

Undoing Sex Stereotypes

Reversing the Lens Jun Xing 2003 Reversing the Lens is relevant to anyone who is curious about how video and film can be utilized to expose ethnicity, race, gender, and sexuality as social constructions subject to political contestation and in dialogue with other potential forms of difference."--BOOK JACKET.

Teaching and Learning in the Primary School ANDREW POLLARD 2002-09-26 This key sourcebook highlights important current topics and debates in primary education and provides practical insights into meeting the challenges of primary teaching.

Building Gender Fairness in Schools Beverly A. Stitt 1988 This book is designed to help educators identify and eliminate gender bias from their classrooms. It will help educators assess their own level of gender bias, determine the effects of gender bias on students and society, and provide activities for eliminating gender biases. The book is divided into two sections: readings and 11 units of instruction. Readings cover the themes of gender bias in schools, sexism in education, language fairness, teacher-student relationships, confronting sex bias, and parental influence. The 11 units each are directed toward helping teachers and prospective teachers develop competencies. Topics covered include the following: developing an awareness of the effects of gender bias, identifying personal gender biases, using gender-fair verbal and nonverbal interaction with students, identifying gender-fair curriculum materials, encouraging students to broaden their occupational choices, planning activities to recruit and retain nontraditional students, developing strategies to achieve schoolwide support for gender fairness, identifying and developing strategies to counteract societal influences and cultural myths, developing action plans to effect societal change outside the classroom, and conducting applied research to develop policies and programs to achieve gender fairness. Units include the competency to be achieved, a performance objective, a teaching process, and learning activities. Bibliographies at the end of most sections list a total of 156 references. (KC)

Gender, Class and Education (Routledge Revivals) Stephen Walker 2013-11-05 First published in 1983, *Gender, Class and Education* is a collection of papers that formed presentations at the Westhill Sociology of Education Conference in January 1982, and is the fifth such collection to emerge from the annual conference. The conference theme, 'Race, Class and Gender', was not only chosen because of its topicality, but also to provide a framework for debate between educational researchers and teachers. The papers focus on the reproduction of gender relations through education and provide important insights into how this process works, how it is resisted in schools and colleges, and the possibilities for radical intervention. This volume includes three teaching bibliographies on gender and education which were not presented at the conference, but were compiled specially for the book.

Undoing Gender Judith Butler 2004-10-22 *Undoing Gender* constitutes Judith Butler's recent reflections on gender and sexuality, focusing on new kinship, psychoanalysis and the incest taboo, transgender, intersex, diagnostic categories, social violence, and the tasks of social transformation. In terms that draw from feminist and queer theory, Butler considers the norms that govern--and fail to govern--gender and sexuality as they relate to the constraints on recognizable personhood. The book constitutes a reconsideration of her earlier view on gender performativity from *Gender Trouble*. In this work, the critique of gender norms is clearly situated within the framework of human persistence and survival. And to "do" one's gender in certain ways sometimes implies "undoing" dominant notions of personhood. She writes about the "New Gender Politics" that has emerged in recent years, a combination of movements concerned with transgender, transsexuality, intersex, and their complex relations to feminist and queer theory.

Undoing the Gender Binary Charlotte Chucky Tate 2020-06-04 The central question of this Element is this: What does it mean to be transgender - in general and in specific ways? What does the designation mean for any individual and for the groups in which the individual exists? Biologically, what occurs? Psychologically, what transpires? The Element starts with the basics. The authors

question some traditional assumptions, lay out some bio-medical information, and define their terms. They then move to the question of central concern, seen first in terms of the individual and then in terms of the group or society. They conclude with some implications, urging some new approaches to research and suggest some applications in the classroom and beyond.

