



Internationalizing the Curriculum Project

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SOC 212 Men and Women in a Changing Society – 3 Credits

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- **Course Description:** Distinguish between sex and gender. Differentiate between the sociological perspective and those of psychology and biology. Critically evaluate major psychology theories about gender development. Provide cross-cultural examples of variability among culture expectations of male and female roles. Provide examples of gender difference of verbal and non-verbal communication. Describe the effects of sexism in education and in the workplace.
- **Required Text:** Renzetti, Calire and Curran, Daniel, *Women, Men, and Society*, Allyn and Bacon 1995.

International Component Summary

This course is a study of the way culture shapes and defines the positions and roles of both men and women in society. Major emphasis on social conditions may lead to broadening of sex roles and reduction of sex-role stereotypes and the implications of these changes are discussed.

In addition to information regarding the historical development of sex roles and stereotypes, the course is designed to increase student awareness of the influence of sexual identity as an integral part of individual personality. Whether discussing an individual male or female, social interaction patterns of male and female, or the influence of cultural institutions, the aim is to provide an opportunity for greater personal understanding. Human sexuality will be discussed within the context of the course as sex characteristics and sexual behavior is an integral and expressive part of human personality.

Content Areas Which Include International Material/Components

There are four major broad content areas addressed in the class: Perspectives on Gender, Socialization, Social Institutions and Roles in the Marketplace. In each of these content areas there is an infusion of cross-cultural information that addresses the roles of men and women in Japan, India, Pakistan, Egypt and South Africa.

Description of Material and How Integrated in Course

Within each content area a series of articles, classroom exercises, take-home assignments and team projects are assigned. These articles and exercises promote diverse and cross-cultural understanding. After reading each of the articles and assignments, students are asked to compare and contrast the different roles of men and women from other cultures from their own. Students are also asked to participate in experiential exercises, which further sensitizes them to customs and cultures that are different from their own. One of the powerful resources that I utilize in the classroom to help broaden students' perspectives to other cultures is videotaped. There are myriad of videotapes that I utilize to accompany the content areas.

Special Assignments and Activities

Within each content area, students work in teams to complete four projects, which require that they demonstrate an understanding of the different cultural roles of men and women in society. For example, in Project One students are asked to conduct an extensive internet/web based search for articles, information, web links (etc.) which examines/discusses the gender role differences of men and women from a global (international) perspective. Students are asked to examine cultures from Japan, South Africa, Pakistan, India, Great Britain, etc. They are then asked to develop a portfolio, which consists of the articles and a summary of each to be shared with the class.

In Project Two, students are to develop a 5-7 minute videotape (slide presentation) which looks at linguistic sexism by examining specific examples of gender-biased language in song lyrics, everyday conversation, newspaper articles, etc. The purpose of this assignment is to show how gender-biased language helps to shape the perceptions of both speakers and listeners.

There is also an alternative project, which some team members select. They are to develop a 5-7 minute videotape (slides, transparencies) that examines the images of women in television and the movies, focusing on the myths of women of color.

In Project Three, students are to conduct an extensive web/internet based search for articles, information, and web links (etc.) that examines human rights abuses against men and women in different cultures.

In Project Four, students are to develop a visual presentation (i.e. slides, transparencies) or video presentation that examines the impact of religion and the gender inequality that results. For example, they could examine the impact of Islamization of women in Pakistan and the struggles that some women encounter. Or they could identify any particular religion and describe the roles/customs and inequalities that women face.

In addition to these four projects, students also participate in classroom activities and take-home assignments that require that they integrate knowledge and practice into an experiential exercise. (See handouts attached.)

Difficulties and Successes

The infusion of diversity into this course SOC 212 Men and Women in a Changing Society was such a natural fit that I experienced few difficulties and challenges. Students are always intrigued and amazed at the cultural differences and practices of other societies. For example, when we discuss courting, mating, dating and marriage practices, students learn that these rituals vary significantly according to one's culture. I think the material that I have selected to present within each core content area has helped to broaden my students' interest in cultural diversity and international studies. In addition, I think my students have seen that there is value in learning more about other cultures.

Tips/Suggestions to Instructor

I would strongly suggest to instructors teaching this class to stay open, creative and innovative. This is a fun class that offers an intercultural perspective to issues that explain the roles of men and women in our society.

