Thinking About Women 11th edition Andersen Test Bank

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Instructor's Manual and Test Bank

for

Margaret L. Andersen

Thinking about Women Sociological Perspectives on Sex and Gender

Eleventh Edition

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Thinking about Women (11th edition)

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This manual is designed as a resource for instructors to help them stimulate class discussion and provide various classroom activities and student assignments. The eleventh edition of *Thinking about Women* includes numerous resources for instructors within the text, as well. In the printed and electronic book, instructors will find Learning Objectives, Critical Thinking Activities, Suggestions for Student Discussion and Research Projects, and a Glossary of Key Terms. The Instructors' Manual includes additional suggestions for essay questions, specific questions from box features, classroom activities and student assignments. The Instructor's Manual also includes an annotated list of suggested films videos for classroom viewing for each chapter.

The essay questions are designed to evaluate student comprehension of important text material. Many of the questions can be answered in a few sentences, whereas others require more thought and detail. Some questions require that students absorb and describe research contained within the text. Others require students to apply and combine key information from the text and to generate examples from their personal lives.

Chapter 1
Studying Women: Feminist Perspectives

Essay Questions:

1. In his conceptualization of the sociological imagination, C. Wright Mills (1959) states the central task of sociology is to understand the connection of one's personal biography with the society in which one lives. How is Mills' idea similar to the feminist motto that "the personal is political?" Illustrate with an example using Mills' concepts of personal troubles and social issues.
2. Identify and briefly discuss some of the indications of women's continuing inequality in society. What contradictions do you see in how women's lives have changed in recent years (or not)?
3. Would you consider the field of men's studies to be feminist? Why or why not?
4. Is the label "feminist" still controversial? Drawing on the points of Andersen's discussion of feminism, how would you define feminism?
5. Over a period of one week, listen carefully to what people say about women. Do you hear evidence of false generalization? How would what you heard change were the speaker using more inclusive thinking?

Question/Exercises from Box Features:

History Speaks

Have you heard of Anna Julia Cooper before? If not, why? What would Anna Julia Cooper say today about the most important issues for African-American women? Latinas? Asian-American women? Muslim, Native women?

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A Closer Look at Men
Pair up with someone in your class and debate whether aggrieved entitlement explains men's contemporary attitudes. Pay attention in preparing your debate to how this concept might apply to specific groups of men.

Focus on Research
Millennials are generally identified as those born in the 1980s and 1990s. Based on the research in this box, identity three to five people in a different generation (either younger or older). Ask them if they support feminist positions and then compare your results to those that are briefly discussed in the box. If you find differences, how do you explain them?

Media Matters
Using either print, video, or electronic media, compare how men's and women's athleticism is portrayed. Do you see evidence of *gender bland sexism* in your observations? What does this exercise teach you about gender inequality in sport?

Classroom Activities and Student Assignments:

1. Make an exhaustive, written list of everything you would have to change about yourself were you to change you gender. For each change, identify which of these categories it involves: biological, attitudinal, behavioral, and institutional. Some changes can be more than one type. What does this exercise teach you about the connection between institutions and other levels of society?
2. Talk to your students about the behaviors that are not acceptable for them to do in a public restroom. Are there differences for women and men? What about transgender people? How does this exercise illustrate the distinction in personal troubles and public issues?
3. Examine how women's history is presented in a textbook used on your campus. Is the book fully inclusive of women or are women presented as a sideline, if presented at all? What does this teach you about educational curriculum and women's studies?

Suggested Films/Videos:

Feminist: Stories from Women's Liberation (Women Make Movies, 2013; 64 mins.)
Film shows the early origins of the women's movement in the 1960s.

***Life and Times of Rosie the Riveter, The* (Direct Cinema Ltd., 1980; 65 mins.).**
The Life and Times of Rosie the Riveter is a 1980 documentary film that tells about the women who went to work during World War II to do "men's jobs."

Supersoul Sunday: Oprah Winfrey Interview with Gloria Steinem (youtube, 2018; 42:11 mins.; https://www.youtube.com/watch?v=yL22mnCun_E)
Oprah Winfrey's interview with Gloria Steinem explores Steinem's early commitment to the

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women's movement, as well as her contemporary engagement with women's issues around the world.

