

Additional Goals

SOCIAL CONSCIOUSNESS



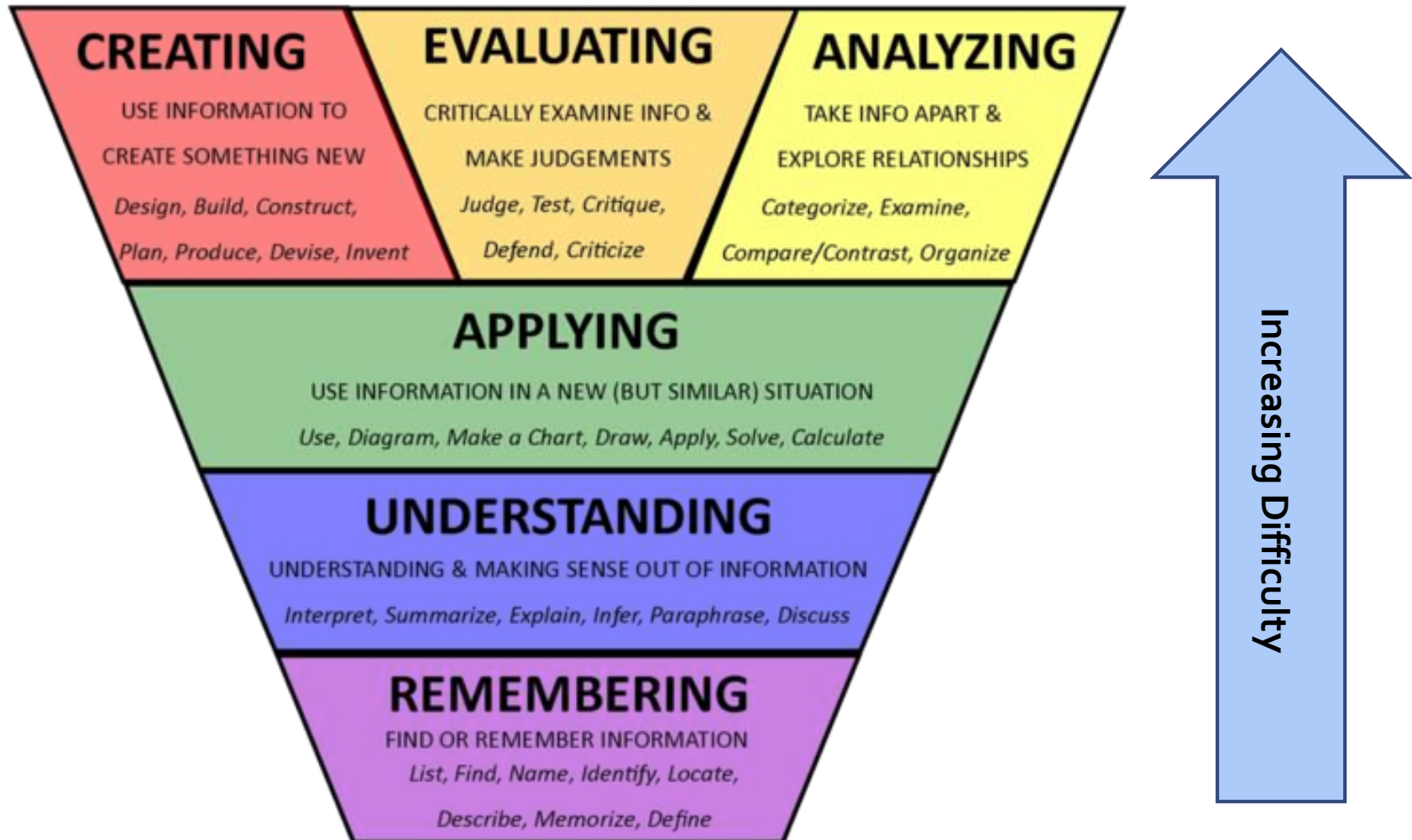
Sympathy v. Empathy



What is the difference?

Why is this an important aspect of social consciousness?

