. Some in communities of color, some in all-white surroundings. Some may be queer, or straight, or not have a sexuality at all. Some may have had the opportunity and exposure to be intensely politicized while others are being exposed to politics for the first time. You cannot know these things at a glance. Therefore, no matter where you are in your academic or political development, challenge your assumptions about your classmates and what you think you might know about them.

Just as we each bring valuable (and necessarily limited) perspectives to the class, the authors of the readings do the same. Please disagree with them. That said, also understand that each author is not simply an individual but is speaking within and as the result of a larger social process of sharing, deliberating, discussing, and arguing in collective learning environments like this one.

Finally we live in a society—and are enmeshed in a language—that privileges the division between male and female. This is despite the increasing understanding that there is a wide range of gender diversity in the world. To de-center the privileging of a male/female binary, to challenge the everyday assumptions we make about gender, and to give space for a diversity of genders in the classroom, I ask that when referring to other people we either utilize their name or, if in the third person, by “they” or “their.” We do this all the time already (“Have you seen the cashier?” “I don’t know where they are.”), so this should not be a major challenge. If it does feel like a challenge, please imagine the types of impositions binaristic he/she language has upon transgender, genderqueer, or non-binaristic people.

### **Attendance and Punctuality**

Attendance is required and it will be taken each class session. This will factor into your participation grade (see below). If you do miss class, acquire the notes from a person in class. The class is only 75 minutes long so please be on time. If you are more than 15 minutes late, please see me after class. Repeated tardiness will affect your grade (see below). At the end of class, please wait until I dismiss you to pack your belongings.

I understand things happen during the semester and also that being a student comes with its own stresses. I am flexible but you must be in good communication with me and/or the TA to let us know what you think we need to know. You do not need to excuse 3 or less absences. If you have major difficulties that mean you miss more than 3 classes, you should consult the Dean of Students Office at (202) 885-3300 or go to Butler Pavilion, Room 408 for assistance.

### **Preparation**

Come to class prepared. This means: 1) reading the assigned reading for the day; 2) highlighting and taking notes on the readings; 3) preparing one question and one comment/critique based on the reading; 4) acquire class notes from another student if you missed the previous class; 5) check Blackboard, our Facebook page, and your email for messages from me and/or the TA before class; and 6) have assignments when they are due.

### **Gadgets**

No texting or cell phones in class. It doesn't lend itself to a good learning environment for others. (Please see me if you are expecting an important call. If you need to take a call, please leave the classroom.)

Also, studies show that taking notes by hand increases learning (<http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>). I discourage the use of laptops and highly encourage the use of notebooks/pens. If you need a laptop for readings or if you are sure you learn better with them open, 1) please let me and the TA know (we will keep a list of approved uses); and 2) please disconnect from the internet for the duration of the class.

### **Accommodations:**

If you qualify for accommodations because of a disability, please notify me as soon as possible with a letter from the Academic Support and Access Center so that we can make arrangements to address your needs. Timely notification at the beginning of the semester, if possible, is strongly recommended. To register with a disability or for questions about disability accommodations, contact the Academic Support and Access Center at 202-885-3360 or [asac@american.edu](mailto:asac@american.edu).

### **Plagiarism and Citation:**

Plagiarism is representing another's ideas, sentences, and works as one's own. Give credit when using other people's work. This includes using information directly from the web. I will never penalize you for including citations—in fact it will show that you are diligent, careful and investigated further. If you are unsure of whether something is plagiarism, please ask me or the TA.

Plagiarism will be reported to the Dean of the College of Arts and Sciences. Please familiarize yourself with the Academic Integrity Code: <http://www.american.edu/academics/integrity/code.cfm>. “I did not realize I plagiarized” or “I did not know that was plagiarism” are not valid excuses. This code also includes using your own work from other classes. If you do so, cite the previous work you are using.

You should use citations whenever you use a quote, a concept, or an argument from a reading. You may utilize whatever citation style you like. If you need a format, please use Chicago-style. For *discussion posts*, if using course material, it is not necessary to include full citations but you must include page numbers in quotations following the quote, concept, or argument. For papers, you must include page numbers, publication year and author names in the text (in parentheses) and include a full citation list at the end. If using chapters from the textbook, you must cite the chapters' author in addition to the whole book.