Chapter 2
The Social Construction of Gender

Essay Questions:

1. Many think biological sex determines gender identity. Having read this chapter, how would you respond to such a claim? Please support your answer with evidence from the chapter.
2. True or false? The categories man and woman are dichotomous (that is, separate, with no overlap). Explain your answer by using evidence from your text or other class material.
3. What does it mean to say that an institution is "gendered?" How does this concept differ from the gender roles perspective?
4. What significance do the Navajo Indian *berdaches* and the *hijras* of India have for the study of gender? Likewise, what are the muxes of Mexico and how do they challenge a binary (that is, two-part) concept of gender?
5. What does it mean to say that socialization is a powerful system of social control?
6. What do we learn about gender socialization by studying cases of intersex people?
7. Is gender socialization more restrictive for boys or girls? Please explain your answer.
8. What role does homophobia play in gender socialization?
9. What are some of the negative consequences associated with conforming to traditional masculine roles for men and traditional feminine roles for women?
10. Socialization occurs throughout the life course. Highlight at least two key points about the socialization process from each stage of the life course.
11. What do the experiences of transgender people teach us about how gender norms are constructed and, at times, challenged?
12. What impact does racial identity have on the socialization process?
13. Compare and contrast two theoretical perspectives on the formation of gender.
14. According to the "doing gender" perspective, gender is an accomplished activity. Provide three examples of how women "do gender" and three examples of how men "do gender." What would you have to do to 'undo" gender?

Questions from Box Features:

Focus on Research

1. The research conducted by England and Li examined women's and men's choices of college majors over 30 years (1971-2002). Do you see evidence that this pattern has changed, or has it remained much the same? Why?
2. England and Li conclude that the limited extent to which desegregation of college majors has occurred is the result of several factors. What are these factors and how do they influence each other?

Media Matters

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1. Do parenting resources advocate for gender-neutral childrearing?
2. How does the media contribute to the gendering of young children?

A Closer Look at Men

1. What does Michael Kimmel mean by "Guyland"? What do men do in this "space?" What evidence of Guyland do you see in among your peers? Do you think it is particular to only certain groups of men? If so, who?
2. Is Guyland misogynistic? Homophobic? Please explain.
3. What does Kimmel mean when he states that "masculinity is ambiguous"?

History Speaks

1. Why do you suppose Simone de Beauvoir titled her book *The Second Sex*? Is this still relevant today?
2. How do you think de Beauvoir's upbringing might have influenced her thinking? How does the time period in which she grew up matter to her way of thought?

Classroom Activities and Student Assignments:

1. Divide the class into small groups (3-5 students each). Each group gets a children's book. Each group identifies the underlying messages in the book (about gender, child/adult roles, sexuality, and so forth). Then each group tells the class what year their book was published and what themes they found. *(Adapted from Lara Foley, University of Florida)*
2. Individually wrap 6 toys (2 stereotypical girl toys, 2 boy toys, and 2 gender neutral toys). Put all of the wrapped toys into a bag. Ask for 6 volunteers to come to the front of the room. Ask the first person to blindly select a toy and demonstrate for the class how he or she would play with that toy. Repeat until all the toys have been played with. Ask another student to categorize the toys to "girl," "boy," and "neutral" categories. Then ask the class as a whole to come up with a list of characteristics the toys teach and to decide if the toys are differentiated by gender. *(Adapted from Shannon Houvouras, University of Florida)*
3. Ask students to observe parents interacting with children in some public space for one hour. Write a brief report on their observations, noting the gender of the parent and the gender of the child. What gendered patterns do they note? *(Adapted from Janice Farkas, Duke University)*
4. Students make entries in a journal for one week on all aspects of "doing gender" that they perform. At the end of the week, they analyze their observations using material from the text and any other class materials. *(Adapted from Linda Grant, University of Georgia)*
5. Discuss reasons why many people fear allowing their children to play with gender-atypical toys. Why do people care that boys might play with "feminine" toys? Why do they care that girls might play with "masculine" toys? What are the challenges in raising children in gender-neutral ways? *(Adapted from Patti Giuffre, Texas State University)*
6. This assignment requires that you explore your own beliefs about sex and gender. First, indicate whether the following statements are true or false:
    - Men are naturally more aggressive than females.
    - Women are naturally more nurturing than males.