Bloom's Taxonomy of Learning



BANKING v. CRITICAL PEDAGOGY

(Freire, 1970)

The Banking Method

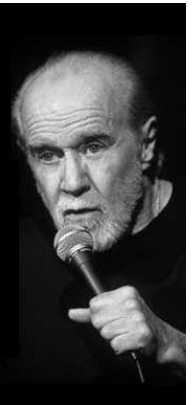
- Passive student/active teacher
- Teacher total expert
- Knowledge is deposited and then withdrawn
- Facts are learned by not digested or questioned
- Technical learning without empathy or critical understanding of social problems



The Critical Method

- Both students and teachers are active
- Students become experts, can share their expertise
- Knowledge is co-constructed
- Evaluation is student-centered and purposeful
- Information is evaluated, put into context

"Don't just teach your children
to read ... teach them to
question what they read.
Teach them to question
everything."
- George Carlin



Course Logistics



- **Weekly Modules (on Compass)**
 - **Complete reading assignment or video**
 - Text chapters will not be uploaded to Compass after Chapter 2
 - All other required readings will be available in the weekly module folder
 - **Watch recorded lecture(s)**
 - Lectures for the upcoming weekly module will be posted on Fridays following our Thursday discussion.
 - **Complete Weekly Quiz**
 - **Complete Learning Activity**
 - Complete 5 of the 10 learning activities
 - Due by 10:59 am before discussion on Thursdays
 - **Attend and Participate in synchronous Thursday Discussion via Zoom**
 - Opportunity to discuss concepts, be exposed to different perspectives, & ask questions

EXPLORE COMPASS

- If you have any questions about course expectations/logistics, please email me:

- routon2@illinois.edu

Weekly Module

- Week 1 (prior to class on Thursday, August 27)
 - Read Chapter 1 (Introduction)
 - Complete Quiz
 - Watch the first lecture

