PART FOUR:

ASSIGNMENTS AND OTHER RESOURCES
As we study gender roles and social change, it is important to understand the agencies and organizations that work to either maintain the status quo or work to facilitate social change. To investigate these entities and the issues with which they work, I want you to select an issue and find an organization on each side of the debate. The instructions that follow will provide you with a framework with which to present the issue and its many sides.

Pick one of the following topics or suggest a topic of your own.
- Mail order brides
- Same-sex marriage
- Covenant marriage
- Divorce
- Bigamy and Polygamy
- Cohabitation
- Parenting
- Housework

Instructions
1. Find two websites (organizations) that are on opposites sides from each other on your issue.
   a. For each organization:
      - What is its name? Who founded it? When and why did they start the organization?
      - What does the organization do? How is it funded? How many members do they have?
      - Who is most likely to be a member? Who is least likely?
   b. Gender Issues
      - What are the key issues of each side? What are their arguments for their side?
      - What legislation has passed or failed to pass which relates to this issue?
      - How is gender a key concern in this debate?
      - Which sociological perspective would best fit each side of the debate? Why?

Note
- Your paper should have an introduction, a conclusion and three sections with bold headings. The first two bold headings should be the names of the organizations and the third one should be called Gender Issues.
- Your paper should be typed (12-point font), double-spaced and spell-checked.
- It should also not be longer than 4 full pages.
- At the end of your paper, you should attach a print out of each organization's home page. (You only need ONE page from each organization.)
- Remember to keep your paper focused on how your issue is specifically related to gender roles, norms and inequality.
- Your paper is due in class on Oct. 26,2000.
Grading Criteria for the Internet Assignment
(total points possible = 30 points)

1. Format (8 points)
   a. bold headings, typed (12 point font), double spaced,
   b. spell-checked, and not more than four pages
   c. attachment of copies of homepages

2. Content (18)
   a. Appropriate topic related to family & gender
   b. Use of two organizations
      --thorough discussion of organization one
      --thorough discussion of organization two
      --discussion of relevant "issues"

3. Quality (4 points)
   a. clear & concise writing
   b. complete sentences

TOTAL POINTS EARNED
Beth Tracton
IMAGES OF GENDER AND RACE & ETHNICITY IN CHILDREN’S BOOKS

In this segment of the course we will be discussing issues related to the intersection of gender and race and ethnicity. As we have discussed, one of the ways children learn ideas about the social structure through the media. To further explore the intricacies of these issues we will look at children's picture books.

1. Select a picture book that is written for a child to read.
   --There is a list of titles attached; however, you may select a book not on this list provided it includes issues of both gender and race and ethnicity. Please ask me if you are not sure.
   --Check to see if you or someone you know already has a book like this.
   --Try looking at the public libraries in your area or the base library.
   --Ask a librarian if you need help using Inter-library loan to secure a book.

2. Assess the book on the following criteria:

   **Text**
   What is the story about? Briefly summarize the narrative. It should not take more than ½ to ¾ of a page to complete this question.

   **Ideas & Images**
   Who are the characters and what are their demographic characteristics? What themes about gender & race does it include? How does the book convey dominant societal values? What are they? How do the visual images support the text? Evaluate the artistic merit on creativity.
   What lesson is the child to learn?

   **Critical Thinking**
   Is the book consistent with the ideas and concepts presented in your textbook? If yes, how so? If not, what’s different? Please cite specific examples. Was the book a success or failure? Did it meet its goals? Would you recommend this book? Why?

3. This library research project is due in class on ___________.

   **Note:** It must be typed with 12-point font, double-spaced and spell checked. The bold words above must appear in your paper as section headings. The entire paper should be no more than 3-4 pages.
Grading Criteria for the Children's Book Assignment

1. Format (8 points)
   a. bold headings, typed (12 point font), double spaced
   b. spell-checked, not more than four pages
   c. summary—not more than ½ to ¾ of a page

2. Content (18 points)
   a. appropriate book selection
   b. thorough discussion of each section
      • Text
      • Ideas & Images
      • Critical Thinking

3. Quality (4 points)
   a. clear, concise, college level writing

TOTAL POINTS EARNED
Mindy Fried  
USING THEATER AS A TOOL TO TEACH GENDER THEORY

For the past few years, I have experimented with using theater as a tool to teach gender theory. While there are, no doubt, many activities one can do with theater, including taking students on field trips to a local playhouse or supporting their research on plays that deal with gender issues, I have chosen a method that is more hands-on. When I use theater in the classroom, students take on acting out several scenes of a play and use their understanding of the characters as a means to apply gender theory. In this short essay, I describe the plays and methods I have used. While my teaching goal is to help students develop a deeper understanding of gender theories, I believe that many areas of analyses can be explored through the use of theater.

The idea for using a play way seemed like a natural to me, as I grew up surrounded by theater. My father was (and is still, at age 89!) an actor and playwright. His plays embody a sociological perspective, as they bring life to class conflicts and labor-management struggles. I grew up seeing him on-stage in my hometown of Buffalo, New York, as well as seeing his plays produced in New York and Toronto.

I first considered the idea of using theater as a means to teach gender theory when I was teaching Sociology of Sex and Gender. Having taught feminist theory in a fairly traditional way, I wanted to experiment with finding a way to make gender theory come alive. I called my dad and asked him what plays he thought would work, and he immediately suggested “Glass Menagerie,” by Tennessee Williams. As you may know, this play focuses on the frail character of Laura who collects glass objects (ergo, her menagerie). Her mother, driven by fears that her Laura will become a spinster, pressures her son to bring home a coworker. With an exaggerated southern etiquette, the mother welcomes this “gentleman caller,” hoping that he will woo Laura and save her from a life of loneliness. The visitor is very kind and somewhat pitying, but finds Laura’s quirky obsession with glass objects intriguing. There is plenty of gender food for thought in this play, and it is truly a classic.

The second play that I have used is “Gut Girls,” a contemporary play written by British author, Sarah Daniels. I used this play for a course called “Gender, Work and Public Policy.” In this case, I wanted a play that centered on the experience of work, and which also had a lot to say about gender and class. The gut girls in Daniels’ play are slaughterhouse workers in late 19th century England. They are feisty, funny and irreverent working class women who, in their own ways, understand their oppression and exploitation. We meet these women in their messy workplace, and find how “gutsy” they are, as they exchange banter while doing their jobs. The “plot thickens” when an upper-class woman visits the gut girls at their workplace, deigning to enter their world of blood and entrails. She is appalled at their working conditions, and also takes pity on them, and decides to set up a social club to teach them manners.

Ultimately, we discover that her motives are twisted, as she gets them to work as domestics, considered more “refined” work, or more appropriate for women. Among the gut girls is a woman trying to unionize the group, another who lives in a home for wayward girls, and so on. Students take on the various roles of these gut girls with great gusto! They love to struggle with the working class British accents, and swear and cajole one another about offal (or guts). It is, at the very least, a heck of an ice breaker for any class.

Here are some more specifics regarding how I approached getting started and implementing this methodology of using theater with students.

• Finding a play
First of all, I select a play that deals with gender issues. (One could argue that all plays could be construed as dealing with gender issues.) Short of having a family member who can act as a resource, there are many ways to research the options. For example, a store called Baker’s Plays has a website (www.bakersplays.com), which allows you to search for plays by type or title, and then you can purchase the plays from them at a very reasonable price. Or you could contact a local theater or even a theater department in your university/college, to ask for advice. Also, the Drama Book Shop in New York has a website (www.dramabookshop.com), which has up-to-date information about plays and more.

To find “Gut Girls,” I emailed chairs of theater departments around the country, explaining the kind of play I needed and why, and was pleasantly surprised that they took my request seriously. Interestingly, a number of them suggested this play. I had no problem finding the play on the web, but finding a physical copy was not easy. This is how I discovered Baker’s Plays, and they had the play. (Some plays, including “Gut Girls,” cannot be found in your average bookstore. More popular plays are easier to track down at a chain or independent bookstore.)

- Finding a scene from the play
So far, I have not used the entire play; rather, I select several scenes that capture the essence of the play and also include the number of characters needed to include students in the “production.” I try to keep the reading to about 30-45 minutes, so doing a rehearsal reading on your own may be useful.

- Introducing the idea to your class
On the first day of class, part of my introduction to the course involves handing out the script and asking students to volunteer to “play” whatever character they choose. This achieves two purposes: I find it facilitates student bonding early on in the semester, and it also solicits commitment to the course. (Women’s Studies courses at MIT can be under-enrolled, so this is particularly important.) The most recent class in which I used a play is three hours long, so if you choose to use theater in the early part of the class, and have a shorter class, you may have to rethink when to introduce it.

- Students prepare for their mini-production
When I use this method in a small class, everyone can have a part in the play. When the class is larger, I get volunteers, who will then “perform” it for their peers. In my experience, being in the play is very exciting (and perhaps preferable), but observing a play reading is still a great experience for students. In one larger class where I used this method, it turned out that the volunteers were extremely talented drama students and the rest of the class was treated to a professional performance!

After students have been introduced to the play and have selected their character (that is, if they have a character), I encourage them to go through their script and highlight their lines before the next class when they do the play reading. The class is also assigned readings on gender theory, which they must also complete by the next class.

- The production
I find that students take the production very seriously. They come prepared, even if they stumble over some of their lines. When it really clicks, they work at relating to each other as characters, rather than just reading their lines. At the same time, because this isn’t a professional production, I find that students will laugh at a funny part or groan or comment at something particularly sad or difficult. At the end, we applaud! Often students want to continue reading beyond the selected scene, which I figure is a good sign, but I do stop them so we can get on to the analysis. It’s mainly a time issue.
• Small group discussion
First, I ask students how they felt to be the characters they played. I also ask them their general observations about the other characters. Then, students break into small groups for 15-20 minutes, and work on applying a theoretical perspective (e.g., biological determinism, gender as social construction) to the characters and their actions. I ask them to focus on one theory, because the task of thinking about the play in the context of doing a theoretical analysis can be fairly complex. While presumably they have done readings on gender theories, I hand out a one-page description of several theories, which they use as a guide.

• Large group discussion
When small groups have finished talking, they come back to the larger group and a representative from the group presents their group’s analysis. We then open it up for discussion, comparing and contrasting the gender theories, in the context of the play.

I find that using theater in this way is fun and productive. I believe that it enhances students’ understanding of the theories they are discussing. In many of the classes I teach, students ultimately learn to apply their analyses of gender issues to their own lives, taking the understanding of the personal to a broader level that often involves an understanding of the intersection of sociology, psychology, economics and political science. Using theater early on in the semester is one way to provide an opportunity to take students into the realm of human experience – through their characters – as a bridge to better understanding their own lives.
Barbara Ryan
BOOK REVIEW WITH GENDER ANALYSIS

Select a book from the list provided and write a review using a gender analysis based on concepts and theories discussed in class and found in the readings for SOC/WS 362 Sociology of Gender.

There are two parts to this assignment. The first is a presentation to the class on the book you have selected and the second is a written review/analysis. The presentation should be timed for 15 minutes allowing for questions/comments from the class, and the written part of this assignment should be between 7-10 typed double spaced pages. Make sure you include the following in both the presentation and the written report:

1) First talk about the author of this book. Who is this person, what other books have they written, are they writing about their own experience and how do their social characteristics affect their writing?

2) Then tell the “story” of the novel or biography. What is the book about, who is the narrator, where and when is the story located?

3) Apply a gender analysis to this work. How is the main character affected by her/his sex and gender; what about others in the book? What effect does the location and era have on their gendered lives? What are the added affects of race, ethnicity, age, sexual orientation, class, etc.?

4) What are your personal feelings about this book? Did you like it, find it interesting, learn from it? Would you recommend it to others?

5) How did applying a gender analysis change the way you felt about this book?

6) Why did you choose this book?

You do not have to explicitly address each of the above listed points in your presentation or written report, but they do need, in some way, to be incorporated in your narrative. By this I mean you are free to use creative license as long as you apply critical thinking along gender lines for your analysis. The questions outlined above are part of a critical thinking approach.

Novels, Memoirs/Essays, and Biographies

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Frida: A Novel by Barbara Louise Mijica, reissue 2002. (Fiction based on real events) Plume, 366 pages.


The Death of Artemio Cruz by Carlos Fuentes (translated from Spanish), 1964. (Mexican) Farrar Straus, 306 pages.


Their Eyes Were Watching God by Zora Neale Hurston, reissue 1999. (Fiction, black/white relations in 1930s) Perennial Classics, 240 pages.


Tom Gerschick  
WOMEN, MEN AND WORK EXERCISE19

As you know, one of the chief contributions of the sociological imagination is that it helps us to understand the ways in which social forces affect individuals and vice-versa. One of the best places to study this interaction is the world of work. As we have discussed, one's sex and gender have a profound influence on one's work life. Sex and gender influence, among other things, our occupation, wages, salaries and benefits, and job satisfaction. This exercise is designed to sharpen your understanding of the world of work and its ramifications for women and men.

