

Gender Relations FAS 204
Thought Paper Directions, Options, and Rubric

Thought Paper Directions, Page 1

Thought Paper Options, Page 2-3

Thought Paper Rubric, Page 4

Directions:

This class counts as a General Education Writing Intensive (WI) course. Three papers are due in this course. You have options for each paper, but please select only one option per paper.

Your paper is required to:

- Respond to a thought paper option (see options below)
- Typed
- 12-point font
- Double-spaced
- Body of paper is a minimum of 1,000 Words (Word count does not include your heading or Works Cited page. Please do not exceed 1,250 words.)
- Follow either MLA or APA formatting
- Have 2 different scholarly sources
- Saved .doc, .docx, or .rtf format
- Submitted it to safe assign via Blackboard.

Tips for Success on Assignments

- Ask questions if you are unclear on a particular topic or assignment. I am happy to answer your questions!
- Select the paper option that interests you! It is easier to write about something you care about and that is relevant in your own life.
- Pay attention to the grading rubric that I will be using to evaluate your paper.
- If you struggle with grammar or spelling, utilize the AWC Student Success Center.
 - Writing Center Location: SC Building AWC Main Campus
 - Writing Center Phone Number: 928-317-6171
 - Writing Center URL:
http://www.azwestern.edu/learning_services/learning_support_services/student_success_center/writing_center.html.
 - Helpful links: <http://www.chompchomp.com/> and <http://owl.english.purdue.edu/>.

Thought Paper Topics

1. How are gender and sex different? Do you believe that culture plays a part in gender? Do you believe communication is a dynamic process? Do you believe communication is systematic? How do symbols impact the way humans interact with each other within various systems (familial, social/friends, and work-place/professionalism). (Chapter 1)
2. Unlike sex, gender is a relational concept. Explain what this means and the implications of it, and give an example that illustrates your point. (Chapter 1)
3. What does it mean to say, “meanings are constructed through human interaction with symbols”? Why is this significant for our understanding of gender? (Chapter 1)
4. Explain the biological theories of gender, interpersonal theories of gender, and psychological theories of gender. What is your stance on the above theories? (Chapter 2)
5. Explain the critical theories of gender. What is your stance on the critical theories of gender? (Chapter 2)
6. Explain the concept of heteronormativity and its implications. Give an example of two distinct ways we can see heteronormativity in our culture. (Chapter 2)
7. Four-year-old Caroline and seven-year-old Jenny are sisters who live and have been raised in the United States. Jenny plays a game in which she is a mother and her stuffed animals are her children. Jenny hugs them and pretends to carefully feed them. Later, young Caroline repeats the same hugging and feeding behaviors with her dolls. Caroline’s mother sees this and states, “Caroline, someday you’ll be a good mommy.” How would anthropological theory of gender explain Caroline’s behaviors? How would cognitive development theory explain Caroline’s behaviors? Make sure you address “maternal instinct” in your answer. (Chapter 2)
8. Compare and contrast third wave feminism and multiracial feminism. In your essay, note similarities as well as differences between the two movements’ values, goals, principles and demographics of membership. (Chapter 3)
9. According to Susan Faludi, antifeminist movements, the backlash against feminism, have two primary claims. Identify them and explain how they are contradictory. (Chapter 3)
10. Identify the goals and the beliefs of the Mentors in Violence Prevention (MVP) and the White Ribbon Campaign (WRC). Then discuss similarities and differences between the two. Within your answer, define bystander behavior, indicate which group highlights this, and explain how the concept is relevant to thinking about our personal agency in shaping gendered attitudes and beliefs. (Chapter 4)
11. Why do mythopoetic men think that the current male role is toxic, and how is their explanation different from feminists and profeminists (such as NOMAS) who also say that normative masculinity is harmful? Your answer should describe the ideal male role, according to mythopoetic men. (Chapter 4)
12. Compare and contrast the rules of communication that are promoted in games typically played by boys and games typically played by girls. Discuss the implications of these games for communication by adult women and men. (Chapter 5)
13. There are several common communication problems that may occur when people from different gendered speech communities interact. List and describe 3 of them. (Chapter 5)
14. What is the relationship level of meaning and how is it conveyed nonverbally? In your answer, be sure to define the three dimensions of relationship level meaning and give examples of each. (Chapter 6)
15. The author of your *Gendered Lives* textbook states, “members of both sexes often feel pressured to meet current cultural ideals of physical appearance.” Discuss what this means. As part of your answer, be sure to identify and explain the form of nonverbal communication directly relevant to the statement. Be able to discuss gender and race-ethnic variations (if any) in relationship to physical appearance. (Chapter 6)
16. Your book states that boys and girls are touched differently as children and become socialized to believe that touch has different uses and meanings. Discuss the different ways boys and girls are socialized about touch and the implications of such socialization. (Chapter 6)