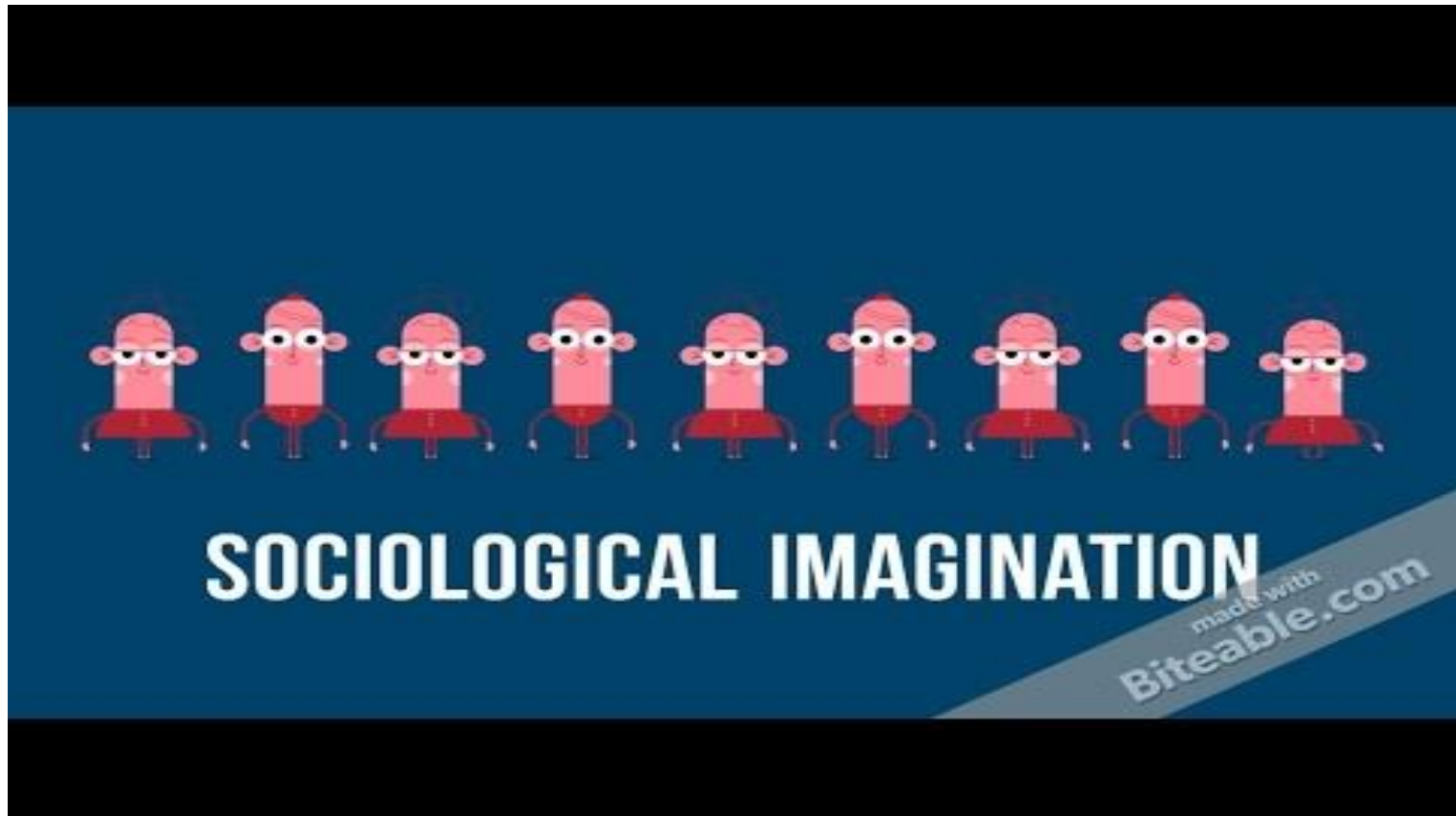
COURSE SCHEDULE

DATE	READ/WATCH BEFORE THURSDAY CLASS	Thursday Discussion Topics and Activities	LEARNING ACTIVITY DUE BY 10:59AM
Week 1	Review Syllabus	Developing a feminist sociological imagination	
Aug 27	Text Chapter 1: Introduction (All)		
Week 2	<i>Language and its everyday revolutionary potential: Feminist linguistic activism in the United States</i> (Mallinson)	Linguistic Sexism	
Sept 3			
Week 3	Text Chapter 2 (pp. 31-46)	What is a gendered body?	1
Sept 10	<i>Intersexion</i> (2012) Documentary	Intersex people	
		Discuss Learning Activity #1	
Week 4	<i>Am I a girl or a boy?</i> (Fausto-Sterling)	Gender Development	2
Sept 17	<i>I'm just Anneke: Accepting a gender non-conforming child</i> (New Day Films)	Discuss Learning Activity #2	

DEVELOPING A FEMINIST SOCIOLOGICAL IMAGINATION

Week 1 Lecture

What is a sociological imagination?



https://www.youtube.com/watch?v=my_zyLCRBms&t=27s



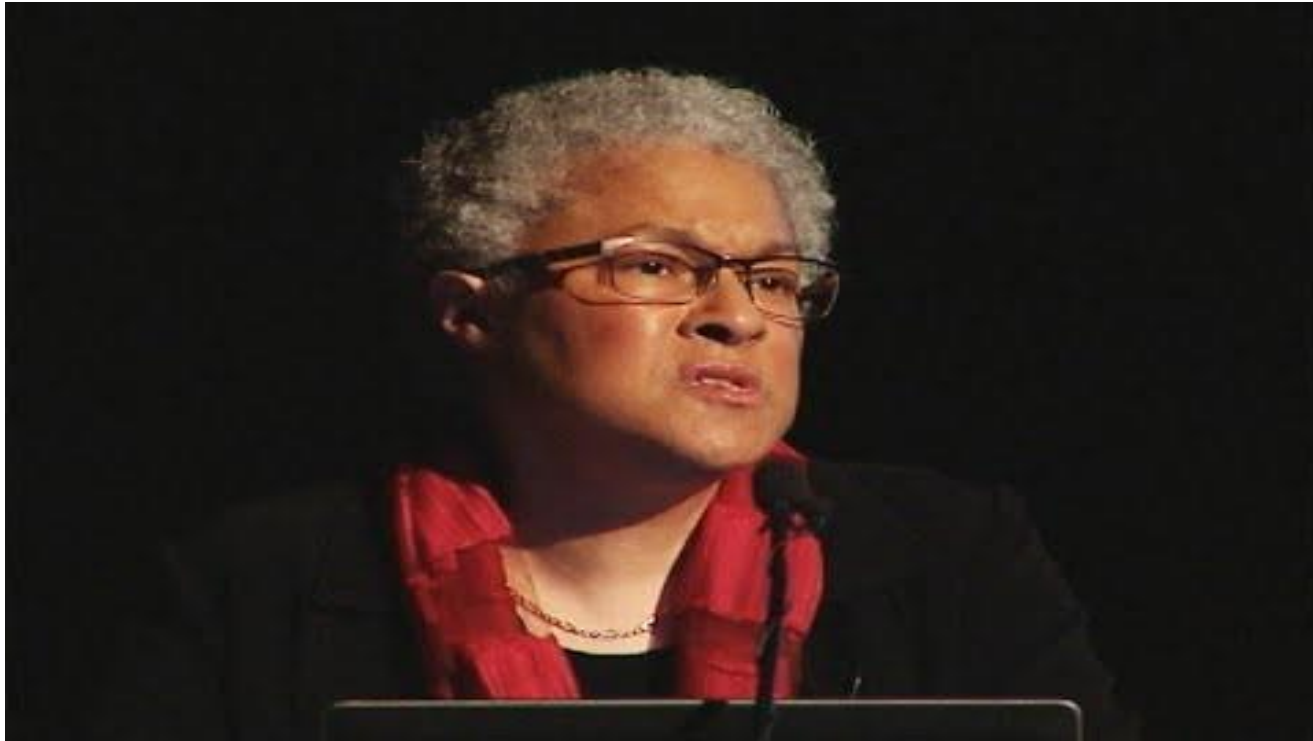
What does it mean to be curious?
What is “feminist curiosity”?