Your objectives in these assignments are to:
1) Locate information about a specific occupation using the Internet and perhaps Milner Library.
2) Present that information in a readily understood format.
3) Continue to learn how to access information using a variety of sources.
4) Write an essay exploring the wage gap and possible reasons for it.

Note that government sources of data are not tightly coordinated. As a result, occupational category titles do not always match across databases. For instance, in some databases I utilized, I was able to find and use the category "sociologist." However, in other databases, I had to use "social scientist." When I was looking up the sex distribution and median weekly earnings, I had to use the categories "teachers, college and university" and "social scientists and urban planners." Consequently, as you proceed through this exercise, be sure to keep track of 1) which category title you used, 2) for which statistic or description, and 3) why you used that category title.

Instructions
1. Begin by selecting an occupation you would like to explore. The most fruitful would be one in which you would like to work. For instance, when I was in my early twenties, I wanted to be a sociologist, so I will use sociologist throughout this example.

2. Utilizing the most current government data available, determine the sex distribution for your occupation. What proportion of the occupation is women and what proportion is men? In order to do this, you will need to access the Statistical Abstract of the United States. It can be found online at http://www.census.gov/statab/www/

Once you access the site, scroll down to where it says: Adobe Acrobat PDF files

And click on this link. Then scroll down to "Section 12. Labor Force, Employment, and Earnings." Click on the section with tables 567-639. The scroll down to table 593: Employed Civilians by Occupation, Sex, Race and Hispanic Origin 1983 and 2000.

Because there was no separate category for sociologists, I had to resort to the following two categories:

- Teachers, college and university: 43.7% female in 1999; 56.3% male in 2000

19 My thanks to my college, Dr. William Rau, who inspired this exercise and provided some of the background materials to create it.
20 In the event that you cannot access the WWW due to a server being down or lack of a connection, all the information required in this exercise can be found in hardcover books in the reference section of Milner Library.
Social Scientists and urban planners: 58.9% female in 1999; 41.1% male in 2000

3 Review table 593 and determine the sector of the economy in which your chosen profession resides. Teachers, college and university" and "Social Scientists and urban planners" is in the category "Managerial and Professional Specialty." Hence my job is found in the professional sector.

4. Finally for your chosen occupation, determine the difference in median weekly earnings between women and men who are full time wage and salary workers. This will involve some detective work on your part. Again, use the most current data available.

When I used the “Teachers, college and university” category, I learned that in 2001, the median weekly earning for women in this occupational category was $844 and for men median weekly earnings were $1126. Women’s median weekly earnings, then, are 75% of men’s in this occupational category.

When I used the “Social Scientists and Urban Planners” category, I learned that in 2001, the median weekly earning for women in this occupational category was $750 and for men median weekly earnings were $1056. Women’s median weekly earnings, then, are 71% of men’s in this occupational category.

Once you have collected your information, write a paper that addresses the following (note that this exercise format does not lend itself to being written as an essay):

1. Your choice of occupation.
2. The sex distribution for your chosen occupation. What percentage of your chosen occupational category is women and what percentage is men? Does the sex distribution suggest occupational sex segregation? If so, to what extent?
3. The sector of the economy in which the occupation is located.
4. The weekly median earnings for women and men and the difference in those earnings measured by both dollars and by percentage.
5. Is there a wage gap in your chosen occupation? If so, how large is it and in whose favor?
6. Drawing on what you have learned this semester regarding gender and work, what are the possible explanations for any gap that you found? This is the most important question in this exercise, hence be sure to be detailed and precise in your answer (draw on in-class lectures, discussion and assigned reading here). However, be careful because we cannot provide definitive answers to this question without conducting a systematic and comprehensive study which is clearly beyond the scope of this exercise. Hence you should discuss factors that should be investigated to explain the gap.
7. Be sure that you define each of the measures you are utilizing: sex distribution, occupational sex segregation, weekly median earnings, and wage gap and that you convey a clear understanding of what is being measured in each of these.
8. Please be sure to provide specific citations for every source of data and be clear on the steps that you took to locate your information. You must provide enough detail so that we can recreate your search.
9. As always, use your own words. Being able to explain things in your own words provides an excellent indication to you and to us of how well you understand the material.
Denise Copelton  
WRITING ASSIGNMENTS

You are required to complete four assignments throughout the course of the semester. There are six assignments listed below. To ensure that you start working toward completing the four assignments early in the semester, **you must complete either assignment #1 or #2**. (You may complete both if you so choose.) Assignment #3 includes two options. You may complete only one of these.

Each assignment should be between four and seven pages in length and must adhere to the “Guidelines for Written Work” distributed separately. Due dates are firm and non-negotiable. If you miss a due date, you should choose another assignment whose due date has not yet passed. Please plan ahead so that at the end of the semester you don't find yourself in the sticky situation of having a shortage of assignments.

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**Writing Assignment #1: Doing Gender and Sexuality on Valentine’s Day**

Reflect on West and Zimmerman’s theory of “doing gender” and the application of this theory to the dating show *Studs* (see Hollander, “Doing *Studs*”). Conduct your own analysis of the accomplishment of gender and sexuality via the American celebration of Valentine’s Day. How is gender 'done' in the context of Valentine’s Day? How is sexuality enacted through this ritual celebration? How do individuals account for their gendered performances and how are they simultaneously held accountable for them? How is sexuality performed in this context? If Valentine’s Day is a significant ritual celebration that structures performances of gender and sexuality, how do individuals who are not in romantic relationships still perform gender and sexuality via Valentine’s Day? And how are these individuals still held accountable for such performances? Use the analysis of *Studs* as a guide, but be creative. Interview a few of your friends, consult with significant others, observe men and women in public shopping for V-day gifts and so on.

**Due: Feb 16**

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**Writing Assignment #2: The Significance of Gender in Everyday Life – A Scavenger Hunt**

To facilitate your awareness of the significance of gender in the everyday world around you, try to locate as many items on the attached scavenger list as possible. Answer the questions indicated for each item, for a **minimum** of seven items. In other words, if you locate 15 of the items listed, you only have to write about seven of them (though you can write about all fifteen if you choose). But this also means that you **have to find** at least seven of the items. (These questions are intended merely as starting points for your discussion. Your essay should go beyond simply answering the question for each item.) I am especially interested in how you can make sociological sense of the items you found by drawing on what we have read and discussed in class. Be sure that you use class concepts, theories, and terms in your analysis. Be sure to turn in your paper and the items you located on the list.

**Due: Feb 23**

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**Writing Assignment #3: Gender Resistance**

**A) Surfing the Net with RuPaul, Zena, Chyna, and Lara Croft**

This assignment requires some websurfing. Find several websites (how many is really up to you and how much information you can find) devoted to one of the recent popular culture icons that embody nontraditional gender roles and have a “cult” following. Examples include RuPaul, Zena, Chyna, and Lara Croft, though there are many others. Describe this cultural icon. Is the icon a real person or
a fictional character? What gender stereotypes does s/he violate? Locate fan pages devoted to this icon and describe what s/he represents to fans. Describe the subculture associated with this icon. What are some elements of gender resistance within this subculture? In what ways does this icon continue to embody traditional gender stereotypes at the same time that s/he violates others? In what ways does this icon create new gender stereotypes? In your opinion, does this icon seriously challenge traditional constructions of gender? Include a listing of the websites you consulted including full URLs.

-OR-

B) Gender Norm Violation

[Note, if you choose to complete this assignment, you must clear your norm violation with Professor Copelton prior to engaging in it; You cannot receive credit for this assignment if you do not clear your violation with Professor Copelton in advance.]

For this assignment, you will break a gender norm and write about your experience. When choosing a norm to violate be sure that your norm is a relatively minor one or what sociologists refer to as a “folkway.” You must violate the norm in a public place but this may not be a campus location. In your writing assignment address all of the following: 1) the gender norm (What is it?), 2) how you violated it (What exactly did you do? Where did you do it? Who were witnesses to your violation?), 3) witnesses reactions (How did people respond? Did they stare? Try to avoid you? etc.) and 4) your own reaction (How did you feel? Why did you feel that way? What does this tell us about the internalization of gender norms?).

Due: Mar 7

Writing Assignment #4: Dating Rituals

Identify prominent heterosexual dating rituals among young people in the U.S. today. Detail these rituals through all aspects of dating (from initiating a date to the conclusion of a date). Compare these dating rituals to those described by Bailey. Does an “economy of dating” still exist or has this economy disappeared? If it has disappeared, explain why and describe the system of dating that replaced it. If it has not disappeared all together, explain how it operates differently today. How does “rating” factor into current dating rituals? Consider the extent to which changes in gender roles have impacted dating rituals from the fifties (the time period analyzed by Bailey) to the present. Be sure to also mention similarities between the two time periods. [Alternately if you have some knowledge of gay/lesbian/bisexual dating rituals, you may write about these and compare them to Bailey’s account of heterosexual dating rituals.]

Due: Mar 30

Writing Assignment #5: Holidays and Kin Work

Analyze a holiday celebration (such as Yom Kipper, Easter, etc.) in your family using the concept of kin work developed by di Leonardo. Consider such questions as: Who facilitates family visits on this day? What preparations are made in advance of the day? Who makes these preparations? What types of rituals does your family enact in celebrating this holiday? Are gifts, cards, or other tangible items exchanged? Who facilitates such exchanges? Are intangible items (affection, phone calls, etc.) exchanged? Who facilitates these exchanges? How does this holiday help to strengthen kinship ties? How are relationships of power produced through kin work in your family? You may consider other issues as well, depending on the nature of the celebration in your family. Be sure to make connections between your family’s celebration and di Leonardo’s article.
Writing Assignment #6: Gender and Work

Interview at least two fellow college students regarding their work and family expectations (these can include, but are not limited to expectations regarding marriage, children, household responsibilities, career goals, etc.). You should interview at least one male and one female. Describe their career and family goals. Given what you know about sex-segregation in the labor market, the gender pay gap, the gendered division of labor within the family, the meaning and experience of family caregiving and other pertinent issues discussed in class, do their expectations seem realistic? In what ways might their expectations change as they enter the full-time workforce? As they enter relationships? Are their expectations guided by traditional family arrangements? By traditional work arrangements? Is it likely that their goals will need to be curtailed or amended? Explain your assessment of these issues by backing them up with evidence from the readings.

Due: May 2

Scavenger Hunt List
(Developed by Elizabeth Hoisington, Northern Illinois University)

There are 25 items to locate. In addition to locating the item, you must answer the question given with each item.

1. A multiple choice question from an exam which makes assumptions about gender roles (i.e., is sexist). What assumptions are being made?

2. A cartoon or cartoon strip with a sexist premise. What assumptions are being made? How do the assumptions make the cartoon funny?

3. A photocopied paragraph from a book or article that is currently being used a college course that uses all masculine pronouns (include the text title, copyright year, and class required for). Why is it written this way?

4. A church bulletin which uses inclusive language (“people,” “his/hers,” in the prayers, responsive readings, announcements). Why is it written this way?

5. Two ads from the personal section of any newspaper: one ad seeking an attractive, pretty, cute, woman, girl, female; and one ad seeking an attractive, handsome, good-looking, man, boy, male (can use any adjectives for physical attractiveness). What are the differences, if any, between the emphasis on physical attractiveness in the ad seeking a woman and the ad seeking a man?

6. Lyrics from a relatively recent (within the past two years) popular song (title and or melody should sound familiar to people of various ages, races, etc.) that depicts a male as a sex object. (Include artist and title of song.) What is the message of the song, regarding men?

7. A photograph of (or rubbing from) a gravestone that says: “Wife of…”; “Beloved wife of…”. Why are these gravestones more common than those saying “Husband of…” or “Beloved husband of…”?
8. A sexist rule, regulation, or statement in any relatively recent or current Augustana document (e.g. housing rules, handbook describing the college, etc.). Do not use the school newspaper. What is it about the statement that makes it biased?

9. A greeting card congratulating the parents of a new baby that does not specify the sex of the baby. How are the illustrations and colors on the card gender-neutral?

10. From a phone book: 3 listings where a woman’s name is listed first (e.g. Doe, Mary and John). You can photocopy the listing. Why are these listings less frequent than those in which a male’s name is listed first?

11. A magazine ad in which the woman is taller than the man (both figures should be “normal sized” adults). Why is this the case (e.g., why is the man lower in status than the woman in this ad)?

12. An engagement or wedding announcement that lists the groom’s parents first. Why have brides’ parents’ names traditionally been listed first?

13. A photocopy of the dedication of a book written or edited by a man (or men) to their child(ren). What is the significance of this in terms of gender?

14. Rewrite the Declaration of Independence using inclusive language (not just he/she). How does this change the nature of what is being said?

15. Find a nursery rhyme with a male or female (or both) as the main character(s) and rewrite it to make the character(s) more androgynous. How does this change the images presented in the rhyme?

16. A picture from a department store’s catalog showing children’s clothing with sex-typical pictures on the clothes (e.g., sports, flowers, kittens). Why do parents buy these clothes for their children?

17. A table of contents from a men’s magazine listing an article about male-female relationships (this assumes some kind of emotional commitment). Why are these kinds of articles more rare in men’s magazines than women’s magazines?

