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Chapter 3 Teaching Resources

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Chapter III: Institutions, Culture, and Structures

A. Introduction to Institutions, Cultures, and Structures

B. The Family

C. Media

D. Medicine, Health, and Reproductive Justice

E. The State, Law, and The Prison System

F. Intersecting Institutions—A case: The Struggle to End Gendered Violence and Violence Against Women

Key Terms:

Socialization

Culture

Structure

Institution

Ideology

dominant ideology

Hegemony

Marriage

Coverture

gender roles

division of labor

reproductive labor

hegemonic masculinity

emphasized femininity

extended kin

postmodern families

chosen families

SNAF

beauty ideals

objectification

commodification

symbolic annihilation

cultural appropriation

cultural production

Jezebel/Mammy

Lotus Blossom/Dragon Lady

digital divide

Discussion Questions:

- 1) Think back to the Disney movies you might have seen as a child. What messages did they send you about gender and sexuality? About race and class? How much effect do you think these movies and the messages embedded within them have on you now?
- 2) What are the historical economic and legal sources for why the SNAF is the ideologically dominant formation of family in North America? How is the SNAF raced, classed, and gendered?
- 3) We often think of health through the prism of the medical model. What is the medical model? What is medicalization? How do the medical model and medicalization often make the health effects of social relations of inequality invisible? What have reproductive justice activists done to challenge this?
- 4)

Activities:

Social Structures Activity.

Bring in a mix of art supplies—color pencils, pipe cleaners, crayons, pieces of colored paper, markers, etc. Organize students into groups of four to five students. Group A gets the most and best resources and gets the full 15 minutes to create their poster. They stay inside the room you are in. Group B gets the second best selection of resources and gets about 13 minutes to create their poster. Group C gets almost no resources and is made to sit outside in the hallway to create their poster. Introduce the activity by saying that they will compete for a grant, with the grant given to the group that creates the best representation of their group. Explain the activity: Using only the materials I give you, design a poster that graphically illustrates the macro level of race, class, and gender: that they are systems of inequality/hierarchical axes, and not just individual attributes. [This was a diversion to make them think that was what the goal of the exercise was; the instructions can get them to draw whatever.] Tell them they have 15 minutes to create their poster, and they should use 5-7 minutes discussing what they will do, and then use the remainder of the time making the poster. After about 8 minutes, go outside in the hallway and hurry Group C telling them that they're running out of time and they need to finish up. A minute later take their poster and tell them they don't have anymore time. Have them come inside and watch the other group finish. Take away Group B's poster around 13 minutes in. Allow Group A to finish while the other groups watch. Then come back together and compare posters, and segue into a discussion of differential time and resources, relating their resource inequalities in the exercise to resource inequalities in society along race, class, and gender lines.

Families and Dominant Culture Exercise

Have four to five students draw who they consider to be their family on the board at the same time. Then, ask each student to explain why they included certain family members. Ask the students to compare the different families represented on the board—they will differ. Ask them to compare the drawings on the board to the SNAF, discussed in this chapter. How do they differ? Ask them: if we don't actually 'do' families in ways that fit with the SNAF, why is it what we think of as 'family'? What are the historical reasons for this? Why is this the dominant cultural idea of what family is? How is this an example of dominant ideology at work? How do institutions—such as law—uphold and enforce the SNAF?

Intersecting Institutions Exercise

Break the students into four groups of 3-5 students. Have each group take a different section of the chapter and discuss how race, class, gender, and sexuality inequalities are produced within their particular institution. Give them 15 minutes in small groups to talk about and write down the different ways inequalities are produced in their institution. Have each group give a summary of what they discussed/wrote down. Then, ask for each group to talk about how the inequalities produced in the institution they discussed contribute to Gendered Violence and Violence Against Women.

Recommended Readings:

Weber, Lynn. 2010. "Themes: Historically and Geographically Contextual, Socially

Constructed”, in *Understanding Race, Class, Gender, and Sexuality: A Conceptual Framework*: 157-182.

Video:

California Newsreel. 2008. *Unnatural Causes...Is Inequality Making us Sick?* Vital Pictures, Inc.

Davis, Angela. 2010. “Dreaming of Justice”, on the prison industrial system:
<http://www.youtube.com/watch?v=Yq9xATZ8UOo&feature=related>

Web Resources:

Stiglitz, J. 2011. “Of the 1%, By the 1%, for the 1%” in *Vanity Fair*, May 2011.
Available at: <http://www.vanityfair.com/society/features/2011/05/top-one-percent-201105>

US Bureau of Justice. 2010. “Total Correctional Population”. Viewed 4/26/2011. Available at:
<http://bjs.ojp.usdoj.gov/index.cfm?ty=tp&tid=11>

Media Awareness Foundation. 2011. “Advertising Everywhere”. Viewed on 5/3/2011. Available
at: http://www.mediaawareness.ca/english/parents/marketing/advertising_everywhere.cfm

American Civil Liberties Union. 2004. “Caught in the Net: The Impact of Drug Policies
on Women and Families”. Available online at:
http://www.aclu.org/files/images/asset_upload_file431_23513.pdf

SPENT game:

<http://playspent.org/>