Requires you to Ask Questions

- **Feminist Curiosity (Enloe, 2007)**
 - Questioning gender in everyday life
 - Willingness to explore and question what others take for granted or assume as “natural” or “normal”

Requires Bravery



<https://www.youtube.com/watch?v=7Deo7Hags1g>

Feminist Curiosity example

- Restroom Access
 - Why do we segregate public restrooms by gender? Who benefits? Who is left out?
- Illinois laws and policies



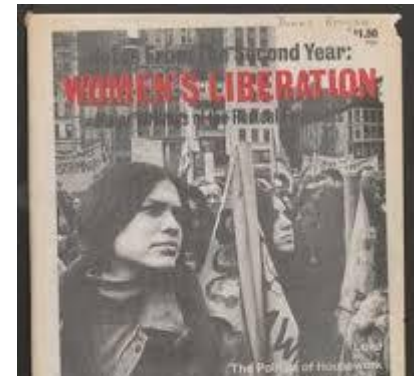
- UIUC All Gender Restroom Map
 - <https://oir.illinois.edu/lgbt-resource-center/resources/gender-inclusive-bathroom-map>

FEMINIST SOCIOLOGICAL IMAGINATION

Links individual experiences of **gender**
to the larger society

THINK:

What other “personal” issues could be
reframed as a societal issue?



The Personal Is Political

- In the summer of 1968, **Carol Hanisch**, of New York Radical Women, came up with the idea for protesting the Miss American Pageant in September.
- Hanisch coined the term "the personal is political" to convey the idea that problems that many women took to be personal – their lack of self-confidence, failure to advance in their careers, their unhappiness over their bodies – were part of a larger political system that oppressed women as a class.

A FEMINIST SOCIOLOGICAL IMAGINATION

- Provides a set of QUESTIONS rather than simple answers
- Requires you to recognize that your personal lives are created and unfold within the context of a larger social world (society)
- Requires curiosity and bravery!
- Acknowledge that you can choose to push societal limits and boundaries toward social justice and collective action

Defined

- **Feminist sociological imagination:**

- A feminist curiosity about the link between individual experiences of gender and social, economic, and political life, combined with a systematic investigative approach that considers:

1. Gender Difference
2. Gender Inequality
3. Intersectionality
4. Global Perspectives
5. Social Justice

What is gender?



- “The system of beliefs and practices that refer to or deal with creating a sense of difference between females and males” (p. 10)
- What is this “sense of difference”?
- In what ways does this “sense of difference” assume that physical sex equals social gender?