18. An Old Maid card (or photocopy of one). What does this card game reveal about our attitudes toward older, single women?

19. A college course catalog listing a men’s studies course. What is the significance of this, in terms if gender?

20. A picture from a hotrod/car magazine showing an attractive young man lounging by/on a car (instead of the usual, ornamental women). What would be a good argument for showing an attractive male instead of an attractive female in this case (if you had to convince the editors of the magazine)?
21. A birthday card for a father that has flowers on it. Why do greeting cards for men usually have dark colors, pheasants, and outdoorsy stuff on them?

22. A table of contents from a men’s magazine listing a child-raising article. What is the significance of this regarding gender?

23. A picture showing male athletes displaying physical affections towards one another. Why is it acceptable for them to be doing this?

24. Lyrics to a country-western song which describes nontraditional gender roles. Why has country-western music portrayed traditional gender roles for so long?

25. The business card of a car saleswoman. Aside from avoiding charges of discrimination, why would a car dealership want to hire a woman to sell cars?
Assume that Patricia Schroeder has hired you to provide her with a feminist analysis of women’s issues to present to the Congressional Caucus for Women’s Issues. She wants you to provide:

- an feminist analysis of how to increase the number of women elected to Congress
- an feminist analysis of how to decrease violence against women
- and feminist analyses of two other women’s issues.

Based on the readings, lectures, discussions, your previous papers, etc., what other two women's issues would you identify for Congressional Caucus for Women’s Issues to pursue as highest priorities, and what policy positions would you propose that the Caucus adopt for all four issues?

Your position paper for Patricia Schroeder must provide specific data to describe the problem and quote feminist scholars describing, explaining, or proposing solutions to the problem. Draw on course readings, lectures, etc. for your expert testimony on the issues.

Final Exam due no later than 1PM Thursday May 18 to Debbie Sutherland, Department of Sociology Secretary, Tisch Learning Center, Room 218.

Honor Code: I have not witnessed any wrong doing nor have I personally violated any conditions of the Skidmore Honor Code while taking this examination.

Signed: ________________________________
Sharon Bird  
Sociology of Masculinities and Manhood: The Impact of Childhood Gender Socialization on Adult Personalities and Perspectives

Part I: Gathering Information: Interviews/Your Own Experiences

The first thing you need to do for this assignment is gather and record some information. This information will come from 2 primary sources: (1) your own life experiences; and (2) an interview with a college student or friend whose sex category differs from your own. Record your responses and then conduct personal interviews, using the same questions, with the other person. Each question should be answered fully—i.e., no simply “yes” or “no” responses. You will need to provide enough personal details and gather enough information from your respondent to draw interesting comparisons between yourself and the other person. (NOTE: You must turn in your interview notes as an appendix to your paper.)

First, think back to when you were in grade school, in 4th, 5th, or 6th grade, for example. With these images in mind, respond to the following questions:

• What sorts of things contributed most to a person’s level of status among the kids at your school?
• Did the criteria for popularity apply equally to boys and girls? Explain.
• Describe and give an example of some of the criteria that helped determine levels of popularity for girls. Describe and give an example of some of the criteria that helped determine levels of popularity for boys. Which of these criteria were you able to live up to? Did your ability to live up to these criteria affect how you felt about yourself? Explain.

Now think back to when you were in junior high and high school. With this time period in mind, please respond to the next set of questions.

• In what ways, if any, did the criteria for popularity in your social group change when you went to junior high and high school?
• To what extent, if any, were the criteria for popularity the same as criteria for “appropriate” masculinity and/or femininity?
• In what ways were you affected personally by your abilities and inabilities to live up to prevailing standards of popularity throughout high school? For example, did these experiences influence your self-confidence, your gender identity, or your goals?
• How important to you is your ability to live up to prevailing norms and stereotypes of masculinity or femininity? In what ways did the experiences you described earlier influence the importance you place on conformity to gender stereotypes today?
• Do you think that a person’s ability to “fit” gender stereotypes (femininity for women and masculinity for men) affects a person’s level of popularity in college? Explain.

PART II: Telling Sociological Stories: Gender Socialization, Expectations, and Personal Outcomes
A. Introduction: Write a brief introduction in which you tell the reader (1) about the importance of gender socialization processes to the formation of gender identity; (2) about the two stories you are going to tell (NOTE: no names are required here, except your own; make up a name for your respondent. Just include general background information, like, age, hometown, and/or home state; sex, race, ethnic background, etc.); and (3) a statement regarding something you think your reader will find interesting about the similarities and/or differences in your experiences vs. those of your respondent).

B. The Stories: Based on the information you’ve gathered, tell 2 stories (in any order) about how early social relationships with peers shape the kind of person one becomes and what one thinks about gender later in life.

C. Discussion and Conclusion: In this section you will need to note interesting similarities and differences between your experiences and those of your respondent. You will also use your sociological imagination and knowledge to speculate about why you and your respondent view gender the way you do today. Finally, conclude the paper with some parting words of wisdom or some “take home lesson” for your reader.

OTHER DETAILS: The end product (i.e., the paper you will turn in) will be a well-written, interesting, typed, double-spaced, grammatically correct, 5-6 page paper. Though you are not required to use additional reference materials, if you decide to include information from other sources (e.g., your text, library books, etc.) don’t forget to correctly reference those materials. This assignment is due by 5:00 p.m. on Thursday, February 15th.
Sharon Bird
MEN, MASCULINITIES AND THE MEDIA

Instructions:

**Newsworthy Issues about Men as Men.** Your first task for this assignment will be to search for 3 different articles about men as men. These stories should address, for example, issues about growing up male, “fitting in” as a male in modern society (e.g., in schools, in the workplace, in sports), dilemma’s of manhood, men’s relationships with women, men’s relationships with men, changing male “roles” in work/family/etc., pressures on young men to become muscular/fit, etc.

- Each of these three articles must be found in newspapers or newsmagazines.
- Each must be no more than 3 years old (i.e., no dates earlier than March 1998).
- If you use articles found on the Internet/World wide web, the articles must be at least 3 pages long, printed out, and turned in with your paper.

**Sociological Views about Men’s Issues.** Next, you will need to give some thought to the theories and perspectives we’ve discussed in class. You will use at least one sociological theory to offer a sociological interpretation/explanation of the issue that your news articles address. Also, use at least one article from assigned course readings to offer another sociologists’ perspective on related issues.

**Writing your paper:**

- **Make it interesting!!!!** Write this paper like you would write a report or story for your favorite magazine or newspaper.
- **Introduction:** Your introduction will describe the issue you will address in your paper. Tell your readers why this issue is important. In other words, tell the readers why they should care about what you have to say.
- **Sections of the paper:** Organize your paper by sections. Be sure these sections represent key aspects of the issue involved. For example, if you are writing about male adolescents’ personal body images, you might include sections on Pressures to ‘Bulk Up,’ and one on Costs and Benefits of Becoming a ‘Hunk,’ and so forth. And at least one of these sections must address a sociological theory relevant to your topic.
- **Conclusion:** Recap the major points/perspectives/theoretical importance of the paper. Also discuss the practical implications of the issue you address. For example, if your paper is about adolescent males and body image, you might address the following question in your conclusion: “What can we, as concerned citizens, do to make sure that ‘bulking up’ does not lead to unhealthy consequences for young men and for those with whom they interact?” In other words, your conclusion should not only summarize the paper, it should also leave your reader with some helpful suggestions and issues for further consideration/thought.
- The end product should be a paper that is typed, double-spaced, well-written, sociologically informed, and no more than 5 pages long. NOTE: You must cite within the body of the paper the articles you use as references AND turn in a bibliography that lists all of these articles, including those you use as references from the required reading list for this course. **You will not receive a**
grade for this assignment unless all of these requirements are met. Also, attach Internet articles to your paper when you turn it in.

A Few Other Things to Keep in Mind

1. If you draw upon the ideas of, paraphrase, or quote another author, you must (a) list the work of that author in your bibliography, and (b) cite the author within the text of your paper.

When citing a source in the text of a paper, please include all of the following information: Last name of author or authors, year in which the article, book, book chapter, etc. was published, and (when quoting directly or paraphrasing) the page number from which the idea/issue/statement is drawn. It is important to include the year of publication because many authors (especially scientists) publish frequently. If you are in doubt as to whether to cite, fault on the side of caution and go ahead and cite the source.

Examples:

A. Reference the ideas of other authors:

World systems theorists correctly recognize the different modes of remuneration of labor, which they explain in terms of interconnections among various production processes (Wallerstein and Smith 1992:16).

B. Quoting another author:

Gray (1987: 322) alerts us to the dangers of this approach: “What seems to be happening here, and it is a worrying trend, is that by . . .”

2. Merely piecing together chunks of text from another author’s work, whether paraphrasing or quoting directly, is unethical and obviously unoriginal. A research paper is one in which you develop your own understanding of a subject by exploring the relevant literature, and then write a paper based on multiple sources of information. If you draw substantially from a single author you must (at the very least) indicate that you are doing so. For example, you might use the following strategies:

- According to Mendelson (1996), social protests in South Africa were . . .
- Mendelson’s work indicates that . . . (etc.)

3. When making an argument about some aspect of the social world, remember that personal experience often = very poor supporting “evidence.” Personal experiences are illustrative, but one must be careful when using them. One person’s experience often = the exception to a pattern, not the pattern itself. For example, for every one person who overcomes poverty and becomes a famous professional athlete, business owner, or politician, there are thousands who, given the same background, will remain in (or close to) poverty their entire lives.

4. Extended quotes (which should be used sparingly) should be single-spaced and set apart from the rest of the text by indenting the entire quote. For example:
Lively debates have failed to produce consistent theory on the nature of the relationship between structure and agency. As Beechy (1987: 11-2) notes:

By the end of the seventies theoretical analyses of women’s work had reached an impasse. People debated the pros and cons of different ways of theorizing the relationship between . . .

Beechy’s work, however, has not had great impact on the sociological theorizing. One new direction has been to focus on concrete studies of particular historical instances in the experiences of women of all racial and ethnic backgrounds.

5. Books don’t “say” things; people do. Thus, avoid phrases like, “The Passing of the Last Great Race (a book) says that all . . .” Instead, you might say, “According to Grant, author of The Passing of the Last Great Race, all people of . . .”

6. Alphabetize your bibliography (i.e., by first author’s last name).

7. Use subheadings to help organize your paper. Subheadings allow you to make abrupt transitions from one topic area to the next—without “losing” your reader. Subheadings also allow you to cover a range of issues within a single paper.

8. Avoid using the following sorts of phrases:

“I feel the author went on and on about nothing interesting, so I find his work very useless.”

This kind of statement will reflect negatively on YOU, not the author of the article (i.e., because your criticism is very vague and weak). Try instead to be specific about what the author failed to explain, or why the author’s writing style made his or her ideas difficult to follow:

“Arguments made in the article were redundant . . .” or “The author failed to clearly explain. . .”
Nichole Bennett  
SOCIOLOGY OF SEX AND GENDER POSTER PROJECT

I developed this poster project assignment when I taught my first sociology of gender course, and I have had repeated success with it. The project consists of three parts: 1) research paper; 2) poster presentation of findings; and 3) oral presentation of findings. My goal as a sociology of gender instructor is to teach my students how to apply a “gender lens” to a variety of social institutions, cultural contexts, and relationships of power. This project contributes to this goal in a number of ways:

First, as students choose a topic and narrow it to a focused research question, conduct their research and analysis, and prepare their posters and oral presentations, they are learning how to do sociological gender research, writing, and analysis. Second, through this project they apply course concepts to their individual interests and areas of expertise and teach one another about their findings. From a study of how gender roles are depicted in Japanese video games to an assessment of sex differences in the corporate endorsements of male and female surfers, my students have developed innovative research projects and thrived in the collaborative learning environment the project fosters. Finally, this project offers a fun and creative way to close the course and cultivates a sense of community in the classroom. As former students have shared,

- “The poster project was the highlight of my semester because we were given the opportunity to be creative. You don’t get many opportunities to be creative in college.”
- “Depending on your research topic, the results can be shocking. I had no idea the Berenstain Bears were sexist!”
- “I enjoyed being creative and being able to see what my classmates worked on. Thinking of an innovative way to display my project and get its message across was helpful and something that will be useful in the future.”
- “I learned from other people's projects just by looking at what people did.”

Of course, in every class there are a few students concerned about their artistic talents or overwhelmed by having to choose their own paper topic, but providing a sample poster and one-on-one guidance in office hours addresses this. The requirement to share the poster publicly also helps students to take the overall project seriously, and combined with requiring parts of the paper throughout the term, reduces the likelihood of plagiarism.