### **Office Hours**

I encourage students to come during office hours—to discuss ideas, review papers and grades, talk about class, and so on. I would love to talk to each of you individually at least once but this is not mandatory. I am available on a first come, first serve basis Thursdays and an appointment basis on Monday (see above for exact times). I can also arrange to talk at other times, either in person or on Skype or by phone if needed. Please also refer to the TAs office hours if my assigned times do not work for you.

I am also available by email. I will make every effort to reply to you within 36 hours. If you don't hear from me within that time frame, please follow up.

## **COURSE REQUIREMENTS**

This course is communication intensive. All writing assignments are graded upon content as well as *improvement* in writing skills and critical analysis over the course of the semester. I encourage you to take your assignments to the Writing Center (contact below) if you are having trouble articulating yourself. If you wish to receive extra credit you may take your papers to the Writing Center *after I have graded and returned them*. This applies only to the midterm assignment. (To receive this, you must bring me a form from the Writing Center verifying your session, the original paper, and the revision.) As for discussions during class, I require persistent engagement, regardless of whether you are actively speaking or not (see definition of participation below). Having your readings out and a notebook to jot down your thoughts and take notes on what we discuss in class is a necessary part of this engagement.

### *Participation (15% of final grade):*

I take participation seriously. Participation is not simply speaking a lot. Rather, it means active engagement. An “A” in participation means:

- Attentive Listening: *Listen to others as you would hope to be listened to. If you don't understand something, chances are others are in the same boat. Ask questions!*
- Note-taking: *You should have a pen and notebook (or a computer if you talk to me first) as well as the readings. You should be actively jotting down notes, questions, and connections.*
- Preparing: *You should come to class having read the readings and with the readings in hand. Reading is more than just skimming—it is highlighting, starring, and making notes in the comments. You should come to every class with one question and one take-away/concept from the reading. I will often solicit these insights at the beginning of class during a brainstorm session. You should check email and the Facebook page class for announcements (including emergency updates, etc.).*
- Contributing relevant and constructive comments and questions: *If you speak, it does not mean you have to be right or you have to have a devastating insight. Sometimes the most simple comments or questions are the most insightful. Listen in class to make sure your questions have not been answered already. Be attentive to your level of training in relationship to others in class. If you know a lot, be patient with others and be careful not to make others feel bad for their lack of exposure. If the topic is new to you, this is a time to learn—listen, question, and reflect. I attempt to manage classroom dynamics to make it a learning environment for all but if you are finding it hard to engage in relation to other individuals or the class as a whole, please speak to me so we might find a resolution.*
- Speaking in small and large groups: *If you speak a lot, challenge yourself to listen more. If you rarely speak, dare yourself to speak up more. There will be ample opportunity in small and large groups to speak.*
- Engaging in-class assignments: *In class, we may do a variety of exercises including short writing responses, drawing pictures, reporting back from small groups, and so on. We all stand to benefit the more you participate.*

The other part of participation is attendance. You cannot participate if you are not present. You are allowed up to 3 absences but after that your overall grade percentage will be lowered by 2.5% (enough to make the difference in your final grade). Three tardy arrivals (more than 15 minutes late) is the equivalent of one absence.

### *Blog Postings and Responses (30% of final grade; 3% each post/response)*

In 10 of the 13 weeks you will submit a post and a response to a shared Facebook page (or other platform if the class decides). Your post should be submitted by 5PM on Sunday for Monday classes and 5PM Wednesday for Thursday classes. Responses to another's post should be done by 11:59PM those same days.

Responses should be in direct conversation with the article(s) we read for that class period. *When there are multiple articles for one class period, you must respond to the first article listed in this syllabus.* Providing multiple responses in one week will reflect upon your participation grade. Responses can be one of two options:

- 1) Post a substantive comment about the reading (e.g. a concept that was novel to you, how the author used it, and why it's important; a point you disagree with or think is important for the class to understand; a connection you make with previous readings) and a question for consideration by the class about the reading.
- 2) Post a picture you take, a link to a short article, music video, song, advertisement, film excerpt and so on. *Discuss how it relates to the readings we are discussing for that coming class period (see above) and/or how it highlights a key concept from that reading.* Your comments connecting to the reading should have substance—they cannot simply remind you of the article, for instance. Explain what they illuminate, problematize, or elaborate from the reading. Pose one question for consideration by the class (the question may be on the article or the post's connection to the article).