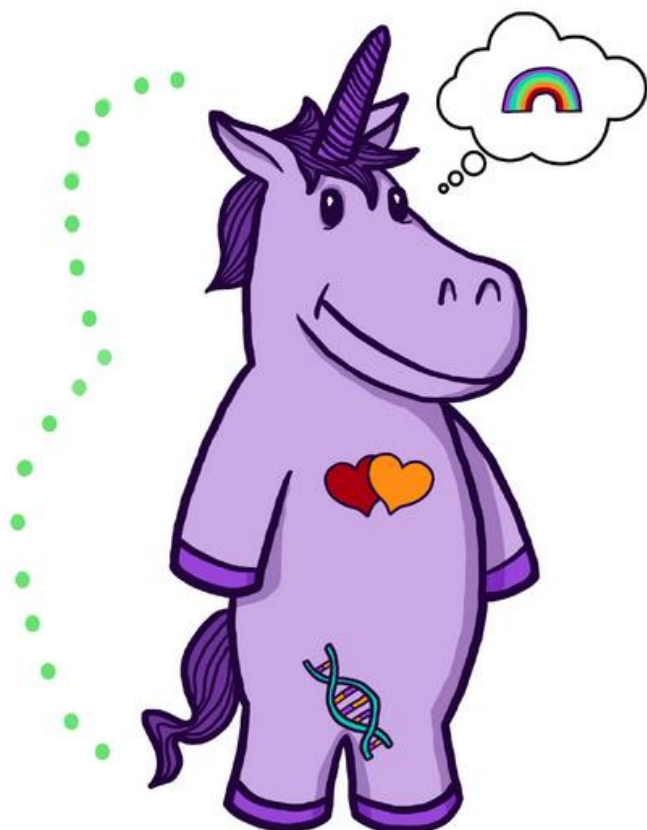


Gender “difference”

- Gender is created, maintained, and transformed through our social institutions and shared meanings within our society (Zimmerman, 1987)
 - We “do” gender
- Gender is a social construct
- Gender is separate from biological sex
- Gender & sexuality are separate constructs

The Gender Unicorn

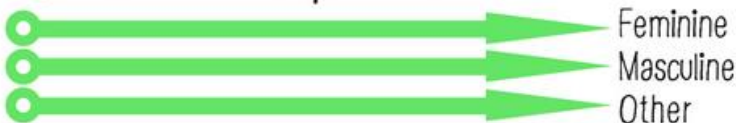
Graphic by:
TSER
Trans Student Educational Resources



Gender Identity



Gender Expression



Sex Assigned at Birth



Physically Attracted to



Emotionally Attracted to



To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan and Anna Moore

Understanding the social construction of gender

- Gender and gender “differences” are constructed through:
 - **Social structure** – patterns in social practices that create and regulate behavior
 - Enables and constrains particular behaviors/actions
 - **Culture** - society’s system of meanings and understandings that shape our ways of understanding the world and our place in it. Culture as a toolkit where gender is used to help us understand and interpret our lives and experiences
 - **Agency** - is an individual’s ability to take action that may sustain or challenge gender arrangements. We participate in maintaining gender differences but we also have the opportunity to change them
 - **Gender socialization** - we learn appropriate gender behavior through interaction with other people across our lifespan.
 - So early on, our family is probably our first experience with gender socialization, followed by social institutions like school, church, etc.

Examples: Social Structure

- Social constructs of gender and social meanings are context dependent and grounded in historical times.
- Patterns in social practices create and regulate behavior
- What we think of as feminine vs masculine has changed:
- <https://www.youtube.com/watch?v=KaGSYGhUkvM>



Gender Inequality

- Gender as a system of inequality
 - Patriarchy – overarching patterns of a gender order benefit or privilege men and marginalize or oppress women
- Gender power (domination/subordination)
 - Domination of men/subordination of women is built into institutional practices
 - Cultural association of masculinity with authority; Outcome: men are more likely to have leadership positions

So if we reify gender difference, does that mean “male” and “female” are simple concepts?

Femininities and Masculinities

- Hegemonic Masculinity
 - Elite men, power, authority, notions of maleness
- Emphasized Femininities
 - Complements hegemonic masculinity, notions of femaleness

These are culturally/contextually specific

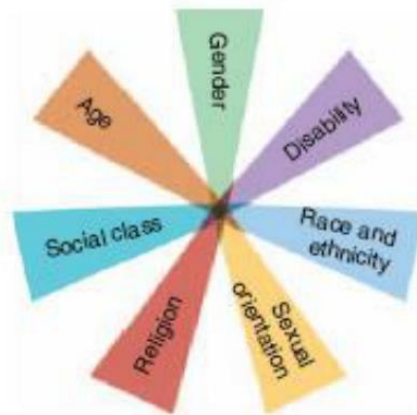
- In whatever culture/context you call “home”, what are the masculinities and femininities that are emphasized or marginalized?



How does gender relate to other statuses?

- Intersectionality
 - Matrix of domination (Patricia Hill Collins)
 - Gender, race, class, sexuality, ability
 - Interconnected dynamics of privilege and disadvantage
 - Privileges need to be marked/unmasked: Compulsory heterosexuality, white fragility, etc.

Figure 12-4: Matrix of Domination



Intersecting Axes of Privilege, Domination, and Oppression

Adapted from Kathryn Pauly Morgan, "Describing the Emperor's New Clothes: Three Myths of Educational (In)Equality."
The Gender Question in Education: Theory, Pedagogy & Politics, Ann Diller et al., Boulder, CO: Westview, 1998.