Attached are copies of the three assignment sheets I hand out to my students, with descriptions of the project components, project deadlines, and grading guidelines. The project can be adapted to meet a variety of teaching goals (for instance, requiring a longer paper, peer-reviewed drafts, and peer-graded oral presentations), and in general, works best with a class of 40 students or less. With a class-size of 40, the poster session can be comfortably completed in 75 minutes.
The Sociology of Sex and Gender:
Research Project and Poster Session

Assignment One: Topic Selection and Preliminary Resources
Due: Tuesday, October 30, 2001

This research project will provide you with the opportunity to conduct a sociological gender analysis on a topic of your choosing. The project includes three parts:

1) Paper (20%) -- You will write a 5-7 page analysis of an issue of your choice (see suggested ideas below). For this paper you will need to do some outside research to explore your topic and use course concepts to analyze and organize your findings.

2) Poster (5%) -- You will prepare a short visual summary of your findings to be displayed in our classroom on Thursday, December 6. All students will display their “posters” for the class, and we will spend the majority of the class session walking around looking at everyone's posters/findings.

Please note: NO ARTISTIC TALENT is required for this project. You can use a computer to write your summary, and you can use photos, advertisements or charts from journals/magazines to illustrate your findings. For example, if you are looking at the gender composition of college graduating classes, part of your poster might include a chart or graph depicting your findings. Or if you are exploring the gender messages in rap music, you might include a few examples of lyrics on your poster. I will bring in example posters to give you an idea of ways you can visually summarize your findings.

3) Presentation/discussion (5%) -- In a small group you will discuss your research project, your major findings, and how you applied course concepts to your topic.

The fun of the poster session and small group presentations is that together we will learn about topics we typically would not have time to discuss during the relatively short semester schedule.

PROJECT DUE DATES

1) Topic description, preliminary research question, and preliminary list of sources -- Tuesday, October 30, 2001

2) A description of the concepts you are going to use as a frame for your analysis -- Tuesday, November 27, 2001

3) Project poster, presentation, and paper -- Thursday, December 6, 2001

FOR ASSIGNMENT ONE:

SUGGESTIONS FOR SELECTING A TOPIC

- Pick a topic about which you can find information easily (i.e. not something too obscure).
Choose something about which you are interested -- you will follow it for the next six weeks, so it might as well be something you will enjoy exploring.

You can select something familiar to you, but not something on which you already have written a paper.

If you want to do your project on something we discuss in class, you must do research beyond the information in the reading or lecture. If you do not go beyond course material, points will be deducted from your project grade.

**Some Suggested Ideas:**

The following is a list of general subjects from which you might select a specific project topic. This list is very general -- use it to spark an idea for a specific, well-developed topic. You need to think through how you will conduct a gender analysis of your particular topic, what questions you will answer, and what your specific focus will be. Most importantly, be creative and have fun with it.

- Sex and religious participation/affiliation
- Women and ordination
- Boy Scouts/Girl Scouts
- Welfare policies/reform
- Teen pregnancy
- Self-esteem and teens
- Women in the film/entertainment industry
- Depiction of women and men in film/media/television
- Gender images in music (rap, country, pop, folk etc.)
- Gender depiction in cartoons
- Gender and comics
- Art (women as artists, subjects etc.)
- Men’s cosmetics
- Plastic surgery
- Body piercing
- Homelessness
- Poverty (especially the feminization of poverty)
- Gender and the legal system
- “Glass Ceiling”
- Women in the sciences, engineering, medicine, vet medicine
- Women and computers
- Sororities and fraternities
- Domestic violence
- Teen relationships (friendships; intimate relationships)

DEVELOPING YOUR RESEARCH QUESTION
Once you have selected a topic for your research paper, you need to focus and narrow it into a specific research question.

Your question should be one that:

- lends itself to sociological analysis
- is not a "yes" or "no" question
- has more than one plausible answer
- you can get the information to answer
- is answerable in the page length allotted (5-7 pages)

**RESEARCH PAPER RESOURCES AND MATERIALS**

You must use 10 different sources for this paper, at least 7 of which must come from resources/material outside this class. You can get your data from:

- Books
- Journal articles
- Government documents and reports
- Newspaper and magazine articles
- Interviews
- Observations and fieldnotes
- Films, music, videos, performances, art
- The internet

** We will talk further about the format of your paper and poster as the semester progresses **
Assignment Two: Refined Research Question and Preliminary Thesis/Claim
DUE: Tuesday, November 27, 2001

1) Begin by reviewing the attached excerpts from *The Craft of Research*.

2) Refine your preliminary research question from Assignment One into a statement including 3 parts:

   1. Name your topic:
      I am studying ____________,

   2. Imply your question:
      because I want to found out who/how/why ____________.

   3. State the rationale for the question and the project:
      in order to understand how/why what ____________.

This will require that you have done some preliminary research and reading on your topic. Make sure to define any concepts you will be using in your paper.

3) State your current thesis or claim – what you will argue in your paper. This can be preliminary and likely change as you continue your research and writing, just take a first crack at it.

4) Include a discussion of how you will “prove” that claim – a brief summary of the evidence you have found so far to support your claim. Cite sources as necessary.

Your complete write-up should be approximately 1-2 pages, although it can be longer if you would like to use this as an opportunity to write a first draft of your paper.

**PLEASE NOTE:**

*Your final paper, poster, and presentation are due on Thursday, December 6, 2001.*

*No late assignments will be accepted.*

*I am happy to read rough drafts of your paper any time PRIOR TO December 4.*

*I am available during office hours and by appointment to discuss your project.*
Paper and Poster Guidelines

STYLE and MECHANICS of RESEARCH PAPER (paper is 20% of course grade)

1. **Title Page:** Be sure to include a title page with a paper title, your name, the course title, and the date. Please staple the pages of your report. Do not put your report in a binder or other folder.

2. **Length/style:** This paper is a 5-7 page paper (not including your reference page). Your paper must be typed, double-spaced, and have standard margins. Please number your pages and keep as close as possible to the assigned page length.

When grading your paper I will look for:

- A clear thesis and/or research question
- Use and definition of sociological concepts and theory
- Appropriate supporting data
- A clearly explored relationship between the data and the concept chosen for analysis
- A concise conclusion

In addition to sociological content, all papers will be evaluated in terms of grammar, spelling, and organization.

I highly recommend having a fellow student read your paper for clarity, sentence structure, grammar, overall organization, and use of theoretical concepts.

3. **Citations and Reference Page:** Since you will be using references for this paper, you should use standard social science citation format and include a reference page (not included in the 5-7 page limit).

Be sure to use citations when quoting, paraphrasing, or using an idea from course readings or lectures. **Please use the in-text citation method.**

ELEMENTS OF YOUR POSTER (poster is 5% of course grade)

The exact content of your project poster will depend on the particular research project you have completed. In general, however, your poster should include the following elements:

- Your research question and/or thesis
- A brief discussion of sociological concepts, theories and/or ideas you are using in your analysis
- A general summary of your findings
- A conclusion

I will use these guidelines to allocate the 50 points of this project.
No art or pictures are required, but visuals are a great way to summarize your data (e.g. charts, graphs, photos, pictures).

Please be neat – neatness and care will count towards your poster grade.

You are not required to put your poster presentation on poster board, although I highly recommend it. Poster board will make transporting your project easier.

**RESEARCH PAPER DISCUSSION (presentation is 5% of course grade)**

Be prepared to present your research findings to a small group of students. You will have 5-10 minutes to talk about your research, so make sure to prepare an outline to use. You also may refer to your project poster in your presentation.
The Occupation paper is meant as a way for you to research a career you are interested in, through the framework of the course material on gender and work. This paper should be between 9 and 11 double-spaced pages in length. This paper should focus on the importance of gender within an occupation of interest to you, preferably one that you think you would like to occupy at some point. If there is not enough scholarly information available regarding your chosen profession, choose another one that is easier for you to research. Your paper should devote equal attention and space to the following:

1. Overview of the Occupation
In this first section, provide some background into the occupation and its present status in terms of gender. For instance, you may want to discuss historical issues, such as when the occupation began and how it has changed over the years, in terms of its job content and gender composition. If your focus is on change, it might be interesting to discuss why the occupation remains a woman’s job, a man’s job or a gender neutral position. Along those lines, if the gender composition of the job has changed over the years, you may want to briefly review the types of social struggles involved in that transformation. Has the change in gender composition also been accompanied by a change in job content or ideology about the work? You may organize this section however you want to provide whatever historical or current information you think is important for a reader to understand how gender shapes this occupation.

Historical evidence should be clearly derived from your research of scholarly materials (and perhaps Census data). All information should be appropriately cited, and should draw from a reasonable number of sources (at least two).

II. Conditions of Work
This second section should be derived from two interviews you conduct with people who currently occupy the job you are interested in researching. One interview should be with a man and one with a woman, so that you can compare their experiences and opinions about their jobs (Please talk to me if you are having trouble locating interviewees). Design your interview schedule in advance. Ask questions that will elicit information about A, B and C below. For instance, instead of asking “What is your job like in terms of gendered expectations,” you may want to start by asking something like: “In your opinion, what kind of person is successful in this job? (In your analysis, you can point to ways that these characteristics are or are not gendered). After this, you can move on to more direct questions, such as, “In your experience, do men and women approach this job differently?” “Why or why not?” I will give more ideas in class for how to find people to interview and how to elicit useful responses to these questions. I would also be happy to look over your interview schedule before you conduct your interviews. Please turn in a copy of your interview schedule with your paper.

A) Autonomy and Responsibility: How much and what type of autonomy and responsibility are involved in this position? Comment on the number of people someone in this occupation supervises or reports to, and the official nature of this supervision and reporting. In addition to this, look beyond official forms of autonomy and responsibility for hidden forms of
responsibility that are not recognized or compensated. Is there more or less autonomy than is officially stated? Explain these.

B.) Balancing work and home: How do people in this position balance their work and family responsibilities? Is it possible or desirable to conduct some work from home? Is the job amenable to flexible scheduling, time off for maternity leave or occasional home emergencies? Are there spoken or unspoken penalties for an employee’s attention to her or his home life?

C.) Gender Role Expectations: What is this job like in terms of gendered expectations? Do people who enter this occupation do so partly because they believe it is ideally suited to their gendered disposition. If so, to what degree is this predisposition prescribed in advance? That is, how much flexibility is there to break gender norms in this job?

**Presentation of Paper:** All students will be required to give a 5-minute presentation of their paper during the 13th or 14th week of class. We will discuss the content of the presentation later in the semester. To help with planning your schedules, however, you will sign up for a presentation day early in the semester.
A SAMPLING OF FILMS THAT ILLUSTRATE THE SOCIAL CONSTRUCTION OF GENDER

A BOY NAMED SUE (2000). This documentary chronicles the transformation of a transsexual named Theo from a woman to a man over the course of six years. The film captures Theo's physiological and psychological changes during the process, as well as their effects on his lesbian lover and community of close friends. Taking full advantage of the unlimited access she received into an extraordinarily personal process, the director carefully composes a moving story about gender identity, relationships, and how even things that seem permanent can change. (Women Make movies, 56 min.)

BOYS DON'T CRY (1999). The story of the life of Teena Brandon, a transgender youth who preferred life in her male identity as Brandon Teena. A useful example of the social construction of gender, and the devastation that can result when individuals don't conform to their gender assignments. A Hollywood version of the documentary The Brandon Teena Story. (20th Century Fox Home Entertainment, 114 min)

THE BRANDON TEENA STORY (1999). Documentary film about Brandon Teena's struggle with identity and the hostility he faced in a rural Nebraska town. In focusing on the last few weeks of Brandon's life, it tells the tale of Brandon's coming of age struggle with identity and how his gender ambiguity induced feelings of betrayal, confusion, and hostility among the residents of an isolated American township still attempting to understand what happened during his fateful final days. (New Video, 88 min.)

THE CELLULOID CLOSET (1995). With clips from over 100 Hollywood movies and interviews with many of the filmmakers and actors who created them, it makes us see Hollywood images in a whole new light, exploding sexual myths and examining our attitudes about sexuality and sex roles as they evolved through the 20th century. (Telling Pictures Production, 102 min.)