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Now, explain your answers, and provide at least two pieces of evidence for each answer. Your evidence can be taken from your personal observations and experiences, or from what you have learned in class or from the readings so far. *(Adapted from Shana L. Maier, Widener University)*

7. Without getting yourself in trouble, violate a gender norm or think of a time in your past when you did. Describe the norm, how you violated it, and, especially, how others reacted to you. What does this exercise tell you about these questions: How are gender norms forms of social control? How do the reactions of others either reinforce or challenge the gender system? What purpose does the norm serve? How does enforcing this norm tend to benefit certain groups while disadvantaging others? *(Adapted from Nikki Raeburn, University of San Francisco)*

Suggested Films/Videos:

American Transgender (National Geographic Television, 2012)
National Geographic documentary about trans people and their relationships

***Becoming Johanna* (New Day Films, 2016; 27 mins.)**
Follows the life of a transfemale Latina as she defends her identity. Reviews say it could be used to illustrate connection between sex, gender, and sexuality and explore gender fluidity.

***Billy Elliott* (Universal, 2000; 110 mins.)**
A young boy realizes he wants to become a dancer in a traditional male culture that discourages it.

***The Boy Game* (New Day Films, 2012; 17 mins.)**
Explores the question of bullying and how it is linked to gender roles for young boys.

***Bro Code, The* (Media Education Foundation, 2011; 58 mins.)**
Provides an engrossing look at the forces in male culture that condition boys and men to dehumanize and disrespect women. Explore how it reinforces misogyny and gender violence and investigates this American culture through television, movies, and other forms of media.

***Brutal Beauty: Tales of Rose City Rollers* (American Toaster Productions, 2011; 80 mins.)**
An empowering look at the connection between women and sports, *Brutal Beauty* presents and explains the sport, roller derby, and explores the communal ties and interpersonal relationships that are experienced by its participants. There is a critical look at the relationships between gender and sports.

***Five Friends* (Media Education Foundation; 2011, 70 mins.)**
Follows the life of five friends and encourages viewers to think critically about the high price boys and men too often pay for adhering to rigid cultural ideas of manhood. It encourages viewers to think critically about having rigid ideals of manhood and masculinity. The friends

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challenge the "bro code" and provide more holistic ways to think about gender roles.

Growing Up Coy (Outcast Films, 2016: 83 mins.)
Follows a transgender rights case in Colorado when a six-year old transgender girl was banned from the school bathroom. Focuses on civil rights and discrimination.

Guyland (Media Education Foundation, 2015: 36 mins.)
Based on research on young men, the film explores the consequences for men and women of men's trying to achieve images of masculinity.

It's a Girl: The Global War against Girls (The Orchard, 2012:64 mins.)
Examines cultural attitudes and government practices that have resulted in millions of missing girls around the world. Topics include sex trafficking, abandonment, and dowry-related violence, among other topics.

The Most Dangerous Year (Dangerous Year Productions, 2018, 90 mins)
During a year when Washington State introduced several different "bathroom bills," several parents of transgender children banded together to fight the adoption of these bills. The film shows not only the civil rights and educational campaign that developed, but also shows how the parents came to accept and support their children.

Not Just a Game: Power Politics & American Sports **(Media Education Foundation, 2010; 62 mins.)**
Explains the interconnection of sports and politics. Explores gender relations in sports and the ideology of femininity, masculinity, and homophobia between women and other marginalized groups such as gay and lesbian athletes.

Raging Grannies: The Action League (New Day Films, 2015: 30 mins)
Documents the political activism older women protesting various forms of inequality and ageism.

Straightlaced: How Gender's Got Us All Tied Up (New Day Films, 2015; 67 mins.)
Explores how gender roles and homophobia are interwoven and how these expectations connect with culture, race, class, and the media. Focuses on diverse groups of teens.

Tough Guise 2 **(Media Education Foundation, 2014; 52 mins., 48 mins., abridged)**
Highly anticipated update of the influential and widely acclaimed *Tough Guise*, this sequel examines the glamorized violent nature of manhood perpetuated in television, social media, video games, pornography, and sports culture. Explores other events that illustrate cultural attitudes and myths about masculinity.

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