Syllabus and Course Outline

(See attached)

Resources

(See attached)

SYLLABUS: SOC212 – WOMEN AND MEN IN A CHANGING SOCIETY

Course Description

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In addition to information regarding the historical development of sex roles and stereotypes, the course is designed to increase student awareness of the influence of sexual identity as an integral part of individual personality. Whether discussing an individual male or female, social interaction patterns of male and female, or the influence of cultural institutions, the aim is to provide an opportunity for greater personal understanding.

Human sexuality will be discussed within the context of the course as sex characteristics and sexual behavior is an integral and expressive part of human personality.

Text

Renzetti, Calire and Curran, Daniel, *Women, Men, and Society*, Allyn and Bacon, 1995

Course Objectives

- Distinguish between sex and gender
- Differentiate between the sociological perspective and those of psychology and biology
- Critically evaluate major psychological theories about gender development
- Provide cross-cultural examples of variability among culture expectations of male and female roles
- Provide examples of gender difference of verbal and non-verbal communication
- Describe the effects of sexism in education and in the workplace

Course Outline

I. PERSPECTIVES ON GENDER, CHAPTERS 2 & 3

- Sukemune Seiso, et al. (1993). "Japan" in International Handbook on Gender Roles. Westport, CT: Greenwood.
- Deka, Nalini. (1993). "India" in International Handbook on Gender Roles. Westport, CT: Greenwood.
- Mead, Margaret. (2000). "Sex and Temperament in Three Primitive Societies" in The Gendered Society Reader. New York: Oxford University Press, Inc.
- The Brain Sex (videotape)
- Woman and Man (videotape)

Classroom Activities/ Take-home Assignments:

- Sex Differences (Exercise)
- Reconstruction Early Years (Assignment)

PROJECT ONE DUE

Course Outline (continued)

II. SOCIALIZATION, CHAPTERS 4, 5 & 6

- Sapolsky, Robert. (2000). "The Trouble with Testosterone: Will Boys Just Be Boys?" in The Gendered Society Reader. New York: Oxford University Press, Inc.
- Sadker, Myra, et al. (2000). "Gender Equity in the Classroom: The Unfinished Agenda." In The Gendered Society Reader. New York: Oxford University Press, Inc.
- Disch, Estelle. (2000) "Why there are no male Asian Anchormen on TV?" in Reconstructing Gender. California: Mayfield Publishing Co.
- Nature vs. Nature (BS121.HA585 1986) videotape
- Love, Love Me Do (videotape)

Classroom Activities/ Take-home Assignments:

- Visit to the Department Store (Exercise)
- Test Your Knowledge and Skills (Exercise)
- Sexism in Advertisements (Exercise)

PROJECT TWO DUE

III. SOCIAL INSTITUTIONS, CHAPTERS 7, 8, 9 & 10

- "Love and Sex" (Videotape)
- "The state of Women in the World"
- Racial Profiling (Videotape)
- Honorable Murder (Videotape)

Classroom Activities/ Take-home Assignments

- Gender Wage Gap (Exercise)

PROJECT THREE DUE

IV. ROLES IN THE MARKET PLACE, CHAPTERS 11 & 12

Classroom Activities/ Take-home Assignments

- Body Image (Exercise)
- Is God Male or Female? (Exercise)

PROJECT FOUR DUE

Withdrawals

It is the student's responsibility to officially withdraw from class should personal circumstances require it. The instructor will only initiate a withdrawal for a student for non-attendance the first half of the semester. The dead line for student-initiated withdrawals is March 3, 2002.

Attendance

This course is heavily based on class discussions. Effective note taking is essential in order to score well on examinations. Therefore, attendance is extremely important in order to successfully complete this course. As such, attendance will be taken and recorded for each class period. If you are present but don't sign the roster, you will be recorded as absent! Please do not sign the roster for anyone else other than yourself!

Excess absence (more than 3) will significantly reduce your understanding of the material, effect your course grade and/or result in you being withdrawn without credit or notification. Please see the current MCC Catalog for information regarding the college class attendance and withdrawal policies. The instructor may initiate a withdrawal if a student's lack of attendance is creating a problem for the class or affecting their ability to benefit from the class.

Tardiness/Leaving Early

Persistent tardiness and/or leaving early will significantly affect your grade. Any combination of (3) tardies and/or leaving early will result in a reduction of one letter grade. For example, if you have an "A"... your grade will drop to a "B", etc. More than (3) absences/tardies will result in you being dropped from the class. There are no exceptions!

Computation of Final Grade

Course grades will be based on the following cumulative scores earned by the student.

