

**Hello ERWC students! Attached is the work for the second week (April 27-May 1) of Distance Learning. It includes activities from a module titled *Language, Gender, and Culture*. Please contact me through email [mwilliams@tusd.net](mailto:mwilliams@tusd.net) or a text on Remind if you have any questions during my daily office hours listed below.**

**Monday-Friday 12 pm- 2 pm**

**Getting Started: Please fill out the following:**

**Step 1: Circle your Class Period**

**ERWC**

**ERWC**

**Period 1**

**Period 2**

**Assignment 1**

**Assignment 1**

**Step 2: Identify Yourself (Please print clearly)**

**Your Name:**

## **Week 2 Instructions**

**\*\*\*\*Please read the assignments carefully BEFORE beginning each one. The entire packet is for the remainder of the year, not just for Week 1, so do not lose it.**

### **How to turn in:**

You may turn in this packet by either taking a picture of this cover page and completed assignments and emailing it to your teacher any time on or before May 8th, or by dropping it off completed at school on May 8<sup>th</sup>.

## Text 3 – Brooks, “Honor Code”

### Activity 9: Annotating and Questioning the Text – Understanding Brooks

In order to engage thoughtfully with others’ ideas, it is helpful to approach a text first with the purpose of reading to understand. As you read David Brooks’s article “Honor Code” silently, try to focus on what values and beliefs Brooks himself must hold to support the claims and connections he makes. If you find yourself doubting him, make a note of that, so you can come back to it later. In addition, annotate any particular points of interest. Mark places that confuse you or points at which you lose interest.

After this first reading, write a single sentence in your own words summarizing Brooks’s argument as you understand it at this point.

### Activity 10: Negotiating Meaning

David Brooks expects his readers to know Shakespeare’s *Henry IV, Part 1*, act 1, scene 1, lines 78-89, in which readers are introduced to Henry V as a difficult youngster.

Early in the play, his father, Henry IV, confronted with the successes of another leader’s son, says:

#### KING HENRY IV

Yea, there thou makest me sad and makest me sin  
In envy that my Lord Northumberland  
Should be the father to so blest a son,  
A son who is the theme of honour’s tongue;  
Amongst a grove, the very straightest plant;  
Who is sweet Fortune’s minion and her pride:  
Whilst I, by looking on the praise of him,  
See riot and dishonour stain the brow  
Of my young Harry. O that it could be proved  
That some night-tripping fairy had exchanged  
In cradle-clothes our children where they lay,  
And call’d mine Percy, his Plantagenet!  
Then would I have his Harry, and he mine.

(Folger Digital Texts, [www.folgerdigitaltexts.org/html/1H4.html](http://www.folgerdigitaltexts.org/html/1H4.html))

By the end of the play, Harry has grown up, taking on his responsibilities as a prince, and redeemed himself in the eyes of his father. He ultimately becomes Henry V, succeeding his father to the throne.

In pairs or small groups, discuss this speech and compare it to Brooks’s discussion of Henry V. How does knowing this background support (or change) your understanding of Brooks’s argument?

## Activity 11: Examining the Structure of the Text – Mapping the Organizational Structure of Brooks’s Article

Create an argument map of Brooks’s article, putting his overall argument in a bubble in the center (or on one edge) of the page. Connected to that bubble, add bubbles that represent his main ideas in support of that argument next (his reasons). From each reason, add bubbles that include supporting ideas, evidence, and examples. Below is an example of what an argument map might look like.



## Activity 12: Analyzing Stylistics Choices

Technique	Effect	Purpose
<p>What patterns do you notice across Chira's and Brooks's articles? What kinds of word choices do they make (name the kinds and list examples)? What images do they use? How do they describe the perspectives they describe?</p> <p>Call each of these patterns a "technique," and come up with a name for it, whether it is a name you already know or one you make up.</p>	<p>For each of the techniques you list, describe what effect that technique is likely to have on Chira and Brooks's audience (both are writing for readers of <i>The New York Times</i>). Will it make them seem like particular kinds of people? Will it evoke particular emotions (which ones)?</p>	<p>What is each author's overall purpose? For each of the effects that you describe, explain how that effect will serve the author's purpose.</p>
<b>Susan Chira</b>		
<b>David Brooks</b>		

### Activity 17: Thinking Critically – Reading Against the Grain

Chira and Brooks each establish a **problem** early in their articles and focus the article on that problem. Complete the following table below to connect to the problem and evaluate it from your own experience.

