“NUTS & BOLTS!”

MATERIALS TO HELP YOU BE SUCCESSFUL IN

MEN, WOMEN
AND COMMUNICATION

COMMUNICATION STUDIES 165
AND
GENDER STUDIES 165

WITH
KAT CARROLL
UNIT ONE

Theories and perspectives on how we become “gendered”
THE GENDERED YOU

Homework

1) In the space below write 15 – 20 adjectives that describe “you” as a gendered person. Focus on words that describe your masculine/feminine qualities:

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
14. 
15. 
16. 
17. 
18. 
19. 
20.

2) Describe how you feel about yourself as this gender? Be specific:

3) What type of verbal and nonverbal communication do you use with others as this gender? Be specific:

4) What makes you uncomfortable or makes it difficult to communicate to others as your gender?
Activity – Multicultural Perspectives

1. Interview two people who are from non-Western cultures.

2. Ask them to explain what counts as being a man (or manly or masculine) and what counts as being a woman (or womanly or feminine) in their cultures:

3. Ask them what they have found most interesting or surprising about American men and women.

4. How do their definitions of gender cohere with and depart from those in the United States?
DEFINITIONS OF GENDER - Homework

Read the book, research online and then write your own personal definitions. **DO NOT PLAGARIZE!!** You must include at least **FIVE CHARACTERISTICS OR QUALITIES** per each term:

**MALE:**
- 
- 
- 
- 
- 
- Additional comments

**FEMALE:**
- 
- 
- 
- 
- 
- Additional comments

**FEMININE:**
- 
- 
- 
- 
- 
- Additional comments

**MASCULINE:**
- 
- 
- 
- 
- 
- Additional comments
GENDER QUEER:

- Additional comments

1. Explain the primary difference between Male/Female and Masculine/Feminine?

2. Most people limit the term Gender Queer to just one version of Gender. What are all the possible gender identities or lifestyle orientations for a Gender Queer person - list at least 5 and explain your understanding of what each one is:

3. How does the idea of Male or Female relate to being Gender Queer? Consider both verbal and nonverbal communication styles in this answer.

4. How does the idea of Masculine or Feminine relate to being Gender Queer? Consider both verbal and nonverbal communication styles in this answer.
BECOMING GENDERED

Homework

When you were a child, what words did others use to describe you? Include positive and negative from family, peers, teachers, coaches....... List as many as you can remember:

Identify the words from the list in #1 that are gender specific (masculine and feminine) and EXPLAIN why you see them this way:

As you were growing up how did these words affect your self-perception? All words have an affect so do not say “they did not affect me.”

How do these words affect your adult behavior?
THE BOY CODE

Very early on in life all boys in western society come to know the boy code. If they are to avoid humiliation and rejection they must embrace if for themselves and enforce it in others:

To be accepted as a boy you must:

• Focus on physical accomplishments and external success
• Be tough, aggressive and competitive with others
• Not express emotions and deny any emotional vulnerability
• Be performance oriented with your sexuality
• Reject homosexuality
• Deny pain, tough things out and avoid seeking help

So here is the choices we give our boys:

1. They can adopt the code and subject themselves to lives that are characterized by loneliness, violence, physical and emotional health problems. They can spend their lives ignoring their own emotional and physical needs until late in life, if they live that long, they come to realize that their life has been a meaningless waste.

2. They can reject the code and be subjected to continual reminders that they are inadequate as men. Men who choose this path choose a path of isolation from other men in mainstream society. They are viewed with suspicion and mistrust.

We have seen a glimmer of the light of hope in the new men's movement. Some caring men are coming out of the closet to talk and share their emotions. We must confront the code and demonstrate to boys that rejecting the code does not doom one to ridicule and isolation. The time has come for western men to lead healthy fulfilling meaningful lives but they can only achieve that if we work to undermine the boy code.
Chapter 1 - Comm. Gender & Culture

Essentializing

Sex
- Chromosomes
- Intersexed
- Hormones
- Biological Sexuality
- Brain differences

Gender – innate or learned
- Masculine
- Feminine

Gender Queer - all types discussed

Culture
- Patriarchal
- Influence on Gender

Communication
- Dynamic/Systemic
- Content Level of Meaning
- Relationship Level of Meaning
- Symbolic