On all 4 projects	400 points
Book Report	100 points
Participation in class and in-class Assignments	100 points (80 pts. From take-home assignments)
Total points	600 points

The instructor does not grade on a curve. All test scores will be computed by dividing 600 into a total number of points earned by the student. For example 90% or above = A, 80% = B, etc.

550-600 = A
500-549 = B
450-499 = C
400-449 = D
399-below = F

This course is designed as a seminar/discussion course. It is therefore vitally essential that you participate and contribute substantively to the lecture. Even though participation is worth 100 points. Your lack of participation could prevent you from achieving your desired grade.

Take-home Assignments

There are eight take-home assignments for this class, which may or may not require some outside classroom time. Each of these assignments is worth ten points for a possible total of 80 points. In order to receive credit for your take-home assignments, they must be received before the end of each class at 11:45am. If you are absent on the day it is due, your take-home assignment will not be accepted. There are no exceptions. Please adhere to the guidelines to prevent any confusion.

Disabilities

The instructor is willing to make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see me during my office hours to discuss any special needs you might have.

Exams

There will be no written exams in this class. You will work in a collaborative team approach to complete four different projects.

Disclaimer Statement

Course content may vary to meet the needs of this class.

PROJECT DESCRIPTIONS

PROJECT ONE:

You are to conduct an extensive internet/web based search for articles, information, web links, (etc.) which examines/discusses the gender role differences of men and women from a global (international) perspective. As such, you could examine cultures from Japan, South Africa, Pakistan, India, etc. You are to develop a portfolio, which consists of the aforementioned items placed in a 3-ring notebook. Each article web link (etc.) should then be summarized into one paragraph, which is to be shared with the class. You should have at least 6-8 different sources.

PROJECT TWO:

You are to research and develop a 5-7 minute videotape (slide presentation) which looks at linguistic sexism by examining specific examples of gender-biased language in song lyrics, everyday conversation, newspaper articles, etc. The purpose of this assignment is to show how gender-biased language helps to shape the perceptions of both speakers and listeners. You may use existing movies/videos to illustrate your point.

OR,

Develop 5-7 minute videotape (i.e. slides, transparencies) that examines the images of women in television and the movies, focusing on the myths of women of color.

PROJECT THREE:

(a) You are to conduct an extensive/web based search for articles, information, web links, (etc.) which examines human rights abuse against men and women in different cultures.

You are to develop a portfolio, which consists of the aforementioned items placed in a 3-ring binder notebook. Each article web link (etc.) should then be summarized into one paragraph, which is to be shared with the class. You should have at least 6-8 different sources.

(b) You are to write a marriage contract that covers all of what you believe to be significant issues in a marital relationship (e.g., the division of household labor, how money will be spent, family size, how children--if any--will be reared, etc.). Have the members of each group discuss their contracts with the rest of the class, indicating why they focused on the particular issues they did and some of the conflicts that arose, or that they think might arise, in negotiating these issues. You should then compare your contract with the marital laws in AZ. Most of you will be quite surprised to learn that a contract such as the one you have developed would not be upheld in court. You will have to live by the marital regulations of the state, regardless of whether or not these run counter to their personal wishes. (You will need to know the difference between a marital contract and a prenuptial agreement.)

(c) Many students are surprised to learn that men and women are charged different amounts of money for the same services or products. Several recent news programs have aired videotaped results of undercover investigations that have showed that men pay less to have their clothes dry-cleaned, get better deals when buying a car, and so on. You are to conduct an undercover investigation of your own. One way of doing this is to ask for male and female volunteers to separately take an identical white-shirt/blouse to a local dry-cleaner for laundering and subsequently compare the charges. In most businesses, the male student's dry-cleaning bill typically will be 50 cents to \$1.00 less than a female student's dry-cleaning bill, despite the fact that the garments cleaned were identical. You are to provide written evidence that supports or refutes your findings. You should investigate at least (2) different establishments or businesses (i.e. dry cleaners, car dealerships, etc.)

PROJECT FOUR:

You are to develop a visual presentation (i.e. slides, transparencies, charts) or video presentation that examines the impact of religion and the gender inequality that results. For example, you may decide to examine the impact of Islamization of women in Pakistan and the struggles some Pakistani women encounter. Or you might want to identify any particular religion and describe the roles/customs and inequalities that the women face.

OR,

"Mirror, Mirror..." Create a 5-10 minute videotape in which you interview women of different ages, sizes and ethnic backgrounds and have them reveal their opinions (attitudes, ambivalence) about their bodies.