How to Not Do Well: *Comments* such as “I liked this reading” or “This article is just like the one we read last week” are not adequate. If you liked it, what is it that resonated with you and why? If it's similar to another article, what in particular is similar and how does looking at it in this new way add to the previous

reading? *Questions* should not be rhetorical (e.g. “When will we ever have gender equality?”). They should be specific (e.g. “Is Emily Martin’s exploration of gender metaphors in sperm/egg renderings transferrable to other realms of scientific inquiry or is it limited to this one scenario?”). *Responses* should also be more than a statement of agreement or repetition—they should substantively add to the person’s post.

Grading: Each week there is an opportunity to earn 3 points.

- *Substantive comments* = 1.5 point;
- *Non-rhetorical Question* = .5 points;
- *Substantive Response* = 1 point.

Points are based largely upon completion, but if they are substandard or haphazard, they will receive only half credit. At the end of the semester you will have 30 possible points upon which your grade will be based. You are responsible for tracking progress but you may check in with the TA or myself if you lose count.

### *Class Discussion Leadership (10% of final grade)*

At the beginning of the semester, the class will be divided into 8 groups. Each group will be posted on Blackboard, through which the group should communicate with each other. Each group should prepare to lead the class in discussion of that period’s articles. This should include:

- A brief synopsis of the important points from the article and lead to a discussion of the article or issues raised from the article.
- A creative, interactive exercise to explore the issues, concepts, and/or arguments. Structured debates, quiz shows, small group work, mock trials...any kind of format you can imagine. Feel free to incorporate movie clips, news articles, pieces of art, blog entries, personal anecdotes, or an exploration of a related current issue. You can also utilize entries from the Facebook page to prompt discussion.

The group should work together to generate the discussion leadership. Grading is based upon participation and evidence of thoughtfulness and planning.

### *Mid-Semester Essay (20% of final grade)*

In the middle of the semester, there will be an essay due. More information will be forthcoming.

### *Final Essay (25% of final grade)*

At the end of the semester, there will be a second essay due. More information will be forthcoming.

## **COURSE SCHEDULE AND READINGS**

### **1/19 Welcome**

Women’s March on Washington: Guiding Vision and Definition of Principles

<https://static1.squarespace.com/static/584086c7be6594762f5ec56e/t/5877e24a29687f9613e546ff/1484251725855/WMW+Guiding+Vision+%26+Definition+of+Principles.pdf>

### **Foundations of Studying Gender and Sexuality**

### **1/23 Gender and Social Construction**

- Alma Gottlieb. 2002. “Interpreting Gender and Sexuality” *Exotic No More*. MacClancy J, Ed. Chicago: University of Chicago Press. 167-189.
- Burnett V. 2016. Bathroom Debate Complicates Mexican Town’s Acceptance of a Third Gender. *New York Times*. June 22. Accessible at: [http://www.nytimes.com/2016/06/23/world/americas/mexico-muxes-bathroom-debate.html?\\_r=0](http://www.nytimes.com/2016/06/23/world/americas/mexico-muxes-bathroom-debate.html?_r=0)

### **1/26 Making Gender: Scientific Authority, Discourse, and Cultural Metaphors**

Emily Martin. 1991. The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles. *Signs: Journal of Women in Culture and Society*. 16(3): 485-501.

### **1/30 Theories of Gender and Sexuality Part I: Marx, Engels, and Levi-Strauss**

Gayle Rubin. 1975. The Traffic in Women: Notes on the 'Political Economy' of Sex. *Toward an Anthropology of Women*. Reiter R, Ed. New York: Monthly Review Press. 157-183.

### **2/2 Theories of Gender and Sexuality Part I: Marx, Engels, and Levi-Strauss**

Gayle Rubin. 1975. The Traffic in Women: Notes on the 'Political Economy' of Sex. *Toward an Anthropology of Women*. Reiter R, Ed. New York: Monthly Review Press. 184-210.

## **Power and Difference in Gender and Sexuality**

### **2/6 Challenging Stereotypes, Unearthing Assumptions: Women's Work**

- Susan Carol Rogers. 2016 [1975]. Female Forms of Power and the Myth of Male Dominance: A Model of Female/Male Interaction in Peasant Society. In *The Reader*. 17-27.
- Gracia Clark. 2016 (1999). Mothering, Work, and Gender in Asante Ideology and Practice. In *The Reader*. 322-332.

### **2/9 Agency and Bodies: Religion and Bodily Practices**

Saba Mahmood. Feminist Theory, Embodiment, and the Docile Agent: Some Reflections on the Egyptian Revival. In *The Reader*. 45-55.