Chapter 2 - Theoretical Approaches

Biological Theory
- Chromosomes
- Hormones
- Brain
  - Heterosexual
  - Homosexual
  - Corpus Collosum
- Biological Sex

Psychodynamic Theory
- Internalizing
- Mothering

Psychological Theories
- Social Learning Theory
  - Reward/Reinforcement
  - Passive Learning

Cognitive Development Theory
- Active Learning
- Gender Constancy

Cultural Theories
- Anthropological
- Symbolic Interactionism
  - Roles

Good Man Theory

Stand Point Theory
- Social Hierarchy
- Social Location

Queer Performative Theory
- Queer Theory
- Performative Theory

Chapter 7 – Becoming Gendered

Self as Object

Monitoring
- Internalizing

Ego Boundaries
- Male and Female

Parental Communication
- Mother & Talk
- Father & Play/Activity
- Sex
- Toys, Games and Chores

Parental Modeling

Growing Up Male
- The Six Elements
- The Boy Code (see handout)

Growing Up Female
- Two Distinct Versions of Femininity
- Five Major Themes of Femininity
- Code of Goodness
CLASS PARTICIPATION EVALUATION – DUE WITH EACH TEST

Name ___________________________ Class CMST 165 GNDR 165 __________________________
DAY MW W Eval. # __________________________ Contracted Grade _____________

This evaluation is designed to help you evaluate your participation in class at this point. Please BE HONEST on this form - it is designed to be a tool to help you grow through out the semester.

What Grade do you think you are earning for Participation right now? ___________
Based on your following self-evaluation why do you think you are earning this grade?

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UNIT TWO

Social movements, verbal and nonverbal communication and how we differ in our relationships
Look at the Thesaurus Supplement on the following page. Read both the synonyms and antonyms.

What is your initial emotional/mental reaction to these words? Be very, very specific:

How would you classify the words this search engine displays to describe these terms?

How do these relate to the ways language defines gender, organizes perception, and/or evaluates gender? Use class/text material in this analysis:
Thesaurus Supplement for Gender and Language Assignment
Based on Roget’s New Millennium Thesaurus

MALE

NOUN

Synonyms: ape, beefcake, boy, bruiser, buck, bull, chap, dude, father, fellow, gent, gentleman, guy, he, he-man, hunk jock, john, macho man, papa, pimp, stud, tiger, tom, wolf

Antonyms: female

ADJECTIVE

Synonyms: macho, manful, manlike, manly, potent, virile

Antonyms: female

FEMALE

NOUN

Synonyms: amazon, babe, beauty, broad, cheesecake, chichi, cow, cupcake, cutie, dame, doll, dowager, duchess, femme, fill, fox, frail, gal, gentlewoman, girl, hussy, kid, lady, madam, mama, matron, old bat, old lady, old woman, petticoat, piece, pinup, seductress, she, she-stuff, shrew siren, sis, skirt, temptress, ten, tomato, vixen, weaker sex, wench, wren

Antonyms: boy, male, man

ADJECTIVE

Synonyms: changeable, child-bearing, delicate, effeminate, effete, fair, feminine, fertile, gentle, girlish, girly, graceful, ladylike, maidenly, matronly, modest, muliebral, oviparous, petticoat, pistil-bearing, pistillate, pure, refined, reproductive, sensitive, she-stuff, shy, soft, tender, twisty, virgin, vixenish, weak, womanish, womanlike

Antonyms: male, manlike, manly
SOCIAL MOVEMENTS – WHO WOULD YOU BE?

Homework

Based on our study of Women’s, Men’s and Gender Queer Social Movements select two social movements that you identify with. You must pick a specific movement – for example, you cannot pick “Liberal Feminism or Cultural Feminism” but must pick a social movement within those areas. Explain why you identify with each social Movement. YOU CANNOT SELECT MORE THAN ONE FROM THE SAME CATEGORY (WOMEN/MEN/GENDER QUEER).

1.

2.
NONVERBAL ARTIFACTS AND GENDER

Homework

List the artifacts (clothing, accessories, items on your desk or in your car and in other spaces you spend time.) Carefully consider all of the belongings that you use:

Based on the above list explain to what extent your artifacts are associated with your gender? Be very specific and give examples:
**Are There Differences Between Men and Women?**

**Procedure:** Examine the behaviors below and decide if they are gender-based or gender-neutral (performed by both genders.) If they are gender based, identify which gender more frequently exhibits the behavior. Additionally, identify if they are typically dominate or submissive behaviors.