PROJECT GOALS: The goals of these projects are to encourage you to draw on your own personal engendered experiences and apply what you read in the text to your own life. As such, you will "learn by doing." In this way, you will develop creative learning experiences while enhancing your communication skills, both verbal and written.

At the end of each group presentation, you will be given a written evaluation for review that explains your grade.

COLLABORATIVE TEAM WORK

The ability to work as a team collaboratively on a project is not an easy assignment. It involves the challenge of doing the research and presentation, but also the more difficult challenge of production, motivation, collaboration and cooperation among your group members.

For the most part, many of us have been socialized towards self-interests and individualism. As a part of your assignment for this course and your projects, you are to overcome the difficulties of producing and maintaining a TEAM.

As group members, you are to agree upon some participation guidelines and sanctions right from the start. Then hold each member accountable to his or her word. If their word proves to be unreliable, then execute the agreed upon sanctions. If low-level sanctions don't produce the necessary results, the TEAM can agree to drop the uncooperative member(s) from the TEAM. (Check with the instructor before taking this final step). Once a student has been dropped from a group, you will not be reassigned; and you will forfeit that portion of your grade and fare the likelihood that you will fail the course.

* You must provide the instructor with a typewritten copy of your group contact, which specifically states the guidelines and sanctions. You will be given some in-class time to work on this group project. However, this assignment may require group organization and cooperation outside the classroom.

EFFECTIVE PRESENTATIONS (FOR PROJECTS ONE THROUGH FOUR)

Preparation:

"Anxiety is the price paid for an unprepared min." – Unknown

Preparation is the backbone of successful presentations. Take a moment to think of the most successful presentation you have heard or given. List some of the components that made the presentation enjoyable.

1. Practice/Timing/Humor
2. Good outline/Report
3. Preparation/Know material

Components of a Presentation:

Presentation contains three main parts:

1. Opening is 10% of the presentation
2. Body is 80% of the presentation
3. Close is 10% of the presentation

The Opening:

The opening of the presentation represents a limited amount of time; however, left undone it leaves the audience with a rushed feeling. During this time the following items are reviewed:

1. Introductions
2. Ice Breakers
3. House Keeping
4. The agenda and Introduction of the Material
5. Statistics, Quotes, or Brief Stories

The Body:

The body of the presentation is where the longest amount of time and preparation is spent. The presenter follows in a logical pattern, providing examples and covering the major point within five to seven minutes.

Visuals:

Visual aids are used during the body of the presentation. As the diagram below indicates, the physical appearance of the presentation is how the majority of information is communicated. The physical part of a presentation includes the presenter's appearance, the room set up, and the visual tools. Word choice and pronunciation is the next largest component of effective communication, and finally the actual content.

There are several types of visual tools. Determining the best option depends upon the size of the group and the type of material being reviewed. Some of these options include:

Tool	Comments
Flip Charts	Prepare ahead of time.
Overheads	Prepare ahead of time. Maximum of seven points on each overhead. Minimum fonts size 22 point.
PowerPoint	Same as above. Can be used for larger groups, depending on screen size. Blue background with yellow lettering is the most effective combination.
White Boards	Use dark colors. Make sure all audience members can see.
Props	Ensure an adequate supply is available.
Posters	Make sure all audience members can see.

Questioning Techniques:

Effective questioning techniques are vital to the transfer of information from the presenter to the audience. A presenter should wait a minimum of ten seconds after asking a question. This gives the audience time to gather their thoughts and respond. There are three basic questioning techniques.

Technique	Example	Result
Closed-ended	Are there any questions? How many errors were there last month?	Simple answers, gain acceptance. Does not encourage conversation.
Open-ended	What questions do you have?	Encourages conversation, assumes the audience has questions.
Directed	Joe, what is your department's role in new product development?	Used to gain information from specific people.

The Close:

The close is a small, but important part of the presentation. During the close the main points of the presentation are reviewed, and the audience is reminded of the important details. Brief stories or meaningful quotes help tie the information together.

GUIDELINES FOR EFFECTIVE PRESENTATIONS

1. One or two team members need to present the team's presentation. You must not read to the audience, because it's boring. Talk from 120 words or less outline (approximately 10-12 minutes, ideally 10 minutes).
2. When you do your part of the presentation, introduce yourself then present your portion of the material based on guidelines for effective information speeches shown below.
3. Your team has the choice of presenting material in the form of a skit or an oral presentation.