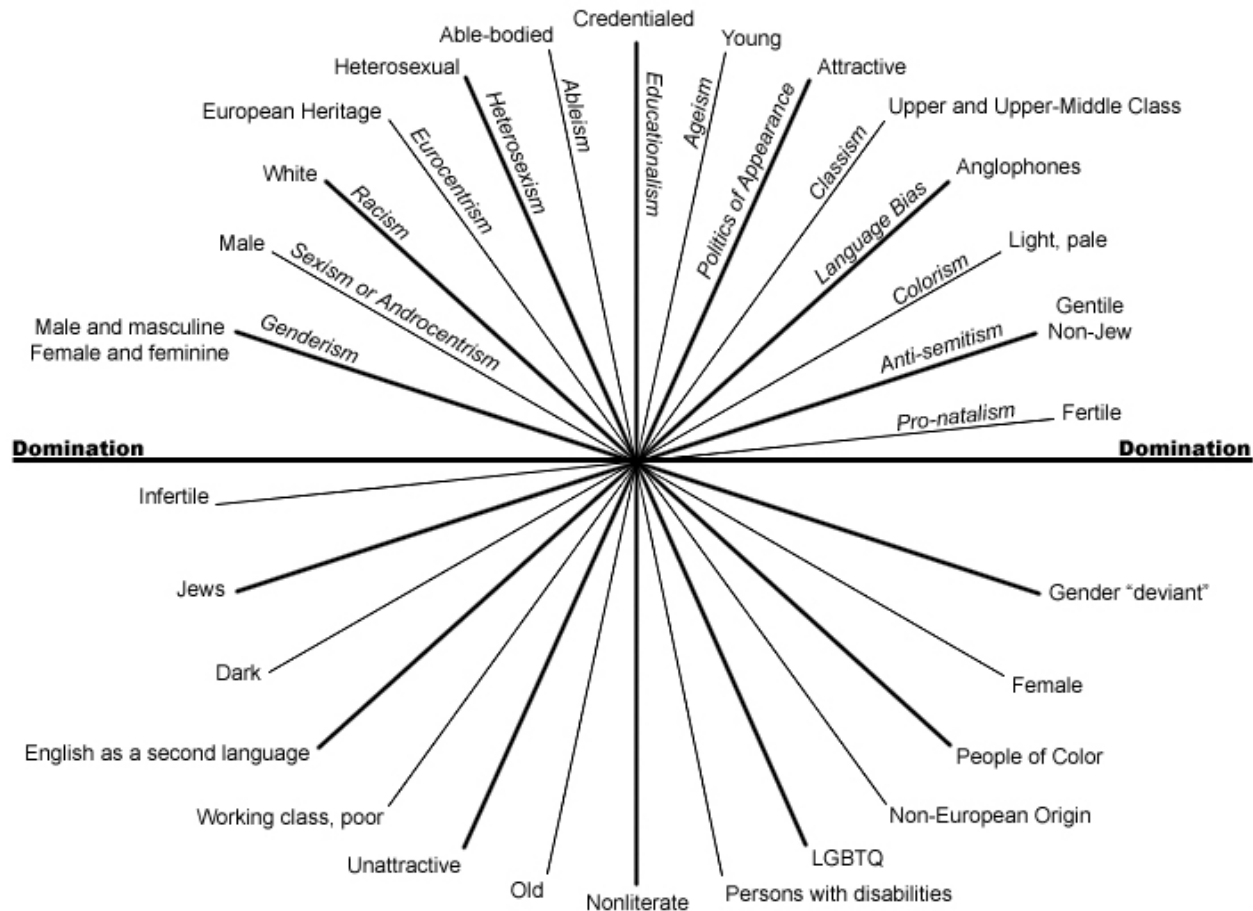


Image taken from: <http://wintugo-nasty.tumblr.com/post/20105375513/embiggen-society-recognizes-the-ways-people-are>

***I encourage you to regularly think about your various social locations throughout the course.**

Global perspective

- Links and relationships between the local and the global
- Demonstrates how policies or actions taking place in one country affect women, men, and nonbinary people in other countries.



A feminist sociological perspective asks questions about society to promote social change and justice

- How do we create a world where people are empowered to live lives of dignity and self-determination?



So, what is feminism?

How do you define feminism?

Would you call yourself a feminist?

Why? Why not?



Reminders

Weekly Module

- Make sure to complete your weekly quiz on Compass prior to our discussion on Thursday, August 27th.