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Primarily A Female Behavior</th>
<th>Primarily A Male Behavior</th>
<th>A Gender Neutral Behavior</th>
<th>Sub/ Dom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Frowning</td>
<td>_____</td>
<td>_____</td>
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<td>2. Smiling</td>
<td>_____</td>
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<td>3. Interrupting Often</td>
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<td>4. Staring</td>
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<td>5. Lowering eyes</td>
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<td>6. Tilting head to side</td>
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<td>7. Pointing</td>
<td>_____</td>
<td>_____</td>
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<td>8. Moving out of the way of the other person</td>
<td>_____</td>
<td>_____</td>
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<tr>
<td>9. Holding head erect</td>
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<td>10. Glancing away</td>
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<td>11. Taking more physical space</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
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<td>12. Snuggling</td>
<td>_____</td>
<td>_____</td>
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<td>13. Allowing the other person to interrupt</td>
<td>_____</td>
<td>_____</td>
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<tr>
<td>14. Moving in on other's space</td>
<td>_____</td>
<td>_____</td>
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<tr>
<td>15. Batting eye lashes</td>
<td>_____</td>
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<tr>
<td>16. Keeping posture erect</td>
<td>_____</td>
<td>_____</td>
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<td>17. Keeping hands on hips</td>
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<td>18. Keeping legs apart</td>
<td>_____</td>
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<td>19. Taking up less space</td>
<td>_____</td>
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<td>20. Initiating touch</td>
<td>_____</td>
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<td>21. Sitting with</td>
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SINGLES ADS AND WHAT THEY SAY

Homework

Bring in one singles ad in each of the following categories for a total of four ads: 1) men seeking women, 2) women seeking men, 3) men seeking men and 4) women seeking women.

ADS MUST BE ATTACHED TO THIS ASSIGNMENT!!

Answer:

1. What themes present themselves in your ads and what does that tell you about what people are looking for in a partner?

2. In terms of what these people are seeking what similarities do you notice between the 4 categories?

3. What differences do you notice? What are the differences related to?
CHAPTER 3 - Women

First Wave
- Women's Right Movement
- Cult of Domesticity

Years between First and Second Wave

Second Wave
- Cultural Feminists
  - Radical Feminism
  - Lesbian Feminism
  - Separatism
  - Revalorism
  - Ecofeminism
- Liberal Feminism
  - Womanism
  - Multiracial Feminism
  - Power Feminism

Third Wave and It's Goals
- Political is Personal
  - Riot Grrrl
  - Bitch Movement
- Girl Culture
- Sexy is Powerful

Antifeminism
- Anti Suffragettes
- Total Woman
- 3rd Wave Happy Marriage

CHAPTER 4 - Men

Profeminists
- Traitorous Identity
- Personal Persuasion
- NOMAS

Antiviolence Groups
- White Ribbon Campaign
- Mentors in Violence Prevention
  - Bystander Behavior

Masculinists
- Men's Right Movement
- Free Men

Father's Rights Groups
- Mythopetic Men
- Father Hunger
- Promise Keepers
- Million Man March
  - Other Million Marches
- Male Circumcision Rights

Gay/Lesbian Movements
- Gay Liberation
- Lesbian Feminism (in 2nd Wave)
- Transgendered Activism
- Antitransgenderism

CHAPTER 5 – Verbal Communication

Male Generic Language
- Spotlighting

Defining Male/Female Differences
- Sports/Rape/Abuse
- Active vs Passive
- Relationships
- Matriarchal

Language and
- Awareness
- Perception
  - Stereotypes
  - Polarized Thinking
  - Objectifying
- Evaluative
  - Self Reflection

Masculine/Feminine Styles
- Speech Community
- Gendered Practices
  - Feminine Speech Features
  - Masculine Speech Features

Gender-Based Misinterpretations
- Showing Support
- Trouble Talks
- Relationships Talks
- Public Speaking
CHAPTER 6 – Nonverbal Comm.