THE CRYING GAME (1992). A small band of IRA terrorists carry out an elaborate plan to seize Jody, a black British soldier stationed in Northern Ireland, and hold him hostage. Fergus, the most reluctant member of the group, stands guard over the captive, and gradually the two men become friendly. When Jody dies, Fergus reluctantly leaves to find Dil, Jody's girlfriend. But Dil isn't quite what he expected... and soon Fergus has learned a valuable lesson about love, the deceptiveness of appearances, and the impossibility of leaving the past behind. Race, gender and political identity are all treated like the slippery role assignments that they are. (Channel Four Films / Miramax, 112min)

GENDER: THE ENDURING PARADOX (1991). The ever-changing role of gender in American society, from the formation of gender roles in early childhood to the complex, socially constructed roles of masculinity and femininity which endure throughout life, are the topic of this video. Interviews with children, poets and experts, as well as cross-cultural examples, are used to show the contradictions in sex roles. Produced and directed by Sandra Wentworth Bradley. (Smithsonian World Series, 57 minutes)

HERMAPHRODITES SPEAK! Imagine growing up knowing you were different, not quite knowing why and feeling like you were the only person in the world like you. Eight individuals tell their stories of growing up intersexed. Be amazed as you witness intersex people speaking out for the first
time in their lives! (available at the ISNA website, www.isna.org, 60 minutes)

IS IT A BOY OR A GIRL -- From the moment of birth, everybody wants to know is it a boy or a
girl? This question can be complicated when a third option is introduced; one out of every two
thousand children in America is born intersexual. Many argue that the standard practice of sexual
assignment by surgery in infancy should be discontinued giving the intersexual the right to chose or
not to chose surgery once that person reaches adolescence. But whatever the surgical choice,
intersexuals show us that gender is infinitely more complex than shape of our genitals. (available at
the ISNA website, www.isna.org, 60 minutes)

IT'S A BOY (2001). A touching portrait of several female-to-male individuals who share their
experiences of transitioning through their poetics and their politics. (San Francisco queer film festival
http://www.frameline.org/festival/25th/, 30 min)

JUGGLING GENDER (1992). A documentary-style film that follows some of the daily experiences
of a woman who looks like a woman in every way except that she has a beard. She works part-time
as a bearded lady in a circus, but she very cleverly takes the freakishness out of the part and instead
illustrates how much work every woman puts in to being a woman. She also talks about her complex
gender identity, as she passes as both a woman and a man in different contexts. "Juggling Gender"
explores the fluidity of gender and raises important questions about the construction of sexual and
gender identity. (Women Make Movies, 27 min)

JUST LIKE A WOMAN (1992). A British film about a heterosexual cross-dressing man and his
relationship with a woman. A transvestite heterosexual, Gerald is booted out by his wife for
suspected infidelity: she's found lacy panties that aren't hers. He leaves regretfully, moving into a
rooming house owned by Monica, with whom he later falls in love, and she with him. But when
Monica discovers his other side, it isn't clear who's fallen in love with whom. Has Gerald fallen in
love with her as a man or as a woman? (The Samuel Goldwyn Company 102 min.)

KINGS (2001). Documents Montreal's "Mambo Drag Kings," a group of sexy, suave, and
entertaining women who have taken the city's queer community by storm. (San Francisco queer film
festival http://www.frameline.org/festival/25th/, 22 min)

MA VIE EN ROSE/MY LIFE IN PINK (1998). With six-year-old certainty, Ludovic believes he was
meant to be a little girl and that the mistake will soon be corrected. Instead of the miraculous, Ludo
finds rejection, isolation and guilt as the intense reactions of family, friends, and neighbors strip
away every innocent lace and bauble. (Columbia TriStar Home Video, 89 min.) See

PARADISE BENT (1999). This documentary focuses on the lives of third gender people in
contemporary Samoa. Fa'afafines are men who live as women and play an important role in Samoan
culture. Fa'afafines play a major role in bringing up children and looking after the elderly. Paradise
Bent brings up issues of culture and gender and the complexities of sexual identity. (Re Angle
Pictures, 50 min.)

scene. A story of street-wise urban survival, self-affirmation and pursuit of a desperate dream – to
love in the world of high fashion, status and acceptance. This documentary tells part of the
fascinating stories behind the Harlem Trans/Drag Balls that were a mainstay for the gay and trans community. (Fox Lorber/Academy/Prestige, 76 minutes)

REDEFINING SEX  Meet families of intersex people. Hear doctors on both sides. See for yourself some of the personal dynamics resulting from intersexuality and infant sex assignment surgery. (available at the ISNA website, www.isna.org , 60 minutes)

YOU DON'T KNOW DICK: COURAGEOUS HEARTS OF TRANSSEXUAL MEN (1997). Portraits of six men who once were women. From their commentaries and the experiences of partners, friends, and family emerges an unforgettable story of self-discovery and a remarkable series of reflections on the differences between male and female sexuality, on social perceptions of gender, and on the relationship of one's personal history to one's present life. (Center for Media and Independent Learning, 57 min.)
Patti Guiffre

GROUP AND WRITING EXERCISES

IN-CLASS GROUP EXERCISE OR OUT OF CLASS WRITING ASSIGNMENT
Raising Children in Gender-Typical vs. Gender-Neutral (or Gender-Atypical) Ways

The following assignment can be designed for class discussion, an in-class group or individual writing assignment, or a take home assignment. The discussion of these questions allows students to understand the connection between homophobia and some forms of gender socialization. Time requirements depend on the format used.

Instructions
Discuss some of the main reasons why many people fear allowing their children to play with gender-atypical toys. Why do people care that boys play with the “feminine” toys? Why do they care that girls play with “masculine” toys?”

What does it mean to raise children in “gender-neutral ways?” What if parents want to do so: what are challenges to raising children in gender-neutral ways?

List and discuss some and advantages and disadvantages of allowing children to play with any toys they want (including gender-atypical toys).

INDIVIDUAL BRIEF WRITING EXERCISE
Exploring Personal Beliefs about Sex and Gender

I have used the following exercise either before or during course material on biological determinism. I got the idea for the exercise from the teacher’s manual for Women, Men, and Society by Claire Renzetti and Daniel Curran. 4th edition (Allyn and Bacon, 1999).

Many students seem hostile to sociological critiques of biological explanations for gender differences. This exercise seems to decrease student hostility by allowing them to discuss their “evidence” that sex differences explain gender differences.

I usually do an analysis the following class period: % of those in the class who answered True to both questions, etc. In addition, I describe the most prevalent answers (“Why do those students who think men are naturally more aggressive than women think so? What is their evidence?) Actually, it usually turns out that most of their explanations are based on social learning and cultural beliefs about men and women. You can even ask students to respond to some of the arguments made. For example, ask, “How would sociologists respond to the statement, “I know men are naturally more aggressive than women because men play competitive sports?”

Instructions
This assignment requires that you explore your own beliefs and the source of your beliefs about sex and gender. Please don’t worry about whether or not I might disagree with you. Try to be as honest as you feel comfortable. You will be graded on your analysis.

The objectives of this assignment are to
1) encourage critical thinking—the ability to see many perspectives about one issue (e.g. your personal view vs. the sociological perspective); and to
2) encourage you to consider your personal beliefs and the sources of those beliefs.

First, answer TRUE or FALSE to these two questions.

_____ 1. Human males are naturally more aggressive than females.

_____ 2. Human females are naturally more nurturing than males.

Now, explain your answers. Provide at least 2 pieces of evidence for each answer. In other words, if you answered TRUE to the first question, then explain to me how you know that males are more aggressive than females. Provide EVIDENCE and explanation. Your evidence can be personal observations of people, but explain your beliefs.

Finally, how do you think that sociologists would respond to your answers, given what you have heard in lecture and read about thus far? (2-3 sentences)
Jeanne Mekolichick

THEMES IN THE PRESENTATION OF WOMEN AND MEN IN FLEX MAGAZINE

The following is an in-class group exercise incorporating content methodology and the reproduction of gender difference among bodybuilders in print media. The materials needed for this exercise are the handouts (below) and several issues of FLEX magazine (or another "muscle" magazine). If you do not have your own collection of muscle magazines you should be able to obtain older copies of magazines from your local gym or library. I usually group students into pairs for this exercise. The exercise seems to work best for classes that are at least one hour and fifteen minutes or more. At the end of class, students report on their findings, implications, and we engage in discussion.

Instructions

This activity is designed to give you some experience in content analysis methodology as it applies to the study of gender difference in a print media form. For this exercise you are to examine the presentation of women and men in FLEX magazine.

Your research questions are: Will the content images (as opposed to advertisements) in FLEX magazines differ by gender? Will the images of men be more likely to reflect dominance? Will the images of women be more likely to reflect submission?

To examine our question, we will be conducting a content analysis. There are two general steps in this process.

A. Create a Coding System: How will we know dominance and submission in the images when we see it? That is, we must develop a coding system to identify dominance and submission. We look to previous research for guidance:

Goffman (1979), looking at commercials, identified a number of differences by gender, including:

Relative size. (power, authority, rank are expressed through size). He found that "the male=s usual superiority of status over the female will be expressible in his greater girth and height" (p. 28).

Function ranking. In our society, when a man and a woman collaborate face-to-face in an undertaking, the man would seem likely to perform the executive role, providing only that one can be fashioned...All instruction seems to involve some sort of subordination of the instructed and deference for the instructor (pp. 32; 34).

Ritualization of subordination. A classic stereotype of deference is that of lowering oneself physically in some form or other of prostration. Correspondingly, holding the body erect and the head high is stereotypically a mark of unashamedness, superiority and disdain...Men tend to be located higher than women (pp.40; 42).

Bartky (1988) reviewing literature on physical gender differences and the issues of dominance and submission also identified a number of gender differences including:
Posture. AWomen in these photographs make themselves small and narrow, harmless...they take up little space. Men, on the other hand, expand into the available space; they sit with legs far apart and arms flung out at some distance from the body@ (p.67).

Facial Gestures. AWomen will avert their eyes or cast them downward... Women are trained to smile more than men@ (p.67).

Touching. AMen touch women more often and on more parts of the body than women touch men@ (p.67).

Ornamentation. ATThe woman=s body is an ornamented surface...the arrangement of the hair and the application of cosmetics,@ as well as manicures and pedicures. (pp. 68; 70). This is not the case for men.

Your job is to select TWO coding categories with which to examine your magazine.

Coding Category #1: _________________________________

Coding Category #2: _________________________________

B. Collect the Data: Having decided on your coding categories, examine the pictures in your magazine (excluding the advertisements) in terms of your coding categories. What do you see? We are interested in the frequency of occurrences.

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**What do the data tell you?** Now, looking at your data, how can you characterize your results? That is, what can you say about your coding categories? Speak in terms of numbers, how many instances supported each category for women and men? What are the frequencies, percentages and/or ratios?

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**What are your conclusions?:** Returning to your research questions, and after analyzing your results, do your findings support or refute your claims?

**Discussion and Implication:** Think about anything in addition to your findings that you observed in the course of your study that was interesting, surprising, informative. Report these. Also, what are some implications of your findings?

**REFERENCES**


Carrie Yang Costello

PAPER ASSIGNMENTS

The papers assigned in this course are all designed to give you an opportunity to engage in the socioanalysis of gender—that is, to allow you to theorize creatively and sociologically about gender phenomena. The first paper is based on a thought experiment and requires no additional research. The second requires a bit of field research at a toy store, shoe store, drug store or sporting goods store. For the last paper, you will need to select and compare two web sites or articles. I have attempted to make each assignment interesting and look forward to reading your equally interesting responses.

Requirements

Each paper should be 4-6 pages in length (double-spaced using ordinary margins and a 10 or 12 point font . . . ). Please read the paper assignments carefully and address each point as directed: papers will be graded largely (80%) according to your giving good answers to each assigned question and instruction. The remaining 20% of each paper grade will be determined by the quality of your writing.

Paper #1: Applying the sociological perspective on gender

For this paper assignment I would like you to select some phenomenon that is gender-related and which is often said to be “natural.” Your job is to discuss how that gender phenomenon is socially constructed. Please address the following points:

1. Describe the phenomenon that is perceived to be natural. [For example, it is said that because women bear children, they naturally form strong bonds with their infants at birth, while men do not.]

2. Suggest evidence that shows that, rather than being natural and universal, the phenomenon is socially constructed. Such evidence may include intrasocial variance (e.g., the phenomenon varies within our society by class, race, etc.), inter-society variance (i.e., the phenomenon varies between cultures) or chronological variance (the phenomenon varies over time). Give at least one specific example of variance. [In demonstrating that the phenomenon of bonding with infants is neither automatic nor confined to women, there is both cross-cultural evidence and evidence in the form of social change. For example, women in the shantytowns of northeast Brazil do not bond with their infants at birth, and are calmly accepting if their infants die. In contrast, American men who now attend the births of their infants often bond with their babies at birth, as their forbears did not in previous generations.]

3. Explain why you believe the phenomenon is said to be natural. Do you believe that the assertion of naturalness arises out of ignorance (i.e., people are unaware of sociological principles and of social or temporal variance in the phenomenon)? Or do you believe the assertion of naturalness serves a rhetorical purpose (i.e., people claim that the phenomenon is natural in order to persuade others to act in a certain manner)?

21 If you have trouble writing clearly and grammatically and are concerned about the effect this will have upon your paper grade, you may either turn in a draft to me one week before the paper is due and I will give you editing assistance, or you may make use of the Reading/Writing center (go to Mitchell B1) or the Department of English Writing Center (Curtin 382).
respect to the example of mother-child bonding, since many people in our culture are aware that involved fathers often bond with their infants, I believe that it is probable that people who assert that mother-child bonding is natural and exclusive do so for rhetorical purposes. That is, in stating that mothers and only mothers naturally bond with their infants, they are implying that to resist a division of domestic labor in which mothers bear sole responsibility for infant care is unnatural and wrongheaded.

4. What do you believe would happen if the socially-constructed nature of the phenomenon were widely acknowledged?

Paper #2: Research on gendered material culture
For this paper you will be required to do some field research on a specific category of consumer products. You may do this research at a toy store or department, a shoe store or department, a drug store or department, or a sporting goods store or department. Select a category of consumer products, such as dolls and action figures, bicycles, vitamins, children’s shoes, exercise wear, deodorant, or skating equipment. Then take detailed field notes describing the products you find in the category you have selected, being particularly careful to note any gendered differences between products, or the absence thereof. In your paper, please address the following points:

1. Describe the category of consumer products you selected to study. Why did you select this type of product for study? What store did you choose to visit and why?