Sexual Assault and Abuse Robert E Hess 2013-04-15 Prevention of a chronic societal problem such as sexual victimization requires looking beyond individuals to the systemic factors that maintain the problem. Sexual Assault and Abuse addresses the need to change social and cultural beliefs and practices that permit the sexual victimization of women and children. Potential rapists and victims are viewed within the context of the social and cultural factors that shape sexual behavior. The book discusses rape prevention approaches ranging from changing individuals and groups to changing the social and cultural factors that permit and promote sexual victimization. Research in the social sciences, in education, and in the media documents the promise as well as the problems with efforts to change social and cultural beliefs and practices to create a sexually safe society. Sexual Assault and Abuse integrates recent advances in research on sexual assault and prevention into strategies to prevent sexual victimization, with a focus on the role of sociocultural factors. In Sexual Assault and Abuse, editor Carolyn F. Swift brings together authors who thoughtfully examine the perpetrators and victims of sexual assault/abuse in an effort to change or obliterate sociocultural factors which maintain or promote this behavior. Topics covered include: the sociocultural context of sexual assault/abuse the need to develop multiple-level prevention programs development of sexually abusive behavior in men and boys the relationship between pornography and sexual assault/abuse the need for culturally-sensitive prevention programs the significance of sexual revictimization in the lives of African American women an ecological approach to the prevention of sexual harassment utilization of social science research to develop public policy on pornography use of public information campaigns to prevent intrafamilial child sexual abuse within Hispanic families Sexual Assault and Abuse identifies sociocultural risks associated with sexual assault/abuse and explores ways to reduce these risks, from a prevention perspective, for diverse populations. Risks addressed include gender inequities, pornography, worksites hostile to women, previous victimization in African American females, sexist and racist beliefs, and media violence against women. Prevention programs range from interventions to stop the development of sexually abusive behavior in boys and men, through programs that take account of ethnic diversity in language, history, and culture, to those that promote empowerment of women. By addressing the environmental context in which sexual assault occurs, the authors in Sexual Assault and Abuse broaden their focus to incorporate both potential perpetrators and potential victims in an ecological perspective which permits new approaches to prevention. This book is of special interest and value to academics and practitioners of psychology, psychiatry, and social work, therapists and counselors, women's studies professionals, sociologists, anthropologists, feminists, rape crisis center staff and volunteers, and battered women center staff and volunteers.

Exploring/Teaching the Psychology of Women Michele A. Paludi 1990-03-16 The first of its kind, this manual presents educational approaches and processes which reflect feminist principles for teachers and leaders of courses and workshops in the psychology of women. Sample syllabi, outlines, references, lists of audio-visual material, organizations, discussion questions, and experiential exercises reflect the content areas typically covered in these courses: achievement, sexuality, health, adjustment, psychotherapy, communication, victimization, methodology, life-style choices, work, and development.

Undoing Homophobia in Primary Schools No Outsiders Project Team 2010 A celebration of recognition, affirmation and inclusion by primary teachers, who have challenged the taken-for-granted norms and silences in primary schools around sexual orientation and gender expression. With examples of good practice, and examples of children's work, it is suitable for teachers, teacher trainers, and policy makers.

Children, Television, and Sex-role Stereotyping Frederick Williams 1981

Undoing Sex Stereotypes Marcia Guttentag 1976

Cultural Diversity and Education James A. Banks 2015-12-22 Now available in paperback, the sixth edition of this definitive text provides students a strong background in the conceptual, theoretical, and philosophical issues in multicultural education from a leading authority and scholarly leader of the field--James A. Banks. In the opening chapter author Banks presents his well-known and widely used concept of Dimensions of Multicultural Education to help build an understanding of how the various components of multicultural education are interrelated. He then provides an overview on preparing students to function as effective citizens in a global world; discusses the dimensions, history, and goals of multicultural education; presents the conceptual, philosophical, and research issues related to education and diversity; examines the issues involved in curriculum and teaching; looks at gender equity, disability, giftedness, and language diversity; and focuses on intergroup relations and principles for teaching and learning. This new edition incorporates new concepts, theories, research, and developments in the field of multicultural education and features: A new Chapter 5, "Increasing Student Academic Achievement: Paradigms and Explanations" provides important explanations for the achievement gap and suggests ways that educators can work to close it. A new Chapter 7, "Researching Race, Culture, and Difference," explains the unique characteristics of multicultural research and how it differs from mainstream research in education and social science. A new Chapter 14, "Principles for Teaching and Learning in a Multicultural Society" contains research-based guidelines for reforming teaching and the school in order to increase the academic achievement and social development of students from diverse racial, ethnic, cultural, language, and gender groups. A new Appendix—"Essential Principles Checklist"—designed to help educators determine the extent to which practices within their schools, colleges, and universities are consistent with the research-based findings described in the book.