	What is the problem?	What examples from your own experience (or that of people you know) support or contradict the problem as the author defines it?
Chira	3	
Brooks		

**Critical Thinking:** What evidence does each author provide that the problem exists?

For each author, describe the kinds of evidence the author uses. Does she/he provide statistics, quote experts, describe experiences, or provide some other kind of support? What words does the author use to set up the evidence to make it believable?

Chira	
Brooks	

**Critical Thinking:** David Brooks begins his article with a hypothetical situation. Is this hypothetical situation realistic or instructive in relevant ways?

Describe both the ways in which you do (Yes) find it convincing and the ways in which you don't (No). Only after you have considered both its strengths and its weaknesses should you explain your own current overall opinion.

Yes	No
My current overall opinion about whether Brooks's hypothetical situation is realistic (which can be qualified!):	

**Critical Thinking:** When a cause (A) and effect (B) argument is presented, it is important to consider whether the relationship is really just a correlation (when two things occur together, but one does not cause the other). Or might some third factor cause both A and B? Or even, is it possible that B causes A?

For each of the descriptions of the cause and effect claims made by the authors, describe under “Yes” the details from the article that encourage you to believe the cause and effect as explained by the author. Under “No,” explain what you think the author is leaving out—either from your own readings or experience—that might encourage you to think the relationship differs from the cause/effect the way the author describes it. Only after you have explored both should you describe your “current overall opinion.”

Chira suggests that harassment and violence against women in traditionally “male” jobs are caused by men’s anger that women are stealing jobs to which men are entitled.

<b>Yes</b>	<b>No</b>
My current overall opinion on this (which can be qualified!):	

Brooks suggests that school culture is what alienates a great many boys and causes them to do poorly in school.

<b>Yes</b>	<b>No</b>
My current overall opinion on this (which can be qualified!):	

**Critical Thinking:** What has an author left out of an argument?

For each of the following questions, try to generate reasons to support both an affirmative (yes) and negative (no) answer. Only after you have explored both should you explain your “current overall opinion.”

Is it a problem that Chira has not considered whether there are some jobs for which men are better suited than women?

<b>Yes</b>	<b>No</b>
My current overall opinion on this (which can be qualified!):	

Is it a problem that Brooks has not considered the rise of girls’ success as part of his argument?

<b>Yes</b>	<b>No</b>
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My current overall opinion on this (which can be qualified!):

**Big Question:** Is this problem even a problem?

**Chira**

**Yes**

**No**

My current overall opinion on this (which can be qualified!):

**Brooks**

**Yes**

**No**

My current overall opinion on this (which can be qualified!):

**Text 4 – Young, “Prelude: The Barbershop”; Text 5 – Lorde, “Transformation of Silence into Language and Action”**

**Activity 14: Understanding Key Vocabulary – Synonym Chart for Young and Lorde**

Using the key vocabulary and synonym table below, review the list of vocabulary words for each author, checking off any words and/or their synonyms you know (meaning you would recognize and understand these words if you saw them in another context). Then, working individually or in pairs, brainstorm an additional 15 synonyms in the far right column for any of the key vocabulary words that you find particularly intriguing or useful. You can find synonyms using a number of resources: ask a classmate, use your cell phone to find definitions, use electronic or print dictionaries, or search on a classroom computer for acceptable synonyms. As you generate synonyms, discuss what new predictions these vocabulary words lead you to make about the articles.