2. What messages did the design, materials, color, packaging, etc. of the products send about gender? Answer the questions listed under a, b, or c below as appropriate.
   
   a. Were all the items gender-specified [e.g. men’s and women’s dress shoes]? If so, what messages about gender were sent by the gender segregation, and what messages were sent by the differences between “male” and “female” products? Explain each of your conclusions, illustrating with examples from your field notes.
   
   b. Were the items gender-neutral [e.g., baseball bats]? If so, were the items equally suited to males and females, and did their design and packaging seem more inclined toward the cultural tastes of a particular gender? Explain each of your conclusions, illustrating with examples from your field notes.
   
   c. Were some item gender-specified and others gender-neutral [e.g., you saw Sailor Moon figurines for girls, Batman Beyond figurines for boys, and Pokémon figurines for both]? If so, answer the questions listed under a and b above.
   
   d. Compare the products you observed in your field study to products of the same category that you remember from your youth. If there seem to have been any changes in the products since your youth, have they been in the direction of greater gender difference, greater gender similarity, or with no implications for gender? Illustrate your assertions with concrete descriptions of the changes that have occurred.

Paper #3: Rhetorical Analysis
Recall how Kristin Luker illustrated in *Abortion and the Politics of Motherhood* that pro-life and pro-choice advocates draw upon contrasting understandings of appropriate gender roles in making their arguments for and against easy access to abortion services. For this paper you will follow Luker’s example in socioloanalysis. Your task is to locate and analyze two primary sources which take differing positions on an issue which is pertinent to gender. These sources may be websites or magazine articles. Through a careful analysis of the rhetoric the sources employ, determine the gender ideologies which underlie the two positions. You may select one of the following four issues (possible sources for websites or articles are appended in brackets):
1. rape [for example, you could compare two sources which take differing positions on men and rape, such as the positions of a men’s rape prevention organization (http://www.mrpp.org) and an organization arguing that feminists treat all men as rapists (http://www.zetetics.com/mac/rape.htm)]

   2. domestic labor and childcare [you could compare an article from Parenting magazine on mothering with one on fathering, or one on generic parenting with one focusing on the roles of mothers and fathers]

   3. homosexuality [for example, you could compare homophobic and queer Christian organizations’ positions on the claim that “God created Adam and Eve, not Adam and Steve (e.g. http://ourworld.compuserve.com/homepages/rossuk/AdamEve.htm and http://www.ufmcc.com/sodom.htm)]

   4. health and the body [for example, you might compare articles on weight loss from the feminist Ms. and the consumerist Cosmo, or an article on exercise and weight from Shape, aimed at a female readership, with one from Men’s Health.]

Please address the following points:

1. Describe the two websites or articles you have chosen to compare. What are the intended audiences of the two sources? Do the authors of the websites or articles have general goals? If so, describe them. [For example, Parenting magazine aims to provide new parents with support and information, while the Men’s Rape Prevention Program has the political goal of transforming rape from a “women’s issue” to an issue of concern to men and women equally.]

2. Give a brief summary of the positions taken and/or information asserted to be factual in each source.

3. What gender ideologies can you infer underlie the positions taken in each source? That is, what do the authors assume are the roles, needs, responsibilities, desires and/or fears of women and men?

4. How does understanding the gender ideologies which underlie the rhetorical positions taken in the two sources help us to understand the nature of the difference between the positions taken in the two sources and between their authors?
Judith Lorber

GENDER PROJECTS

These projects are appropriate for undergraduates. Students do the “field work” on their own, then do a 10-minute (or less) oral presentation in class based on the starred questions, and turn in a written version that includes a comparison of their own findings with an assigned reading.

GENERAL INSTRUCTIONS --

In the oral and written versions, please use *sex* when you are talking about biology or physiology, *sexuality* when you are talking about sexual orientation, preference, practices, and *gender* when you are talking about social identity and social status. Wherever possible, indicate race, social class and other relevant data on social status

Oral presentations should be about 10 minutes long. Base your oral presentation on the starred questions.

Written versions should be in the form of an essay about 8 pages long. They must incorporate concepts from the assigned readings.

PROJECT 1 -- How do movies present women, men, gays, lesbians, bisexuals, transgenders by race and social class?

WATCH A MOVIE WITH A CONTEMPORARY THEME (NOT BASED ON THE PAST) THAT WAS MADE DURING THE PAST FIVE YEARS

*1. What did you watch?

*2. Who is the main character (hero or heroine)? What sex (biology), what sexuality, what gender is the main character? How do you know? What race, ethnic group, religion? How do you know? What age? How do you know? Are these characteristics presented positively or negatively?

*3. Who are the main supporting characters? What sex (biology), sexuality, gender? How do you know? What race, ethnic group, religion? How do you know? What age? How do you know? How do the characteristics of the supporting characters contrast with those of the main character?

*4. What in the plot was about gender, sexuality, sexual violence?

*5. How does this movie illustrate "the male gaze"?

7. Conclude your written report with a comparison between what you found and what is discussed in Part I of J. Lorber: *Paradoxes of Gender* (including Ch. 5, "Waiting for the Goddess"). [or other reading]
PROJECT 2 -- Analysis of the division of labor in a household

YOU MAY USE YOUR OWN HOUSEHOLD OR THAT OF SOMEONE YOU KNOW WELL. IF YOU LIVE ALONE OR WITH NO OTHER PEOPLE WHO SHARE THE HOUSEWORK AND CHILD CARE, PLEASE BASE THIS ASSIGNMENT ON A HOUSEHOLD THAT DOES. ALSO, TRY TO USE A HOUSEHOLD THAT INCLUDES OR INCLUDED SMALL CHILDREN.

*1. Describe the members of your household -- gender, race-ethnicity, social class, age.

*2. What percentage of each person's time is spent on paid work?

*3. What percentage of the household income is contributed by each person who does paid work?

*4. Who pays the bills? Who decides how the household's surplus or discretionary income is spent?

*5. Who does most of the following jobs? (If shared, about how many times per week does each person do the job)?

child care -- feeding, bathing, dressing, putting to sleep, playing with, taking to school or daycare
meal preparation, food shopping, washing dishes
personal laundry (clothing), household laundry (sheets, towels)
bedmaking
vacuuming/dusting
cleaning kitchen/bathroom
taking out garbage
mowing lawn, other yard work
car maintenance, getting gas
pet care, feeding

*6. How were these chores allocated? By whom? Do they rotate? Are there arguments about who does what? How are these resolved?

*7. What is the relationship between the time spent in paid work and the time spent in housework and the amount of income each person brings into the household?

*8. What is the "economy of gratitude" in this household?

9. Conclude your written report with a comparison between what you found and what is discussed in Lorber, Paradoxes of Gender, Ch. 7, "Rocking the Cradle" and Lorber, Ch. 8, "Daily Bread" [or other reading].
PROJECT 3 -- Own experience of sexual harassment or micropolitics at work or what you have seen happen to others

YOU MAY BASE THIS ASSIGNMENT ON YOUR OWN EXPERIENCE OR ON AN INTERVIEW WITH A PERSON WHO RECENTLY EXPERIENCED GENDER OR SEXUAL HARASSMENT IN A WORK OR SCHOOL SITUATION

*1. When did this event happen? Was it a one-time occurrence or an ongoing situation?

*2. Who did it happen to -- gender, race-ethnicity, sexual orientation, age, occupation, position?

*3. Who did the harassing or covert undercutting (gender, race-ethnicity, sexual orientation, age, occupation, position)?

*4. What exactly happened?

*5. What was the response by the person it happened to? By others who were told about the event?

6. Conclude your written report with a comparison between what you found and what is discussed in Lorber, *Paradoxes of Gender*, Ch 10, "Guarding the Gates." [or other reading]

PROJECT 4 -- Observation of gender and racial segregation at a workplace

CHOOSE A PLACE OF BUSINESS WHERE YOU CAN OBSERVE PEOPLE WORKING (A BANK, A SUPERMARKET, OR A STORE, YOUR OWN WORKPLACE).

*1. Describe the type of workplace.

*2. Do men and women tend to do the same or different kinds of work? What kinds of jobs are men's jobs, women's jobs, gender-neutral jobs?

*3. Are men or women the supervisors?

*4. What racial-ethnic categories are the men workers? Men supervisors? The women workers? Women supervisors?

*5. Are men and women supervised by members of their own gender or do men supervise both men and women? Are there any women supervising women and men?

*6. Are members of different racial ethnic groups supervised by members of their own or different racial ethnic groups?

7. Conclude your written report with a comparison between what you found and what is discussed in Lorber, *Paradoxes of Gender*, Ch. 9, "Separate and Not Equal" and ch. 10, "Guarding the Gates." [or other reading]
PROJECT 5 -- Gender arrangements and gender paradoxes in science fiction -- utopias or dystopias?

WRITTEN VERSION SHOULD BE ABOUT 15 PAGES LONG

READ ONE OF THE FOLLOWING BOOKS --

*1. What is the sex, sexuality, and gender of the main characters?*

*2. What is the main characters' relationship to each other? (friends, kin, lovers, co-workers?)*

*3. Who are the members of a household?*

*4. How are sexual relationships conducted? What are the accepted "sexual scripts"?*

*5. What kind of economy does the society have and who does the production work?*

*6. Who controls the surplus or profit that is produced by the economy?*

*7. How are children procreated? Who do the children belong to? Who is responsible for children's physical care? For socializing the children?*


*9. What kind of government or political system does the society have? Who are the leaders? How are the leaders chosen?*

*10. Who are the rebels? How do they rebel? What are the consequences of their rebellion?*

*11. Which of the social arrangements are the result of biology and which are the result of social rules devised by the people in the society?*

12. Using Lorber, *Paradoxes of Gender,* Ch. 12, "Dismantling Noah's Ark," describe the gender arrangements in a society you would like to live in. [or other reading]
PROJECT 6: THANKSGIVING AS KIN WORK

As a participant observer, you will analyze the role behavior of the members of your family around the organization, production, and celebration of a holiday that includes a family meal. (If your family does not celebrate Thanksgiving, you can substitute another holiday your family celebrates with a family meal.)

These are the questions you must answer for your oral report and in your paper:

1. Where did you go for the holiday meal? Why?

2. Who decided where you would go (and not go). Why?

3. Who organized the meal? Why?

4. Who handled the invitations? Why? (Be sure to tell how the invitations were done.)

5. Who was there? Why? Who was not there? Why?

6. Who cooked, served drinks, served the dinner, carved the turkey or roast or other main dish, cleared the table, washed the dishes? Why?

   Alternative 6. If you went to a restaurant, who chose the restaurant, and handled the orders? How was the bill for meal paid for? That is, who paid for whom, and why?

7. Where did you go last year? Why was this year the same or different?

8. Summarize the negotiations, power struggles, alliances, conflicts, costs, and payoffs, clearly indicating who the people most involved are. Was there a strongly gendered division of labor?

9. In what way did this family celebration create a sense of family?
For this assignment, worth 20% of your course grade, you are to choose ONE of the following three options. It should be 7-8 typed pages, double-spaced, with 1-inch margins. Please use a stapler (no folders or paper clips). It is due at 2:10 p.m. on Friday, October 15. The purpose of this exercise is to allow you the opportunity to apply class readings and discussions in order to think critically about gender norms, humor targeted toward or against women, or stereotypical portrayals of gender in the mass media.

**Option 1: Gender norm violation**

For this exercise, you are required to violate a gender norm or to think back to a time in your past when you did. You will need to describe not only how you violated a gender norm, but also others' reactions to your norm breaking. Your analysis should be organized as follows:

a.) What was the norm you violated, and how did you violate it? Briefly describe the scenario.

b.) What reactions did you receive? Did reactions vary by gender, race, class, sexual orientation, or other characteristics of your "audience"? If so, describe how. How might the reactions have varied if your behavior had occurred in a different setting (on the street, in a classroom, in a place of work, with your parents and/or siblings, with your friends, etc.)?

c.) In what ways could the reactions to your gender norm violation be considered a form of social control? Was the social control informal, formal, or both? How did the reactions of others either reinforce or challenge the gender system?

d.) What purpose do you think the norm serves? How does the enforcement of this norm tend to benefit certain groups while disadvantaging other groups?

e.) Drawing from assigned readings and class discussions, discuss how the work of at least seven of the scholars on the list below (see next page) can be used to analyze the existence of the norm you broke and the reactions you received. In other words, how does their work help you better understand the meaning and consequences of gender norms? How do these authors help you think about gender in more complex ways--i.e., as not simply consisting of norms about femininity and masculinity but as a *process*, a *stratification system or structure*, and an *institution* in and of itself? Finally, how do these authors help you understand gender, race, class, and sexual orientation as *interlocking systems of oppression*?