17. Compare and contrast the contributions that mothers and fathers typically make to their children's development. (Chapter 7)
18. Children tend to be socialized into very strict gender roles. This socialization process and these expectations tend to be especially difficult for children who are gay, lesbian, bisexual, transgendered, intersexed, or otherwise genderqueer. Give an example of two specific difficulties that queer kids may face growing up as well as a potential response to help ease each issue, explaining how the response would directly impact the issue. (Chapter 7)
19. Reflect on your childhood based on gender experiences. Experiences can be within the school, familial, and social systems. Upon your reflection, discuss how you experienced the following concepts: 1) self-as-object, 2) monitoring, and 3) gendered communication within your familial, social/friends, and school systems. (Chapter 7 and 8)
20. Drawing on material from your *Gendered Lives* textbook and class discussion, explain three gendered inequities that exist in educational settings today for students and/or faculty. What is/are the effects of these inequities? Finally, what changes could be made to make education more equitable? (Chapter 8)
21. Discuss the two models that describe masculine and feminine ways of building relationships and expressing closeness. Explain how differences in masculine and feminine socialization may influence men and women in cross-sex friendships. (Chapter 9)
22. How might gendered stereotypes contribute to more subtle forms of discrimination practiced in organizations today? Explain two stereotypes each for women and for men. Provide an example of how they might be enacted in organizational life. How does each of these limit opportunities? (Chapter 10)
23. Your *Gendered Lives* textbook discusses a number of informal organizational practices that contribute to discriminatory practices in organizations today. Define and discuss two of these practices that you believe are most damaging and explain why you believe this. Finally, pick one of the methods to redress gendered inequity and explain how this solution would help address the discriminatory practices discussed in your essay. What are the benefits and limitations of this method? (Chapter 10)
24. Your *Gendered Lives* textbook reviews how women and men are portrayed in advertising. Discuss the portrayals of gender in this type of media. How influential are advertisements? (Chapter 11)
25. Discuss messages rap and/or gangsta rap music contains about men and women. Do the media influence consumers? Finally, do you agree with Al Sharpton's request to the FCC to ban rappers who disrespect women? Why or why not? (Chapter 11)
26. Your book discusses the ways in which relationships between men and women are portrayed in media. Choose two of the four themes and, using specific examples, explain how media depict men and women's relationships, including the implications of these portrayals. (Chapter 11)
27. Define gendered violence, and discuss the ways in which society normalizes gendered violence. Your essay should identify 3-4 specific social foundations or institutions that allow or encourage both women and men to regard certain kinds of gendered violence as normal or acceptable. Include concrete examples. (Chapter 12)
28. What is the definition of rape in our state? What assumptions does this definition make? (Chapter 12)
29. There are many reasons that someone who has been raped may not report the crime. Based on the material in this chapter (and, if you choose, other material from the course), what are 3 reasons that people may not report rape, and what is one thing that you personally can do to help address one of those reasons. (Chapter 12)
30. Watch the film *Flesh: Bought in the Sold in the U.S.* (available at the AWC Main Campus Library). Analyze how three course-related concepts apply to the film.
31. Watch the film *Boys & Girls are Different Men, Women & the Sex Difference* (available at the AWC Main Campus Library). Analyze how three course-related concepts apply to the film.

Assignment Grading Rubric

150 points Possible	30	25	20	15	10
Answers Assigned Questions, Follows Directions, and Organization	Answers all questions in depth. Follows the directions completely (12-point font, Double-spaced, minimum of 1,000 Words, MLA or APA formatting, 2 sources, Submitted it to safe assign via Blackboard). Includes clear organization. Writing includes: introduction and thesis, body paragraphs, and a concluding paragraph.	Answers all questions with some depth. Follows the directions (12-point font, Double-spaced, minimum of 1,000 Words, MLA or APA formatting, 2 sources, Submitted it to safe assign via Blackboard) with minor error. Includes clear organization. Writing includes: introduction and thesis, body paragraphs, and a concluding paragraph.	Answers all questions with partial depth. Partially follows the directions. Body of paper does not include 1,000 words. Partial clarity and organization. Writing includes: introduction and thesis, body paragraphs, and a concluding paragraph.	Answers minimal questions. Minimally follows the directions. Body of paper does not include 1,000 words. Is somewhat clear and organized. Writing does not include clear: introduction and thesis, body paragraphs, and a concluding paragraph.	Does not answer all questions. Does not follow directions. Is not clear or organized. Does not include an introduction and thesis, body paragraphs, and a concluding paragraph.
Follows MLA or APA Format	Writing appropriately follows either MLA or APA formatting including 2 cited sources and a Works Cited/Reference page.	Writing appropriately follows either MLA or APA formatting including 2 cited sources and a Works Cited/Reference page with minor error.	Writing somewhat follows either MLA or APA formatting including 2 cited sources and a Works Cited/Reference page.	Writing demonstrates little or no demonstration of MLA or APA formatting. Does not have 2 cited sources nor a Works Cited/Reference page.	Writing does not follow either MLA or APA formatting. Does not have 2 cited sources nor a Works Cited/Reference page.
Analysis	Demonstrates original thinking and depth of analysis	Demonstrates depth of analysis	Demonstrates partial depth of analysis	Demonstrates little or no depth of analysis	Demonstrates no depth of analysis
Comprehension	Demonstrates depth of comprehension of material used	Demonstrates comprehension of material used	Demonstrates partial comprehension of material used	Demonstrates little comprehension of material used	Demonstrates no comprehension of material used
Grammar, spelling & punctuation	Shows high proficiency in standard English grammar, spelling, and punctuation	Shows adequate proficiency in standard English grammar, spelling, and punctuation	Shows inconsistent proficiency in standard English grammar, spelling, and punctuation	Shows lack of proficiency in standard English grammar, spelling, and punctuation	Shows persistent, serious lack of proficiency in standard English grammar, spelling, and punctuation