Author	Vocabulary Word or Phrase	Synonym or a Similar Phrase	Another Synonym or a Similar Phrase
Vershawn Ashanti Young	prelude	introduction	
	vicarious	experienced through another person	
	demeanor	manner, conduct	
	ambivalence	conflict or uncertainty	
	cachet	status	

Author	Vocabulary Word or Phrase	Synonym or a Similar Phrase	Another Synonym or a Similar Phrase
	innuendo	implication	
	patronize	be condescending	
	anomaly	irregularity	
Audre Lorde	elucidate	explain	
	omission	something left out or excluded	
	censure	criticism	
	mortality	humanity	
	tyranny	oppression	
	scrutinize	examine carefully	
	pertinence	relevance	



## phylosophe

By Judith Butler

Transcript of *YouTube* clip, February 23, 2007

- 1 There's a story—that came out around, I don't know, eight years ago—of a young man who lived in Maine, and he walked down the street of his small town where he had lived his entire life. And he walks with what we call a “swish”—a kind of...his hips move back and forth in a “feminine” way. And as he grew older—14, 15, 16—that swish, that walk became more pronounced, OK, and it was more dramatically feminine, and he started to be harassed by the boys in the town. And soon two or three boys stopped his walk, and they fought with him.
- 2 And they ended up throwing him over a bridge and they killed him.
- 3 So then we have to ask: Why would someone be killed for the way they walk? Why would that walk be so upsetting to those other boys that they would feel that they must negate this person, they must expunge the trace of this person, they must stop that walk, no matter what, they must eradicate the possibility of that person ever walking again?
- 4 It seems to me that we are talking about an extremely deep panic or fear, an anxiety that pertains to gender norms.
- 5 And if someone says you must comply with the norm of masculinity, otherwise you will die, or I kill you now because you do not comply, then we have to start to question what the relation is between complying with gender and coercion.

## The “Manly” Jobs Problem

By Susan Chira

*The New York Times*, February 8, 2018

- 1    Insults, groping—even assault. That kind of sexual harassment came along with being one of the very few women on a construction site, in a mine, or in a shipyard. Those professions remain male-dominated and the harassment can seem, for countless women, to be intractable.
- 2    But what if the problem isn’t simply how their male co-workers behave? What if the problem is the very way society has come to see the jobs themselves? Some jobs are “male”—not just men’s work, but also a core definition of masculinity itself. Threatening that status quo is not just uppity—it can be dangerous.
- 3    This dynamic plays out in workplaces of all classes and crosses partisan political lines. But it is particularly stark in the blue-collar jobs that once scored a kind of manly trifecta: They paid a breadwinner’s wage, embodied strength and formed the backbone of the American economy.
- 4    As Christine Williams, a professor of sociology at the University of Texas at Austin, pungently put it, women in so-called men’s jobs are labeled either “sluts or dykes,” each abused in their own ways. Although statistics are spotty, some studies have concluded that sexual harassment is more regular and severe in traditionally male occupations. And a Times Upshot analysis of blue-collar occupations showed that women’s presence in these jobs stayed static or shrank between 2000 and 2016.
- 5    Women are so scarce in these trades that some men refuse to see them as women. The only woman in a repair crew at wind-farm sites charged in a lawsuit that her co-workers called her by male nicknames, from common to obscene, because they thought only a man could handle the job. Men suggested she must have a penis or be a lesbian.
- 6    In interviews with more than 60 women in male-dominated trades like construction, Amy Denissen, an associate professor of sociology at California State University at Northridge and Abigail Saguy, a professor of sociology at the University of California, Los Angeles, found countless similar examples. While lesbians are also harassed, “in some ways women who are lesbian are seen as less threatening,” Professor Saguy said. “They’re seen as not fully women.”
- 7    Women who try to go along with the sexual banter, or who act feminine, are seen as either coming on to men or less competent in a workplace culture where proficiency is defined in masculine terms. “Sexual harassment is often a way in which the men reaffirm women’s femininity, say this is who you are, back in your place,” Professor Saguy said. “At the same time, women will play up their femininity and flirt a little bit, and play along with some of the stereotypes of femininity to be accepted.”
- 8    Women as well as men can wield the weapon of sexuality in the workplace—as I saw in months of interviews about sexual harassment at two Ford plants in Chicago. In that case, in addition to persistent abuse by men, several women were also accused of trading sex for better, less physically demanding jobs. Whether women were coerced into sex or gaming a

system, one constant has been that in most cases, men are supervisors and have the power to dispense threats or favors.

- 9 Power has been entwined with the evolution of male manufacturing jobs since the industrial revolution, said Alice Kessler-Harris, a professor emerita of history at Columbia University. Although many of the earliest factory jobs in places like textile mills were held by women who could be spared from the farm, men reserved many of the highest-status, highest-paying jobs. “It isn’t new,” Professor Kessler-Harris said of sexual harassment and male resentment. “It’s as old as male culture. The men assumed the best jobs, the skilled jobs, were theirs. If a woman dared to enter them, God help her.”
- 10 Jobs took on specifically male or female characteristics—and society valued them accordingly. Nurses, often men in the early days of the profession, were redefined as nurturers when women swelled their ranks; secretaries, once exclusively men, yielded to the dexterous fingers of women who typed and were recast as “the sunshine of the office,” Professor Kessler-Harris said.
- 11 These jobs often paid less, while the ones requiring physical strength paid more. When women were needed during World War II, cutting sheet metal was likened to cutting a pattern through cloth, and welding to opening an orange juice can, she said. Then after the war, men reclaimed these jobs and most women were exiled back to the kitchen.
- 12 After 1964, as Title VII of the Civil Rights Act was gradually used to pry open industries once largely closed to women like construction, mining and shipbuilding, some men’s rage swelled, Professor Kessler-Harris said.
- 13 “I don’t think you can understand this notion of sexual harassment and men’s anger with women, their willingness to take out on them all this sexual hostility, unless you imagine that sense of entitlement in the job,” she said.
- 14 Professor Saguy said that employers played on this sense that manliness was intertwined with such jobs. “Even if they have to tolerate bad working conditions, the compensation is they were real men,” she said. “Then women were moving into these occupations, so what does that mean? If women can do the job, maybe it’s not so masculine after all.”
- 15 Already, some fear a backlash to the intense focus on sexual harassment. And there are worries that many of the prescribed remedies, from training to promoting women to stiffening penalties, could fall short, generate more resentment or perpetuate stereotypes that women are always victims. Lawsuits abound but seldom force upheavals in entire systems, Professor Williams said.
- 16 Many scholars I interviewed argued that fundamental changes are necessary, such as restructuring organizations to be less hierarchical and re-examining pay scales for men’s and women’s work. “I would like to think there will be permanent changes that come out of this,” Professor Saguy said. “I don’t see them yet.”

- 17 But some who have observed or trained once-recalcitrant men cite small successes in changing perceptions about the nature of “male” jobs. Ellen Bravo, a director of Family Values at Work, found that male firefighters in Kansas City, Mo., had adapted to changes they once dismissed as unmanly, such as wearing masks to protect against lung cancer or talking about grief after witnessing death and suffering.
- 18 Jessica Smith, an associate professor at the Colorado School of Mines, studied the successful experience of women in a Wyoming mine in the 2000s during a time of hiring expansion, when women were not perceived as taking jobs from men. “They redefined what it was to be a good miner away from this very hyperbolic masculine image,” she said. “A good miner was someone who cared for their co-workers. They were responsible. These were issues that women could also embody.”
- 19 Now that leaders of some organizations are toppling, Professor Kessler-Harris surveyed this moment with a historian’s eye. “After 50 years when women swallowed hard and put up with it, or quit, finally women are saying this is not acceptable anymore,” she said. “What we’re seeing now is an attack on male power and the possibility at least of change.”

Susan Chira ([@susanchira](#)) is a senior correspondent and editor on gender issues for *The New York Times*.