Muslim Women in Austria and Germany Doing and Undoing Gender Constanze Volkmann 2018-10-01 Constanze Volkmann develops an innovative new gender theory labeled doing and undoing gender. Based on empirical findings she examines the highly debated intersection of gender and Islam. The analysis of interviews with various Muslim women unravels the many different ways in which gender is done and undone. Especially with regard to potential gender hierarchies, the results reveal that the category 'gender' is irrelevant to many Muslim women and is even used as a means to foster their status and power as women. This book makes a substantial contribution to a differentiated social debate at eye level with Muslim women.

Biology at Work Kingsley Browne 2002 Browne (law, Wayne State U.) is a specialist in employment discrimination law who tackles the controversies of the glass ceiling, the gender gap in pay, sexual harassment, and occupational segregation. Drawing on theories and findings from the field of evolutionary biology, he advocates acknowledgment of biological differences between men and women and asserts that these differences must be considered in workplace policy. He feels that gender-blind policies, or those designed to enhance women's opportunities, are generally unfeasible, unfair, and unreasonable in light of what some evolutionary biologists might say. Annotation copyrighted by Book News, Inc., Portland, OR

DHHS Publication No. (ADM). 1982

Secondary Students' Views on Occupational Sex Stereotyping Diane S. Richards 1979

Sex Role Socialization and Sex Discrimination Constantina Safilios-Rothschild 1984

Gender After Gender in Consumer Culture Elisabeth Tissier-Desbordes 2020-12-18 Gender After Gender in Consumer Culture provides an updated discussion of how gender cuts across consumer culture, in light of increasing gender fragmentation and integration with other identity positions. Sex, the biological distinction male/female, and gender, which refers to a person's sense of being male, female, or any other combinations of these, inform issues as varied as personal identity, social interactions, and market behaviours. First, contributions account for the increasing fluidity and/or fragmentation of gender positions, which reshape the interplay between consumers and marketers. Second, they provide a timely illustration of how consumption and markets concur in contrasting gender inequalities, taken both individually and jointly (e.g., at the intersection of ethnicity or positions of market marginalisation). Third, chapters question the role of gender in granting

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personal and societal well-being, as they reflect on the collective capacity of constantly undoing gender stereotypes. Focusing on gender, this book allows the reader to trace the links among cultural categories (e.g. masculinity, femininity, gender identity), social phenomena, and market (dis)functioning. The chapters in this book were originally published as a special issue in the journal *Consumption Markets & Culture*.

Beyond Pictures and Pronouns Myra Sadker 1979

Sex Role Attitudes and Cultural Change I. Gross 2012-12-06 The initial impetus for this volume was the occasion of the World Congress for Mental Health held in Vancouver, British Columbia in 1977. The theme of that congress was priorities in mental health. The keynote speaker Mrs. Rosalynn Carter, wife of the then President of the United States, focused attention on the necessity for an international perspective in understanding priorities for mental health. Without exception subsequent speakers echoed the sentiments Mrs. Carter expressed, that the first priority for mental health was that of children. For many participants the concern for children was translated not only into techniques for treatment but more importantly into broadening the approaches to prevention. One theme emerged which has begun to be addressed around the world - that of the cultural and developmental implications of sex role stereotyping for mental health. This topic proved to be the touchstone for many issues related both directly and indirectly to mental health. Among the most prominent concerns expressed were those for the effects on careers, the learning environment and relations between the sexes which stem from stereotyped attitudes concerning appropriate sex role behavior. The consensus of the participants was to urge the directorate of the congress to continue this topic at the next World Congress. This was a particularly appropriate content for the next World Congress, since 1979 was the International Year of the Child.

