The purpose of the exam is to encourage students to attend to, study, and commit to memory course material.

The exam will be held Friday, Sept. 24, at the usual class time and place. Bring pencils with erasers.

Please re-read the course academic honesty policy in the syllabus and speak to me if you have questions or if you consider yourself an academic dishonestly high-risk case.

The exam will cover all of the required readings and everything that happened in class from the first day until Sept. 22. Students should focus on studying the overheads used in class (and available on the course web site), the reading questions, the quizzes, the terms and main themes in Renzetti and Curran, and the main argument/story line of each of the readings.

The exam will contain the following essay question: “Write an essay arguing that gender is a social construction. Provide at least five convincing arguments, each supported by evidence. Make sure you explain what a social construction is.”

Some good things to know include: sex vs. gender; structural functionalism; feminism (know the three waves and the three types according to Lorber); Prime Time Live gender experiment; all about social constructionism (the guiding principle of the course), including Loseke’s idea of the two worlds we live in, the three steps for attaching meaning to things (categorizing, naming, and typifying), and Berger & Luckmann’s three stages in the social construction process (seriously, memorize these terms and their definitions); Stewart’s arguments; some differences between men and women (from the overhead of that name); Roy’s analysis of the social construction of gender, including changing definitions of manhood and intersections between gender, race and class; Kimmel’s idea of masculinity as homophobia; Staple’s account of altering public space; “doing gender”; Lucy’s analysis of being a masculine-looking woman; Davis’ transgendered son (including four waves of gender activism); the breaching exercise; white and male privilege; the social construction of feminine beauty, including articles by Saltzberg & Chrisler, Collins, and Harris, Ford & Beach’s study and Campos’ argument about fat; sex differentiation in the womb; a “transformative account of gender development” that takes into account interactions between biology and culture; the social construction of sex vs. the social construction of gender; Coventry on intersexuals; John/Joan; androcentric vs. gynecentric constructions of prehistoric human and primate behavior; cross-cultural constructions of sex and gender.