Functions - Supplementing nonverbal comm.
  - Repeating
  - Contradicting
  - Complementing
  - Replacing
  - Accenting

Regulating Interaction

Relationship Level of Meaning
  - Responsiveness
  - Liking
  - Power and Control

Forms of Nonverbal Communication
  - Artifacts
  - Proxemics
  - Territoriality
  - Haptics
  - Kinesics
  - Paralanguage
  - Physical Appearance

Male/Female Differences

CHAPTER 9 – Close Relationships

Personal Relationships
  - Male Deficit Model
  - Alternative Path Mode
    - Emotional closeness
    - Instrumental closeness

Women's Friendships
  - Closeness in Dialogue
    - The characteristics of F-F Friendships

Men's Friendships
  - Closeness in Doing
    - The characteristics of F-F Friendships
    - Covert Intimacy

Friendships Between Men and Women
  - What do we want cross sex friends for
  - Sexual desire and M-F Friendships

Gendered Romantic Relationships
  - Dating Script
  - Romantic Intimacy

Modes of Affection
  - Straight, Gay and Lesbian

Autonomy and Connection
  - Demand-Withdraw

Responsibility for Relationship Health
  - Lesbians
  - Heterosexuals

Gendered Power Dynamics
  - Lesbian
  - Gay
  - Heterosexual
  - Psychological Responsibility
  - 2nd Shift Job
  - Conflict
  - Violence and Abuse
This evaluation is designed to help you evaluate your participation in class at this point. Please **BE HONEST** on this form - it is designed to be a tool to help you grow throughout the semester.

What Grade do you think you are earning for Participation right now? __________

Based on your following self-evaluation why do you think you are earning this grade?

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Helping the class learn from your participation?
UNIT THREE

Institutions of influence, media and power and violence
PROCESS: Attach three product ads from current magazines (not the from the Internet) that you feel demonstrate a media generated view of gender. Pay attention to highly sexualized and/or violent images.

1. Describe what aspect of each of your ads show femininity and/or Masculinity? Gender queer? Be very specific in your description: LIST EACH AD AND DESCRIBE IT FROM A GENDERED PERSPECTIVE

Ad 1 -

Ad 2 -

Ad 3 -

2. List and explain each stereotype, if any, are represented in each of your ads?

Ad 1 -

Ad 2 -

Ad 3 -

3. How do you feel about gender being represented in this way?
Chapter 8 - Gendered Education

Hidden Curriculum

Academic Expectations and Pressures
  Males
    Behavior
    Teacher Reactions
  Females
    Behavior
    Teacher Reactions

Curriculum

Athletics

Peer Culture
  Pressure to Conform
    Men
    Women
    Effortless Perfection
    Culture of Romance

Chapter 10 – Gendered Organizational Communication

Gendered Stereotypes
  Women
    Sex Object
    Mother
    Child
    Iron Maiden
    Bully Broads
  Men
    Sturdy Oak
    Fighter
    Breadwinner

Masculine Norms
  Misperception 1-3

Sexual Harassment - Chpt. 12, pg. 294-295
  Quid Quo Pro
  Hostile Environment Harassment
  Types of Harassers - see list from Class

Chapter 11 - Gendered Media

Media Saturation

Themes in Media
  Women & Minorities
  Portrayals of Men
  Portrayals of Women
    Good Women
    Bad Women

Relationships Between Men & Women
  Women Dependence/Male Independence
  Women Incompetence/Male Authority
  Women Primary Caregiver/Men as Breadwinner
  Women as Sex Object/Men as Aggressor
    Virgin and Whore

Pathologizing the Human body
  PMS
  Menopause
  Hair
  Thinness

Normalizing Violence Toward Women
  Male Violence
  Video Games

Chapter 12 - Gendered Power & Violence

Gendered Violence

Types of Gendered Violence
  Gender Intimidation
  Sexual Assault
    Informed Consent
    Rape
    Blaming the Victim
Military Rape
Intimate Partner Violence
Review differences between men and women

Girl Violence
Genital Surgery
Male circumcision
Sunna
Cliteridectomy

Infibulation
Gender-Based Murders
Femicide
Bride Burning
Dowry Deaths

Normalization of Violence in the Media
Pornography
Erotica
CLASS PARTICIPATION EVALUATION – DUE WITH EACH TEST

Name __________________________ Class ________ CMST 165 ________ GNDR 165 ________
DAY ________ MW ________ W ________ Eval. # __________________________ Contracted Grade ________

This evaluation is designed to help you evaluate your participation in class at this point. Please **BE HONEST** on this form - it is designed to be a tool to help you grow throughout the semester.

What Grade do you think you are earning for Participation right now? ________

Based on your following self-evaluation why do you think you are earning this grade?