MCC SPEECH GUIDELINES:

The following guidelines for information speeches are based on materials used by the Speech Communication Department at MCC.

I. Content

- A. One central idea is stated then supported by developing two to five points.
- B. Speech needs to fit within time limit. Ten minutes per team.

II. Organization

A. Introduction Contains:

1. First person states team name then own name. Others state their own name when they do their portion.
2. Say something, which gets favorable attention. For example, say something controversial, provocative, humorous, mysterious, or imaginative.
3. Get to the point by stating the central idea. The central idea should declare what one should do, believe, or understand. The speaker should word his central idea so that the listener knows specifically what he is to understand, believe, or do.

B. Body Contains:

1. Two to live main points that can be easily distinguished during the presentation.

2. The main points should be phrased as complete sentences, which support the central idea.

C. Conclusion Contains:

1. A personal conclusion or outlook on the central idea.
2. A reinforcement of the central idea by restating it.

III. Delivery

- A. Volume level sufficient to make speaker easily heard.
- B. Speaker at a rate that allows time to understand content.
- C. Posture and speech should reveal enthusiasm and interest.
- D. Eye contact sufficient to have conversational qualities.
- E. Use simple sentences and simple words to get across central idea, main points.
- F. Speak from an outline (120 words or less per person). Talk to audience about ideas; don't just read to them.
- G. Be innovative. Obtain sources other than textbook for presentation.

EVALUATING GROUP PROJECT PERFORMANCE

Below are the categories that will be used in evaluating each of your group projects. Your projects will be rated as Outstanding, Good, Satisfactory and Unsatisfactory, which would equate to "A", "B", "C", and "D" respectively. The grade of "F" could be given for several reasons: excessive absences, disruptive behavior, plagiarism or lack of completed assignments.

- **Knowledge of Work** – Demonstrates good grasp of the subject matter (content).
- **Quantity of Work** – Productive gets projects & assignments done in timely manner.
- **Quality of Work** – Work shows thought and creativity. You take pride in your work.
- **Participation** – Contributes to questions and answers at meetings, presentations, etc.
- **Absences** – You do not miss class except for a valid reason. You are punctual and do not leave early.
- **Initiative** – Does work with minimal supervision. Foresees what is needed and starts to work on it.
- **Attitude** – Demonstrates optimism and enthusiasm towards project. Does not dwell on petty issues. Exhibits professionalism.
- **Cooperation** – Works well with classmates, and others. Makes self-available to team members outside of "class".

GROUP PRESENTATION ABSENCES: If you are absent on the day your team's presentation is due, it is your responsibility to provide your individual presentation notes to a teammate prior to that presentation (a teammate will give a brief oral presentation to the class, based on your notes). If you decide not to provide your notes to a team member in a timely manner, then you will receive an unsatisfactory rating for that particular presentation assignment. If you do not provide notes to a team member before the presentation, you will receive no credit. Only one presentation absence will be allowed. Further presentation absences will result in no credit.

BOOK REPORT

Each student will be required to present a short oral report on any book relevant to the course material. No written report is required, only an oral report, and a one page handout which, outlines your discussion. Please seek approval from the instructor and be guided by the knowledge that the book must be relevant to the course content. Your book selection must be approved by the instructor. If it is not approved, you will not be allowed to present. Due dates will be selected with the instructor.

Each student must present his/her book report in the classroom. There will be no makeup book reports if you miss your scheduled day to present. Therefore, you absolutely must be in class in order to present.

SPECIAL ASSIGNMENTS

Sex Differences Exercise, Chapter 2

Before you read Chapter II, explore your own beliefs about sex differences and differences in sexual orientation by answering true or false to each of the following statements:

1. Toddler girls are more dependent on their mothers than toddler boys are.
2. Girls are naturally more talkative than boys are.
3. Boy babies are more aggressive than girl babies are.
4. The differential organization of men and women's brains causes them to behave differently from one another.
5. The differential structure of the brains of homosexuals and heterosexuals causes them to behave differently from one another, including but not limited to their sexual behavior.
6. The work performance of females is negatively affected by their menstrual cycles.

For each statement, explain or provide the rationale for your answers. You may then check your answers and examine your assumptions about gender differences and differences in sexual orientation as you read the chapter.

Reconstruct Early Years Assignment, Chapter 3

In chapter III, we will discuss evolutionary theories of gender. Much of the evidence we examine is archeological. To help you get a better understanding of the difficulties archeologists confront, I want you to assume the role of "archeologists."