Margaret Andersen  
Judith Lorber  
Candace West and Don Zimmerman  
Joan Acker  
Patricia Hill Collins  
Audre Lorde  
Marilyn Frye  
Dorothy Allison  
Kamy Cunningham  
R.W. Connell  
Naomi Wolf  
Michael Messner  
Barrie Thorne  
Letty Cottin Pogrebin  
Laurel Richardson

**Option 2: Humor targeted toward versus against women**

For this exercise, you are required to find a cartoon or a joke that is either targeted toward women (where women are meant to identify with the humor and find it funny) or directed against women
(where women are the brunt of the joke/cartoon). You must attach a copy of the cartoon or joke to your assignment. You are to focus on the gender assumptions implied by the humor. Your analysis should be organized as follows:

a.) Where did you see/hear this cartoon/joke?

b.) What is it about the joke or cartoon that makes you think it is directed either toward or against women? Is it also directed toward or against particular groups of women (e.g., women of color, lesbians or bisexual women, poor women, disabled women, etc.)? If so, describe how.

c.) What gender assumptions are embedded in the cartoon or joke? In other words, what gender norms are being represented (or violated)? If the cartoon/joke also concerns assumptions regarding race, class, sexual orientation, etc., discuss these assumptions as well.

d.) How do the assumptions regarding gender, race, class, sexual orientation, etc. that are embedded in the joke/cartoon benefit certain groups while disadvantaging other groups? How does the cartoon or joke either reinforce or challenge the gender system?

e.) Drawing from assigned readings and class discussions, discuss how the work of at least seven of the scholars on the list above (see top of page) can be used to analyze the gender assumptions of the joke/cartoon. In other words, how does their work help you better understand the meaning and consequences of the gender assumptions embedded in the cartoon or joke? How do these authors help you think about gender in more complex ways—i.e., as not simply consisting of norms about femininity and masculinity but as a process, a stratification system or structure, and an institution in and of itself? Finally, how do these authors help you understand gender, race, class, and sexual orientation as interlocking systems of oppression?

Option 3: Stereotypical portrayals of gender in the mass media

For this exercise, you are required to investigate the ways in which the popular media portray gender in stereotypical ways. Look for stereotypes associated with women or men as a whole and/or stereotypes associated with particular groups of women (or men) based on race, class, sexual orientation, physical ability, etc. You may choose to do one of the following: (i) listen to a radio station for one hour, (ii) listen to 10 songs by one group or artist, (iii) listen to one CD or tape, (iv) watch TV for one hour and focus on either the commercials or the programming, (v) watch one movie, (vi) look at articles or ads in one magazine, (vii) read one book/story, (viii) choose four video games, or (ix) select 10 greeting cards. Your analysis should be organized as follows:

a.) State which of the above (i-ix) you selected, and briefly describe the stereotypical references that you found.

b.) How do the stereotypes portray women versus men? If relevant, discuss as well how the stereotypes portray particular categories of women or men (based on race, class, sexual orientation, physical ability, etc.) to be the subordinates of those from dominant groups.

c.) What do you think are the purposes of these stereotypes?
d.) How do these portrayals benefit certain groups while disadvantaging other groups? How do the stereotypes maintain the gender system?

e.) Drawing from assigned readings and class discussions, discuss how the work of at least seven of the scholars on the list above (see top of page 2) can be used to analyze the stereotypical portrayals you found. In other words, how does their work help you better understand the meaning and consequences of stereotyping in the mass media? How do these authors help you think about gender in more complex ways--i.e., as not simply consisting of norms about femininity and masculinity but as a process, a stratification system or structure, and an institution in and of itself? Finally, how do these authors help you understand gender, race, class, and sexual orientation as interlocking systems of oppression?
Nikki Raeburn
RESEARCH PROJECT

The research paper (worth 25% of your course grade) is intended to correspond with the material assigned in readings and discussed in class. Within the guidelines set below, you may choose the subject of your project and the type of research method that you will use to gather your data. The paper should be 10-12 typed pages (11- or 12-point font), double spaced, with 1-inch margins, and stapled (no paper clips or folders please). It is due at the beginning of class on Tues., December 5.

Step 1: Choose a topic.

The specific topic is up to your own individual interests, but generally you must choose between the following two areas: (1) childhood and the gender system; or (2) gender, families, and work. If you have a strong interest in another area such as gender and social movements, the politics of masculinities, etc., please see me to discuss your ideas so that you can get my approval on your topic, research question, and method.

Step 2: Devise a research question and select a method.

Option 1: This option requires you to formulate a specific research question dealing with some aspect of children and the construction and maintenance of the gender system. You may choose to focus on a question suggested by Barrie Thorne in Gender Play or select a question of your own. Research question and method must be turned in for approval by Tues., Nov. 7.

Option 2: This option requires you to formulate a specific research question dealing with the way work both inside and outside the home is gendered. You may focus on the workplace, the home, or both. You may use Arlie Hochschild's notion of the "second shift" or focus on other ways our society "genders" work in and outside the home. Research question and method must be turned in for approval by Tues., Nov. 7.

Option 3: Remember that you can choose another area of interest related to gender, but you must see me as soon as possible so that we can discuss your topic, research question, and method.

There are three types of research methods you may pursue. You should choose the method that will work best for answering the research question you have developed. You may choose ONE of the following three options:

(1) Magazine analysis: Choose at least three popular magazines and examine the content (stories, graphics, advertisements, etc.) for data relating to your research question. I encourage you to select a variety of magazines in order to compare and contrast (see me for suggestions). For example, if you were interested in how parents receive cultural messages regarding "proper" gender socialization for their children, you could examine several parenting magazines to investigate the subtle and explicit ways that magazines either reinforce or challenge traditional gender roles among children. If you were interested in how women receive cultural messages about whether and how to combine family and work, you may choose to examine several women's magazines to investigate the subtle and explicit ways that magazines either reinforce or challenge traditional gender roles within and outside of the home. If you choose the magazine analysis option, you must hand in with your paper several examples from the magazines you selected (photocopies are fine). Be sure to list on each article, graphic, and advertisement the source and date.
(2) Interviewing: Design a series of questions that pertain to your research question, and then conduct an in-depth interview with at least two people (see me for suggestions on developing interview questions). Your selection of the people you will interview should be guided by your research question. For example, if you are interested in how women combine family and work and the way they may or may not perceive the way that work in and outside of the home is gendered, you may design a series of relevant questions and interview women who work outside the home. If you are interested in how educators may or may not influence children to engage in gendered behavior, you may interview teachers, coaches, scout leaders, etc. from the local area or from your own hometown. If you choose the interviewing option, you must hand in with your paper the list of interview questions you developed.

(3) Social observation: You will need to choose a location (shopping mall, grocery store, toy store, playground, etc.) that will yield observations relevant to your research question. You should observe this location for approximately 2 hours and record in-depth detail the social interactions that took place. For example, if you are interested in how toys send gendered messages to children and whether children seem to be drawn to "appropriately" gendered toys, you may observe the lay-out of a toy store, the packaging of toys, and the toys themselves, and watch whether girls and boys accept or reject gender-appropriate toys. You may also observe how parents/guardians of children either reinforce or challenge gender-typed toy selection. If you choose the social observation option, you must hand in with your paper the in-depth notes you recorded.

Step 3: Conduct the research and write the paper.

The 10-12 page paper should include the following sections:

I. Introduction
   a.) What was your research question, why did you choose it, and why is it important?
   b.) How did class discussion and the readings influence your question?

II. Summary of methods
   a.) Describe the research method you chose and then discuss how you carried it out.
   b.) Why did you select the "sample" you did? I.e., why did you choose the particular magazines/interviewees/social location that you did?
   c.) How would you alter or improve upon the method or sample you selected if you were to conduct future research on your topic?

III. Results
   a.) Using relevant readings from class and notes from class discussions, what did you expect to find regarding your research question? Be sure to specifically discuss how relevant readings/discussions informed your expectations or hypotheses.
   b.) What were your actual results? Discuss patterns you found as well as things which fell outside these patterns.

IV. Conclusion
   a.) What are the implications of your findings regarding the gender system? I.e., what do your results suggest about the maintenance of the gender system versus the possibility for social change?
b.) How do your conclusions relate to class readings and discussions? I.e., do your conclusions fit with or depart from what we have learned in class?

I am willing and eager to discuss your ideas and questions about your research project at any stage of the process. You may speak to me during my office hours or schedule to meet with me at alternative times if you cannot make it during scheduled hours. Enjoy your research!
E. Brooke Kelly  
FIELD STUDY PROJECT

This is an excellent project for an undergraduate course on, Sex and Gender. It provides students with the opportunity to link course concepts, theories, and readings with everyday life, to critically examine gender in practice. I have received positive feedback from students about this project. However, to make the project effective it is crucial to monitor students’ progress regularly. Having them turn in regular field notes (addressed below) is one way of accomplishing this. Several instructors and professors at Michigan State University have adapted this project. Rita Gallin and Jean Lynch-Brandon (now at Lansing Community College) have more recently utilized this project, though the idea originated with Barrie Thorne.

Guidelines for Field Study Project

Gender is observable in everyday life. The ways we dress, walk, talk, and carry ourselves can all be viewed as gender phenomenon. Gender can be observed in the ways women and men are portrayed in magazines and on television, as well as the way women and men are treated differently in the classroom, the workplace, and at home. These everyday gender phenomenon are embedded within larger social structures and institutions in our society.

The purpose of this field study is to give you the opportunity to apply concepts from class outside the classroom, to observe the world around you with a critical eye. Be creative! This is your opportunity to explore a topic which interests you as it relates to the subject matter of this course. The topic must relate to course material and be something you can study through systematic observations, interviews, or content analysis.

Please keep in mind throughout the project that you must always conduct yourself in a responsible and ethical manner. If you interview people or seek entry into a non-public setting for observation, you must explain that you are doing this as part of a class project and that the identities of all persons involved will remain confidential.

Independent Research Project:

**Topic:** Choose a topic which is interesting and accessible to you. This topic must be presented clearly in your proposal. Some suggestions are listed below. These are to help you get started thinking about what you might do. You are encouraged to be creative and modify any of these options or to create a new topic of your own.

1. Pick a particular setting (residence hall, cafeteria, IMs, shopping mall, playground, etc.) and systematically observe and record some particular pattern of behavior, such as who touches, looks at, or speaks to whom and how. See if there are differences related to the genders of the people you observe.
2. Compare some aspect of behavior across settings to see if it is affected by context. For example, are gender-related patterns of talking in an informal gathering in a dorm different from those in a bar or on a date?
3. Systematically watch a series of television programs (MTV, soap operas, game shows, cartoons, sitcoms, etc.) or listen to popular music to explore the behavior and messages
depicted. For example, what roles, statuses, and personality traits are assigned to women and men?

4. Analyze the direct and indirect messages of advertisements. In what contexts do they appear and what is their presumed audience? What assumptions underlay the advertisements?

5. Compare magazines or comic books from the 1950s with current ones to explore the changes in the depiction of women and men. (The Special Collection Department in the Main Library has a wide variety of popular media that goes back in time.)

6. Analyze the indirect and direct messages depicted in children’s books. How do the numbers of masculine and feminine characters compare? How many of each are presented and what are these characters doing? What do these books suggest to children about the proper behaviors, dreams, and feelings of girls and boys?

7. Analyze graffiti in public bathrooms, perhaps in different types of places. What patterns are there in content and form? Are there variations by type of place?

8. Investigate some courtesy rituals which are enacted by women and men (e.g., opening doors or carrying another’s bag). Watch these rituals and try to analyze their structure and meaning. Talk to people about these rituals—their feelings about them, their thoughts about change. You may try breaking some of these gender norms yourself and observe people’s reactions. (If you choose to do this, make sure that you stick to public and anonymous settings.)


10. Interview adults about their feelings about masculinity and/or femininity. What aspects do they think are important? How are their ideas different or similar to your own? You might interview a variety of people from different generations and make comparisons.

11. Interview adults about their perceptions of feminism. Do they view it as having had a positive or negative impact? What do they think its role is now? Where should the future of feminism be? Do they think men can be feminists?

**Method:** To gather information or “data” from the world outside the classroom, choose from one of the following approaches.

1. **Interviews:** Create a list of questions about your topic before conducting the interview; think about materials covered in class as you formulate your questions. During the interview you will either take notes or use a tape recorder (Be sure to get the interviewees consent before tape-recording!). If you take notes, supplement them immediately after the interview by writing down thoughts and observations you did not have time to record while listening. When you write your final paper you will be able to use direct quotes from your interviews. Be sure to indicate how you chose your informants. In field notes and in your final paper, never use real names or other indicators which might identify the people you have interviewed.

2. **Observations:** Systematically observe people or their artifacts. Keep written notes of what you observe. You can take a qualitative approach and record everything you see and hear; or you can take a quantitative approach and construct a list of observable event, then keep a running total of the number of times they occur. When making observations, you will also want to note the day and time of each session to check if/how this affects what you see.
3. **Content Analysis:** Systematically analyze some aspect of popular culture (t.v. shows, advertisements, magazines, children’s books, romance novels, radio talk shows, MTV, etc.). Rather than picking a few cases you happen to notice because they catch your attention, you must monitor programs over a period of time to look for patterns and unusual events.