---

**A/B/C CONTRACT - Everyone fills this section out:**

<table>
<thead>
<tr>
<th>NO</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completing your 2 Gender Shares, and turning in the written portion?</td>
<td></td>
</tr>
<tr>
<td>Talking and participating in all small group exercises?</td>
<td></td>
</tr>
<tr>
<td>Talking/asking questions in open class discussion a minimum of once per week?</td>
<td></td>
</tr>
<tr>
<td>Responding to two peer shares?</td>
<td></td>
</tr>
<tr>
<td>Speaking in a complete thought and at an audible level?</td>
<td></td>
</tr>
<tr>
<td>Speaking clearly enough to be understood by other students and the instructor?</td>
<td></td>
</tr>
<tr>
<td>Engaging students in conversations on classroom/textual topics and material?</td>
<td></td>
</tr>
<tr>
<td>Asking questions to clarify understanding or to clear up confusion?</td>
<td></td>
</tr>
<tr>
<td>Sharing personal experiences, opinions and outside observations as they relate to class?</td>
<td></td>
</tr>
<tr>
<td>Listening to, comprehending and using an expanded vocabulary drawn from the class?</td>
<td></td>
</tr>
<tr>
<td>Maintaining a minimum level of interpersonal responsiveness when communicating?</td>
<td></td>
</tr>
<tr>
<td>Recalling, applying and discussing information from the class?</td>
<td></td>
</tr>
</tbody>
</table>
**B AND A CONTRACT - Add the following:**

<table>
<thead>
<tr>
<th>ESSENTIAL PARTICPATION ELEMENTS:</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completing your 2 Gender Shares, and turning in the written portion?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking and participating in all group exercises?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking in <strong>open</strong> class discussions a minimum of <strong>once per class</strong>?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to 3 peer shares</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrating that you can apply major principles from the class and books?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrating that you are listening to others?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**A CONTRACT - Add the following:**

<table>
<thead>
<tr>
<th>ESSENTIAL PARTICPATION ELEMENTS:</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completing your 4 Gender Shares, and turning in the written portion?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking and participating in all group exercises?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking in <strong>open</strong> class discussion at least twice per class?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to 3 peer shares?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitating others’ participation in group activities and class discussions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asking questions and sharing personal examples with the entire class?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrating unique insights and original thoughts?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showing that you learn from others by being interested in what they have to say?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helping the class learn from your participation?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GENDER SHARE FORMS
3 MINUTE CLASS SHARE

NAME________________________CIRCLE SHARE 1  2  3

CIRCLE SECTION:  CMST 165  GNDR 165
CIRCLE TIME:  MW 11:10  W 12:45

1. CLASS CONCEPT

2. MY EXAMPLE OF THE CONCEPT – taken from my own experience

3. MY CONCEPT RELATES TO THE CLASS CONCEPT IN THE FOLLOWING WAY:
3 MINUTE CLASS SHARE

NAME________________________CIRCLE SHARE 1 2 3

CIRCLE SECTION: CMST 165 GNDR 165
CIRCLE TIME: MW 11:10 W 12:45

1. CLASS CONCEPT

2. MY EXAMPLE OF THE CONCEPT taken from my own experience:

3. MY CONCEPT RELATES TO THE CLASS CONCEPT IN THE SPECIFIC FOLLOWING WAY:
## 2 MINUTE CLASS SHARE

<table>
<thead>
<tr>
<th>NAME_______________</th>
<th>CIRCLE SHARE</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIRCLE SECTION:</td>
<td>CMST 165</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIRCLE TIME:</td>
<td>MW 11:10</td>
<td>W 12:45</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. **CLASS CONCEPT**

2. **MY EXAMPLE OF THE CONCEPT** taken from my own experience:

3. **MY CONCEPT RELATES TO THE CLASS CONCEPT IN THE SPECIFIC FOLLOWING WAY:**
2 MINUTE CLASS SHARE

NAME____________________CIRCLE SHARE 1 2 3

CIRCLE SECTION: CMST 165 GNDR 165
CIRCLE TIME: MW 11:10 W 12:45

1. CLASS CONCEPT

2. MY EXAMPLE OF THE CONCEPT taken from own experience:

3. MY CONCEPT RELATES TO THE CLASS CONCEPT IN THE SPECIFIC FOLLOWING WAY: