

Hello ERWC students! Attached is the work for the first week (April 20-April 24) 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 1 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>.

# Language, Gender, and Culture- Week 1

## Activity 1: Getting Ready to Read

Choose two of the five quickwrite topics below and write (or type) your responses on a separate sheet of paper. Responses should be 1-2 paragraphs in length and well-developed and thoughtful. Label each activity clearly.

**Quickwrite 1:** Some people assert that just one or two generations ago men and women seemed to have more rigid codes for how to behave: for example, men could be loud and assertive while women were expected to dress modestly and use a “feminine” voice. Do you think these codes or “rules” for male and female behavior still hold true today? What codes or “rules” apply to those who do not identify with one gender or the other? What experiences and observations can you point to as support for your position?

**Quickwrite 2:** Women and men now work in a greater variety of jobs than ever before: women take combat roles in the military and serve as police officers and firefighters. Men work as nurses and participate in cheerleading. More individuals are refusing the male/female binary, identifying themselves as gender-fluid or non-binary. Do you think there are still jobs or activities (for instance, sports) that are better suited to men or women? If so, what are they and why? If not, why not?

**Quickwrite 3:** How do children and young adults learn what is “appropriate” behavior, either in general or for them as boys and girls or young men and women? What happens when a young person acts in some way their families or friends consider “not normal”? How are they treated? Refer to your own experiences and observations to support your points.

**Quickwrite 4:** Imagine how some of the people you know walk. Are there any individuals you think of as walking in a typically male or female way? What aspects of walking behavior or style (speed, size of steps, carriage of the shoulders and hips, gaze [focus of the eyes], etc.) make a person’s walk seem “feminine” versus “masculine”?

**Quickwrite 5:** Describe how you see young men, women, non-binary, and transgender individuals treated at school, both by their peers and by teachers. If you see a difference, in general, in how individuals are treated based on gender or sex, how would you characterize that difference? What effect do you think it has? Why do you think the difference exists?

## Activity 2: Exploring Key Concepts

As you engage thoughtfully with the texts in this unit, you will be paying attention to a conversation about the relationships among language, gender, culture, and identity. In order to understand—and ultimately enter—that conversation, it will help if you consider what you know about some key terms. Discuss with a peer, friend, or family member or research the following questions. Then write or type about what you’ve learned on a separate sheet of paper in 1-2 well-developed and thoughtful paragraphs. Label each activity clearly.

**Gender** and **sex** (or biological sex) are sometimes treated as referring to the same characteristics or as perfectly aligned. But they’re not. Discuss what you know about these terms and the differences between them.

**Culture** incorporates many elements of our daily lives—from language, rituals (or routines), clothing, foods, and holidays to expectations for how we behave and treat others. Discuss what you know of your own culture, particularly in terms of its expectations of you as a male or female.

Who are you? How much of your **identity** is determined by your genetics, where you come from, your family, your education? These are not questions to which anyone has absolute answers, so discuss with your group what each of you thinks and why.

**Quickwrite:** What have you learned from this discussion about the relationships among language, gender, identity and cultural norms?

## Video Text 1 and Text 1 – Butler, “phylosophe”

### Activity 3: Exploring Key Concepts – Judith Butler Video/Transcript

**Reflection:** Watch the following video (if you can) and annotate the attached transcript while watching. After watching the Judith Butler video, reread the quickwrites you wrote for Activities 1 and 2 and then answer the following questions on a separate sheet of paper in well-developed and thoughtful answers. Label each activity clearly.

<https://www.youtube.com/watch?v=DLnv322X4tY>

- Though you may not know any examples as extreme as the Butler story, have you seen or heard of similar instances in which gender norms have been enforced through violence or bullying?
- How does this story deepen your understanding of the relationship between identity, gender, and culture?

### Activity 4: Surveying the Text – Connecting Texts and Their Authors

Based on the information provided for each of the four texts in this module (Chira, Brooks, Young, and Lorde), complete the following on a separate sheet of paper in well-developed and thoughtful answers. Label each activity clearly.

1. Examine the titles, and make a prediction about the content of each piece
2. Note the types of texts and genres (*The New York Times* Op-Ed piece, or speech, or book excerpt), and make any relevant predictions about the content or rhetorical stance of each piece
3. Examine the brief author biographies provided below, and then imagine how each author's identity and gender—as described in those biographies—might influence the text's language, content, or purpose

**Susan Chira** – “The ‘Manly’ Jobs Problem” is a news analysis article originally published in the “Sunday Review” section of *The New York Times* (2018) under the headline, “Being a Woman at a ‘Manly’ Job.”

Susan Chira is a graduate of Harvard University, where she was the writer and president of the *Harvard Crimson*. She has been writing for *The New York Times* since 1981 and currently serves as a senior correspondent and editor on gender issues. Chira is the author of *A Mother's Place: Taking the Debate About Working Mothers Beyond Guilt and Blame*.

**David Brooks** – “Honor Code” is an Op-Ed piece from the *The New York Times* (2012).

David Brooks is a political and cultural commentator as well as a columnist for *The New York Times*. He has written for the *Washington Times*, *Wall Street Journal*, *The Weekly Standard*, *Newsweek*, and *The Atlantic Monthly*. He graduated from the University of Chicago with a degree in History and later taught at Duke University in Public Policy. His books include *Bobos in Paradise: The New Upper Class and How They Got There* (2000); *On Paradise Drive: How We Live Now (And Always Have) in the Future Tense* (2004), and *The Social Animal: The Hidden Sources of Love, Character, and Achievement* (2011).

**Vershawn Ashanti Young** – “Prelude: The Barbershop” is the introductory section to the book, *Your Average Nigga: Performing Race, Literacy, and Masculinity* (2007).

Vershawn Ashanti Young earned a Ph.D. from the Department of African American Studies and English at the University of Illinois, Chicago. He is an expert on the contemporary African American experience and is particularly interested in issues dealing with African American language, literature, gender (masculinity), and performance/performativity. He is the author or editor of several books, including *Your Average Nigga: Performing Race, Literacy, and Masculinity* (2007), and two recent collected volumes. The first is in African American literary and performance studies, *From Bourgeois to Boogie: Black Middle-Class Performances* (2011), and the second is in sociolinguistics and literacy, *Code-Meshing as World English: Pedagogy, Policy, Performance* (2011).

**Audre Lorde** – “The Transformation of Silence into Language and Action” is a speech from her collection titled *The Cancer Journals* (1980).

Audre Lorde (1934-1992) earned a B.A. from Hunter College and an M.A. from Columbia University in Library Science. The author of numerous collections of poetry and prose, Lorde was deeply concerned with issues of class, race, age, gender, and health, particularly as they related to the experiences of women in the 1960's. A librarian, writer, poet, teacher, feminist and lesbian, Lorde won numerous awards, including a National Endowment for the Arts grant and the American Library Association Gay Caucus Book of the Year Award in 1981 for *The Cancer Journals*. She died of liver cancer in 1992.

### Activity 5: Making Predictions and Asking Questions – Authors’ Purposes and Arguments

You will briefly PREVIEW (not read the entire things today) the attached articles. Answer the following questions on a separate sheet of paper in well-developed and thoughtful answers. Label each activity clearly.

What questions do Chira’s, Brooks’s, and Young’s titles raise for you?

What does Lorde’s title tell you about the topic and purpose of her chapter?

Read only the first two paragraphs of each of the four longer texts (Chira, Brooks, Young, and Lorde).

- What predictions can you make about each text based on the opening paragraphs?
- What questions do those paragraphs raise for you that you hope the reading will answer?
- Based on only the first two paragraphs of each text, what can you infer about the audiences and purposes each author seems to have imagined for his or her text? Explain.

### Activity 6: Understanding Key Vocabulary – Synonym Chart for Butler, Chira, and Brooks

Using the vocabulary and synonym table below, review the list of key 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, brainstorm an additional 26 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, think about 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
Judith Butler	negate expunge eradicate comply gender norms coercion	deny wipe out eliminate obey sex-linked expectations force	
Susan Chira	harassment uppity intractable embodied status quo stark banter wield entitlement status	persecution self-assertive resistant, hard to change represented current state obvious repartee, joking conversation use privilege	

	dexterous hierarchical hyperbolic	level, stature skillful ranked exaggerated	
David Brooks	rambunctious plummet lewd eminent homogeneous cretin social engineering	very active, noisy drop vulgar well-known all the same idiot, stupid person using policies based on social science to deal with social problems	

## Text 2 – Chira, “The ‘Manly’ Jobs Problem”

### Activity 7: Annotating and Questioning the Text – Understanding Chira

In order to engage thoughtfully with others’ ideas, it is helpful to approach a text first with the purpose of reading to understand. Try to withhold your own ideas about the topic during your first read, instead paying attention to Susan Chira’s ideas, illustrations, evidence, and explanations.

Read Chira’s article “The ‘Manly’ Jobs Problem” silently, annotating any particular points of interest and noting places that stop you—because you have difficulty following the text, because you disagree, because you lose interest, because you become confused, or for any other reason. Noticing where you are stopped will help you return to the text later to dig into those moments. Be sure to make notes in the margin about why you were interested, or what stopped you, in the text. Then answer the following questions:

- Looking back at the predictions you made, which of your predictions turned out to be true?
- What surprised you?
- If your predictions were inaccurate, what words or phrases misled you?
- Write a single sentence in your own words summarizing Chira’s argument as you understand it after your first reading.

Return to the places in the text that you marked as stopping you, for whatever reason. Talk to the text (annotate further), making notes in the margin by explicitly trying out one or more of these strategies:

- Asking questions and looking for places in the text that might answer them
- Making connections between the words in the text and your own experience or prior knowledge
- Breaking sentences into smaller chunks and then reassembling them in your own words
- Drawing lines connecting pronouns to their antecedents, or verbs to their subjects or objects

Return to your summary sentence and revise it if necessary.

## Activity 8: Examining the Structure of the Text – Descriptive Outline of Chira

Reread Susan Chira's article, "The 'Manly' Jobs Problem." As you examine it more closely, mark up the text in the following ways to help you understand how Chira organized her article. The following guidelines for annotation will help you to create a descriptive outline of Chira's text.

- Draw a line across the page where the introduction ends. Is it after the first paragraph, or are there several introductory paragraphs? Is it in the middle of a paragraph? How do you know that the text has moved on from the introduction?
- Draw a line across the page where you think the conclusion begins. Is it the last paragraph, or are there several concluding paragraphs? How does the author use language, punctuation and other features of text structure to indicate that the text has reached the conclusion?
- Divide the body of the essay into sections on the basis of the topics addressed.
- At the end of each section, specify what the section **says** (content) and, then, what it **does** (rhetorical purpose).
- At the end of the text, describe the overall content and purpose of the text.

## 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*.