**Field Notes:** You should not hand in every word that you record each week. Analyze your data. Condense and summarize your information each week. Write down general patterns that you see in the data, illustrating with quotations from your notes. You should begin relating what you find with the course readings and discussions.

**Final Paper:** Your final paper should be typed and double-spaced, 5-8 pages, excluding title, bibliography, and endnotes. The paper should be divided into the following sections. Include subheadings in the body of your paper above each section.

1. **Introduction:** Describe the topic and its importance within the context of the course.
2. **Methodology:** Discuss the methodology used to collect your data. You should describe the method you used (interviews, observations, or content analysis), the research process (any problems which arose), and your reasons for choosing this method. If you conducted interviews or made observations, describe the setting, what role you took or where you were, and how you recorded the data. If you did content analysis, describe the source of your data and method of analysis. Explain how you chose your sample, regardless of what method you chose.
3. **Research Findings:** If you conducted interviews or made observations, provide demographic information about the person or people such as their race, class, ethnicity, roles (e.g., student/teacher, mother/son). Do not submit all of your raw data (i.e., all your notes or all the advertisements you analyzed.) Condense and summarize them in writing, including tables or quotations if appropriate.
4. **Analysis and Reflection:** Relate your findings to the course materials. How do readings and concepts from class help you understand what you found in your observations, content analysis, or interviews? When you use concepts or arguments from readings and/or class discussion be sure to explain and cite them properly. Be critical in your analysis. Remember to look for similarities and differences in your study between women and men, as well as similarities and differences among women and men.
5. **Conclusions:** What have you learned from your project? Has doing this project changed the way you think about sex and gender, about women and men? How does your research project contribute to the study of sex and gender? What are the implications of your findings and analysis for future research?

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**Carol Ireson-Doolittle**
Observation, Note-taking, and Paper #1: Gender at the Mall

The purpose of each mini-project is to observe in everyday life the social and cultural processes by which gender roles and gender stratification are being maintained and/or changed. The mall exercise enables you to hone your observational and note-taking skills before embarking on the first full mini-project. (Note: This is local adaptation of an assignment created by Kay Snyder of Indiana University of Pennsylvania.)

Observation Assignment: Observe gender in a number of venues at the Salem Center, the downtown mall. In groups of 2-4 on two different occasions of one hour each, you will accomplish at least four of the following observations. Note that observation #10 is required. Do it individually and at the end of your second hour. Your group style may enable you to briefly observe at all of these sites, or your group may more intensely focus on fewer sites. If you enter a store that already has other class members in it, go on to another store. Under each store listed below are ideas to help you begin your observation at that site. You will be able to make many other gender-relevant observations as well. For example, you may be able to observe people (either customers or clerks) interacting with each other or with store merchandise in gender-relevant ways.

1. Toy store or toy section (Elephant Trunk-South 216 or Rite-Aid)
   a. Look at the store/section layout. Identify the sections and the toys in each.
   b. Note the colors, words, and pictures used to depict gender-relevant information.
   c. What roles or activities are these toys training or encouraging for girls and boys?
   d. Identify two examples indicating that gender stereotypes may be changing.

2. Card Store (Hallmark-South 106 or Rite-Aid)
   Go to the birthday card sections. Read a selection of cards intended for females (sister, wife, daughter, grandmother, etc.) and a selection of those intended for males (brother, uncle, son, grandson, nephew, etc.).
   a. Note the colors used for each gender.
   b. What activities are card females and males carrying out?
   c. Compare birthday cards for mothers and for fathers on similar dimensions.

3. Go to a store with many departments that has clerks in the departments (Nordstroms, Mervyns, Meier & Frank, JC Penney).
   a. Which departments are staffed by women? by men? by both?
   b. Do you notice any differences in the actual jobs being carried out by women and men in this store?
   c. Estimate the proportion of the store that is devoted to purely female-interest items, to purely male-interest items, to items of interest to both.

4. Infant and toddler clothing section in department store
   a. What colors are available for boys and for girls?
   b. What activities are youngsters wearing gender-appropriate clothing most likely to do: the boys wear what kinds of clothing? and can do what?
   the girls wear what kinds of clothing? and can do what?
5. Music Store - Sam Goody-North 280  
Take five minutes to peruse album covers.  
a. Note the portrayals of males and females.  
b. What kinds of music is most likely to be performed by females? By males? By either?

6. Video Arcade - Tilt Video-North 170  
a. How many customers are male? How many female?  
b. How are males and females characterized by the games? What activities are they doing?  
c. Play one of the most popular games. What is the object of the game? What more do you learn about "b" above?

7. Salem Center directory  
Whenever you pass a directory, use the directory and your knowledge of the stores to compare the number of female clothing stores with the number of male clothing stores. What do you discover?

8. Food Court - SW corner of second floor, North  
a. Who does what? Note the jobs being carried out by Food Court employees. Are there any gender differences?

9. What stores are least affected by gender? Go to one and see if gender is operating there too.

10. Generate your own task (e.g. an assignment like the nine above) that will also help you demonstrate the operation of gender at the mall.

Record other gender-relevant observations you may make in the mall area but outside of a store.

**Note-taking Assignment:** As you leave each observed area, stop for a few moments to jot down what you saw. Move together from store to store. Meet together as a group at the end of an hour of observation. Share the episodes and other observations that you made and jot down your own notes about what other group members report. Expand your notes into fuller notes immediately upon leaving the field. Bring these notes to class for expansion into “full field notes” on Sept. 19. When you return to the mall for the second hour of observation, follow the same pattern, incorporating what you have learned about observation and note-taking into this second round of fieldwork. Use Lofland and Lofland to help you expand two observed episodes into “full field notes.” Bring your jotted notes, expanded notes, one full field note, and any tallies to class. Below are the criteria for expanded and full field notes:

- documentation of location, time (date, times), and actors in the setting(s)
- description at the lowest level of inference
- separation of notes from interpretations, analytic ideas, and notes on the researcher
- development of sufficiently detailed field notes, e.g. elaborated well beyond initial jottings
- use of diagrams or drawings

**Paper Assignment:** In this initial paper based on your observations at the Salem Center, include several aspects of how gender roles and male dominance are manifested in the particular aspects of the mall you explored. Describe your process of observation and note-taking. Discuss how your mall observations support (or do not support) research findings reported in our course materials. Include specific observations from your field notes and supportive information from course material. Attach as appendices your jottings, expanded field notes, and two full field notes. 2-3 pages, double-spaced.
Mini-project and Paper #2: Gender in Schools

The purpose of each mini-project is to observe in everyday life the social and cultural processes by which gender roles and male dominance are maintained and/or are changing. Each mini-project uses relevant texts, other course material (videos, discussions, speakers), and field notes based on observations to analyze how gender and male dominance operate in a particular social arena or how that arena is free from aspects of gender and male dominance.

Observation, and Note-taking Assignment: Observe students, teachers, and others at your assigned primary school for at least two hours. The principal will assign you to one classroom for this entire period and you will stay the class wherever they go (the classroom, the gym, the library, etc.). Other school locations like the playground and hallways may also be appropriate observation sites. Teachers or students may involve you in their activities, so you may spend some time as a participant observer.

Course reading and class discussion give you some ideas of what to observe. You may decide to code particular kinds of behavior as suggested by the speaker. If so, prepare a code sheet in advance. As in the mall, do jottings if/as you are able, followed by expanded notes (the Loflands’ fuller jottings) immediately afterward, followed by the elaboration of two observed episodes into full field notes when you return home. Remember that your notes should take about as much time as your observation. Memories do not constitute data!

Paper Assignment: Analyze aspects of the presence and operation of gender and male dominance in elementary schools. Include, if possible, aspects of school life that seem relatively gender-free as well as those where gender and male dominance are notable. Utilize course material and your observations as recorded in your field notes to do so. Course materials include class discussion and video clips, the relevant parts of the Kimmel chapter, articles by Sadker et al., Stein, and Canada & Pringle, and information from the speakers. The Essay should include a brief description of your information-gathering and note-taking process.

3-4 pages, typed and double-spaced.
Attach as appendices: jotted notes, expanded notes, full field notes of two observed “episodes,” rough draft, and editing sheet(s)

Mini-project and Paper #3: Gender in the World of Work

Observation, Interviewing, and Note-taking Assignment: Select a workplace for observation. If possible, select one where you have a personal connection (a friend, a relative, your own place of work). Identify, from relevant course material, appropriate themes that you will be able to address with observational and interview data. Be sure to attend to dominance and control as well as to gender roles. Observe for 2 hours at this workplace. You may wish to observe two different times so you see different shifts or different activities in progress each time. This will also enable you to better remember what happened (in case you are unable to take notes as you observe) so you can write accurate and detailed field notes on leaving the setting. After your observations are complete, interview two workers or others in the workplace setting. Prepare an interview outline and specific questions in advance, drawing on information from the course and from your observation. Try to focus your questions to supplement your observations. In addition, you may be able to obtain statistics or historical information about gender in this workplace. Be sure to introduce your class project observations and interviews appropriately to obtain “informed consent” from the appropriate person(s) and from the interviewees.

Field notes should follow the form already developed for earlier mini-project observations. Interview notes should be close to verbatim (except for extraneous conversation). Attach in an appendix or appendices only expanded field notes and 2 full field notes for observations, and near-transcriptions of interviews. Explicitly refer to specific parts of the field notes to support the main points of your argument.
Paper Assignment: Analyze the operation of gender in one work setting. Utilize course material, observations, and interviews to do so. Course materials include those listed in the syllabus for the topic, videos, and speakers. Briefly describe your information-gathering process.

3-4 pages, typed and double-spaced. 
Please attach field notes, rough draft, and editing sheet(s)

–EXAMPLE SHEET FOR USE IN PEER EDITING A ROUGH DRAFT–

Soc. 121W Gender - Editing of Work Paper Author: 
Editor: 

Introduction: Is it a full introduction? Does it contain a thesis? Suggestions?

Body: Do example observations/interview data support or justify the points raised? Suggestions.

Are author’s data documented by referring to specific parts of his/her interview notes? Suggestions.

Is relevant course material included? Suggest one additional relevant point from course material.

Is line of reasoning clear? Suggestions.

Conclusion: How did the author find gender operating in the workplace? Suggestions.

Final Project

Introduction: As you know by now, the purpose of each mini-project (mall, school, workplace) has been to observe and analyze the social and cultural processes by which gender roles and male dominance are maintained and/or changed. The Final Project similarly requires you to observe and analyze the operation of gender roles and male dominance. However, for this Project you choose the arena for your observations and analysis. Each mini-project has been based on assigned course material as well as your observations. The Final Project requires you to provide your own background material on the arena you select. Course material is also likely to be relevant as well. Include relevant course material to place your Project in the context of the entire course.

Project Assignment: Choose one gender-related arena, issue, problem, process, or phenomenon of interest to you and that lends itself to the observational and interview research skills that you have been practicing this semester. For the Final Project, put this issue in the context of the course by discussing it in terms of course material. Consult outside sources. Collect your own data from existing data sources (statistics) and your own observations and interviews. Finally, based on all of this material, critically analyze the social and cultural processes by which gender roles and male dominance are maintained and/or changed in your chosen arena.

Discussion: Select an arena different from the ones we study in class. Some possible topics include gender in, for example, churches or religion, sport or leisure, health, family, welfare, media, politics, the criminal justice system, etc. Utilize a minimum of 12 outside sources; at least 4 from academic journals. Limit your reliance on “popular press” and electronic sources. Acceptable Internet sources include scholarly journals and well-known organizations (like the New York Times, federal or state government,
and the United Nations, for example). Other electronic sources may be used in the text of your paper but should not count toward the 12 sources. Document all sources thoroughly using sociological reference style.

A strong final project will require several hours of observation and/or interviewing with a similar amount of time devoted to field notes. Include only extended field notes, full field notes (for episodes or patterns that figure prominently in your paper), and near-transcriptions of interviews in a “field note appendix.” Be sure to document your observation times with dates, times and places as you prepare your field notes. Identify by number (or some other way) sections in the field notes that you refer to in your paper.

Your project report should include:

• presentation of your arena, issue, process, or phenomenon drawing on outside sources;
• the course context for your topic using course materials;
• examples of your observations of relevant gendered behavior, settings, etc.; and
• your critical analysis of the social and cultural processes by which gender roles and male dominance are maintained and/or changed in your chosen arena, integrating relevant course material and observed examples.

The presentation of the arena/issue/topic of interest to you should take up no more than half of the paper, with your analysis constituting most of the remainder. Do re-organize, edit, and spell-check your rough draft before submitting it for peer editing.

In your Final Project Proposal, describe the arena/issue/topic you wish to select; indicate how you intend to approach this sociologically. Note how you will use research skills (observation and interviewing, as well as library research) and perspectives from course to collect information and to make the analysis. Your Final Project report should be typed, double-spaced, and 8-10 pages long plus list of cited sources, field note appendix, rough draft, and editing sheet(s).