Your task is to reconstruct the early years of your childhood. Without the help of friends or family members, you must do this by searching for artifacts – toys, photographs, and other keepsakes that may provide clues about the first few years of your life. Then, using the gathered artifacts, you should write a brief reconstruction or description of what a typical day during these early years were like for you. Be prepared to discuss how accurate you think your reconstruction's are. We will also discuss the likely sources of inaccuracy in your reconstructions.

Visit to the Department Store Assignment, Chapter 4

You are to pay a visit to a local department store. Walk through the infant and toddler departments and take careful note of the differences in clothing available for boys and girls. The most obvious dissimilarity is that girls wear skirts and dresses and boys don't. But what about contrast in style, in color or prints, or even in the texture of the fabrics? Are there any differences in the way the clothes are decorated and accessorized? Do any major themes emerge in the comparisons of the clothing? For example, what sorts of messages about masculinity and femininity come across subtly (or not so subtly) through the clothing? How might wear these clothes affect the way little girls and boys behave or the kinds of activities they are likely to pursue? Compare your findings with those of the research discussed in this chapter. (With only slight revision, this assignment can also be done in toy stores with you comparing toys and toy packaging.)

Test Your Knowledge and Skills Exercise, Chapter 5

This chapter makes the point that, although schools are officially charged with imparting certain knowledge and skills to the members of a society, knowledge and information not taught in school – ignored, in fact, in the material is unimportant. The information overlooked often concerns women and racial minority groups.

To illustrate this, take the following quiz:

1. When is George Washington's birthday?
2. When is Susan B. Anthony's birthday?
3. Who said, "Give me liberty or give me death?"
4. Who, when told that women are helpless weaklings, responded, "I have ploughed and planted and gathered into barns, and no man could herd me--and ain't I a woman?"
5. What happened on December 7, 1941, "a day that will live in infamy?"
6. In what year did women win the right to vote?
7. Who was the first man to walk on the moon?
8. Who was the first American woman in space?
9. Who invented the light bulb?
10. Who invented the cotton gin?

Sexism in Advertisements Assignment, Chapter 6

As students, you are to watch television for a couple of hours, but instead of looking at the programs, pay careful attention to the commercials. For each commercial you view, answer the following questions:

1. How many models are shown, and what is the sex and approximate age of each model?
2. How many models are members of racial minority groups? Which racial minorities are represented? How does their representation in the commercials compare with their representation in the general population?
3. What role (by sex, race, and age) does each model play (e.g., homemaker, and physician)?
4. Are any of the models openly gay or lesbian and, if so, how are they portrayed?
5. Is there a background voice and, if so, is it a woman's voice or a man's voice?
6. Do the models have a real relationship to the product being advertised, or do they seem to be there purely as "decorations" – that is, because they look good?
7. Are the role portrayals realistic? That is, would you expect people to behave this way in real life? Why or why not?
8. What promises about the product does the advertiser make? Put differently, does the advertiser try to sell you anything besides the product, such as a specific image? Do these images vary by sex, race, age, and sexual orientation?
9. Finally, try to imagine the female and male in the commercial reversed. Would the commercial make sense? Would the message be the same? Why or why not? What about young versus old models or young women relative to older men and vice versa – if you reverse these roles in a commercial would it allow the commercial to still make sense?

At the next class meeting, compare and discuss our results with those discussed in the chapter.

Gender Wage Gap Exercise, Chapter 8

Students are often surprised when they learn about the salary differences between “men’s jobs” and “women’s jobs.” To further illustrate the gender gap in wages and develop a discussion of the problem and its consequences, look carefully at the list of occupations below and rank-order them according to how much you think a worker who holds such a job should be paid (1 = lowest paid; 7 = highest paid). (The actual median earning for each of the occupations can be found in the chapter.)

- _____ Airline pilot
- _____ Construction labor
- _____ Teacher’s aide
- _____ Bank teller
- _____ Truck driver
- _____ Police officer
- _____ Librarian

What factors did you take into consideration in developing your ranks – e.g., the level of skill required for each job, the degree of responsibility each job entails? To what extent did you consider the sex of workers who are most likely to hold such jobs? Although many of you will argue that sex is irrelevant, you will learn in the chapter that the sex of the majority of workers holding a particular job is closely related to the level of compensation attached to that job. This exercise is useful for sparking discussion of the sexist assumptions underlying job evaluation systems.