### **2/13 Stratified Reproduction: Reproductive Labor in Global Perspective**

- Daisy Deomampo 2016 [2013]. Transnational Surrogacy in India: Interrogating Power and Women's Agency. *The Reader*. 45-55.
- Shellee Colen. "Like A Mother to Them": Stratified Reproduction and West Indian Childcare Workers and Employers in New York. *The Reader*. 98-109.

### **2/16 Gender and Its Intersections: Race, Class, Sexuality, Difference**

- Yuval-Davis. 1983. Contextualizing Feminism: Gender, Ethnic and Class Divisions. *Feminist Review* 15(4): 62-75.
- Cathy Cohen and Sarah Jackson. 2016. Ask a Feminist: A Conversation with Cathy Cohen on Black Lives Matter, Feminism, and Contemporary Activism. *Signs*: <http://signsjournal.org/ask-a-feminist-cohen-jackson/>

### **2/20 Geography of Gender and Sexuality: The Internet, Sexuality, and Rural/Urban Divide**

Mary Gray. 2016 [2009]. Negotiating Identities/Queering Desires: Coming Out Online and the Remediation of the Coming-Out Story. *The Reader*. 272-282.

### **2/23 Discourse, Subjects, Governance: "Fat Subjects" and the "War on Fat"**

Susan Greenhalgh. 2016 (2012). Weighty Subjects: The Biopolitics of the US War on Fat. In *The Reader*. 223-234.

### **2/27 Power Structures and Gender: Understanding Anti-LGBT Violence and Gender Change**

- Zachary Shane Kalish Blair. 2016. Pulse Nightclub: Connecting Militarism, Neoliberalism, and Multiculturalism to Understand Violence. *North American Dialogue*. 19(2): 102-116.
- Lila Abu-Lughod. 2016 [1990]. The Romance of Resistance: Tracing Transformations of Power Through Bedouin Women. *The Reader*. 36-44.

### **3/2 Feminism and Culture: Recognition, Redistribution, and Politics**

Nancy Fraser. 2007. Feminist Politics in the Age of Recognition: A Two-Dimensional Approach to Gender Justice. *Studies in Social Justice*. 1(1): 23-35

### **3/6 Limits to Resistance and Agency: Liberal Feminism and Global/Domestic Inequality**

- Hester Eisenstein. 2012. The Sweatshop Feminists. *Jacobin Magazine*.  
<https://www.jacobinmag.com/2015/06/kristof-globalization-development-third-world/>
- Thomas Frank. 2016. Nor a Lender Be. *Harpers Magazine*. <http://harpers.org/blog/2016/02/nor-a-lender-be/>

### **3/9 Imperial Culture: War, Development, and Liberalism**

- Lila Abu-Lughod. 2016 [2002]. Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others. *The Reader*. 150-156.
- Dorothy L. Hodgson. 2016 (2011). "These Are not Our Priorities": Maasai Women, Human Rights, and the Problem of Culture. In *The Reader*. 449-459.

### **3/11 - 3/19 Spring Break**

#### **Ways of Studying Gender and Sexuality**

### **3/20 Performing Gender/Sexuality: Lesbianism and Performance**

- Kath Weston. 2016 [2002]. Do Clothes Make the Woman?: Gender, Performance Theory and Lesbian Eroticism. *The Reader*. 212-222.
- Judith Butler with Cats: <http://static02.mediaite.com/themarysue/uploads//2013/05/Butler2.png> and <http://static02.mediaite.com/themarysue/uploads//2013/05/Butler.png>

### **3/23 Acquiring a Gender/Sexuality: Masculinity and Adolescence**

- C.J. Pascoe. 2005. 'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse. *Sexualities*. 8(3): 329-340 (340-346 if time).
- Richard Mora. 2016 [2012]. "Do It for All Your Pubic Hairs!": Latino Boys, Masculinity, and Puberty. *The Reader*. 171-179.

### **3/27 Categorizing Gender/Sexuality: Transgender People in the US and Brazil**

- David Valentine. 2007. Introduction. *Imagining Transgender: An Ethnography of a Category*. 1-27.

### **3/30 History of Sexuality: The Invention of "Straight" and "Gay"**

- John D'Emilio. 1993. Capitalism and Gay Identity. *Gay and Lesbian Studies Reader*. New York: Routledge. 467-476
- Hanne Blank. 2012. The Invention of the Heterosexual. *Salon.com*.  
[https://www.salon.com/2012/01/22/the\\_invention\\_of\\_the\\_heterosexual/](https://www.salon.com/2012/01/22/the_invention_of_the_heterosexual/) (Alternatively see her YouTube talk: <https://www.youtube.com/watch?v=PP1iOM2bUuI> and choose one clip you particularly like)

### **4/3 NO CLASS**

### **4/6 Governing Gender: Transgender People, Religion, and the State**



Asfaneh Najmabadi. 2008. Transing and Transpassing Across Sex-Gender Walls in Iran. *Women's Studies Quarterly*. 36(3/4): 23-42.

### Imagining Genders and Sexualities Differently

#### **4/10 Beyond Binaries: Intersex People and the Gender Matrix**

Anne Fausto-Sterling. 2000. The Five Sexes, Revisited. *The Sciences*. July/August. 18-23.

Don Kulick. 2016 [2007]. The Gender of Brazilian Transgendered Prostitutes. *The Reader*. 65-75.

#### **4/13 Sexuality Studies: Separating Out Gender and Sexuality Studies**

Gayle Rubin. 1984. Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality. *Pleasure and Danger: Exploring Female Sexuality*. Vance C, Ed. New York: Routledge. 3-43.

#### **4/17 Marriage, Normalization, and Contemporary Gay Politics**

Michael Warner. Beyond Gay Marriage. *The Trouble with Normal*. 81-90, 117-126, 143-147 (read 91-116 and 127-142 if you have time).

#### **4/20 Polyamory: Challenges to Monogamy**

- Stephanie Papps. 2013. New Sexual Revolution: Polyamory Can Be Good for You. *Scientific American*. Feb 14. <http://www.scientificamerican.com/article/new-sexual-revolution-polyamory/>
- *SKIM*: Elisabeth Sheff. 2005. Polyamorous Women, Sexual Subjectivity and Power. *Journal of Contemporary Ethnography*. 34(3): 251-283.

#### **4/23 Attending to Changing Men's Roles: Men's Work and Sexualities**

- Carrie M. Lane. 2016 (2009). Man Enough To Let My Wife Support Me: Gender and Unemployment Among Middle-Class U.S. Tech Workers. In *The Reader*. 333-341.
- Matthew Guttman. 2016 (2005). Scoring Men: Vasectomies, Gender Relations, and Male Sexuality in Oaxaca. In *The Reader*. 304-312.

#### **4/27 A Woman's World?: Men, Women, and Perceptions of Dominance**

- Hanna Rosin. 2010. The End of Men. *The Atlantic*. <http://www.theatlantic.com/magazine/archive/2010/07/the-end-of-men/308135/>
- Claire Cain Miller. 2017. Republican Men Say It's a Better Time to Be a Woman than a Man. *New York Times*. January 17. <https://www.nytimes.com/2017/01/17/upshot/republican-men-say-its-a-better-time-to-be-a-woman-than-a-man.html?partner=rss&emc=rss&smid=tw-nytimes&smtyp=cur&r=1>

#### **5/1 Open Class: Review and Discussion**

### **CAMPUS RESOURCES**

*Writing Center*, 202-885-2991 Email: [wcenter@american.edu](mailto:wcenter@american.edu) Battelle-Tompkins 228  
<http://www.american.edu/cas/writing/>

*Academic Support Center*: 885-3360, MGC 243, [www.american.edu/ocl/asc](http://www.american.edu/ocl/asc).

*Counseling Center*: 885-3500, MGC 214, [www.american.edu/ocl/counseling](http://www.american.edu/ocl/counseling).

*Disability Support Services*: 885-3315 (V/TDD), MGC 206, [www.american.edu/ocl/dss](http://www.american.edu/ocl/dss).

*Gay, Lesbian, Bisexual, Transgender & Ally Resource Center*: 885-3347, MGC 201, [www.american.edu/ocl/glbta](http://www.american.edu/ocl/glbta).

*International Student & Scholar Services*: 885-3340/50, Butler 410, [www.american.edu/ocl/iss](http://www.american.edu/ocl/iss).

*Judicial Affairs and Mediation Services*: 885-3328, Butler 408, [www.american.edu/ocl/jams](http://www.american.edu/ocl/jams).

*Multicultural Affairs:* 885-3651, MGC 204, [www.american.edu/ocl/oma](http://www.american.edu/ocl/oma).

*New Student Programs:* 885-3303/74, Butler 407, [www.american.edu/ocl/orientation](http://www.american.edu/ocl/orientation).

*Student Health Center:* 885-3380, McCabe Hall 1st Floor, [www.american.edu/healthcenter](http://www.american.edu/healthcenter).