Virginia Woolf Icon Brenda R. Silver 1999 The proliferation of Virginia Woolfs in both high and popular culture, she argues, has transformed the writer into a "star" whose image and authority are persistently claimed or challenged in debates about art, politics, gender, the canon, class, feminism, and fashion."--BOOK JACKET.

Gender, Policy and Educational Change Sheila Riddell 2003-05-20 Gender equality has been a major educational theme for the past two decades and has become interwoven with other policy themes, including those of marketisation and managerialism. Contributors to this strong collection are key researchers in their fields and seek to address the following questions: * What patterns are discernible in the educational attainment of girls and boys over the past two decades? * To what extent are changes attributable to gender equality policies? * What form have gender equality policies taken in different parts of the UK? * What has been the impact of European equality policies? * How have gender equality policies been experienced by particular groups including pupils from ethnic minority and working-class backgrounds? This book aims to take an overall look at how significant have been the changes in experiences, aspirations and culture of girls and boys and male and female teachers. It explores how attempts to improve equal opportunities in education have fared and examines the tensions and contradictions in recent policies.

Sport, Education and Social Policy Gudrun Doll-Tepper 2016-11-10 This important study brings together world-leading researchers to reflect upon the state of the social scientific study of sport. Addressing three core themes in sport studies - equality, education and policy - the book looks back over the development of sport research in recent decades and offers new insights into future lines of enquiry. Presenting a unique collection of authoritative perspectives from some of the best-known scholars in the social scientific study of sport, the book engages with key contemporary issues such as gender stereotypes in physical education, ethnicity, inclusion and critical race theory, physical literacy, physical activity and health, and international sport governance. Its chapters address major topics such as the globalisation of physical activity initiatives and the involvement of the EU in developing sport policies, as well as shedding light on new areas of research such as the growing participation of Muslim women in sport. *Sport, Education and Social Policy: The state of the social sciences of sport* is fascinating reading for any researcher or advanced student working in sport studies, physical education or kinesiology.

Gender and Leadership Gary N. Powell 2020-08-20 An exciting new book exploring why we have not seen the enduring changes that were once optimistically anticipated. Each chapter tackles an important question around gender and leadership, such as 'Why do leader stereotypes emphasize masculinity?', 'Why are there so few women in top management positions?' and 'Why do (some) men in top management feel free to sexually harass women?'. Leading international scholar in the field, Gary N. Powell explores cutting-edge topics including; the appropriate role of masculinity in leadership, the ever-so-small numbers of female CEOs, and sexual harassment by men in power such as Harvey Weinstein and the resulting #MeToo movement. With suggestions of practical steps that would work toward achieving a workplace in which all employees can reach their leadership potential regardless of their gender, *Gender and Leadership* is an important read for students and faculty members alike across the social sciences and humanities.

Cunning Linguists Nicole M. Verdes 2013 Social movement studies have seen various attempts at explaining multiple manifestations on "punk" as a social movement. Different scholars have variously emphasized the role of masculinity, delinquency, and subcultural features of punk. Many of these claims have been significant, but they have often been done so through a phallogocentric lens. The goal of this thesis is to focus on Riot Grrrl, an underground feminist punk rock movement, whose explicit intention was to address issues of the female experience such as sexual violence, patriarchy, and sexuality. This research addresses how the use of self-published mini-magazines ("zines") were used as a method by which to disrupt and undo gender. In this thesis I utilize a feminist methodological approach to conduct a discursive analysis of 21 zines printed between 1991-1995, using Judith Butlers theory of gender performativity as a theoretical framework. The analysis indicates that contributors to Riot Grrrl zines used subversive discourse as a way to disrupt, resist, and undo gender stereotypes. They did this by disputing feminine stereotypes of passivity, quietness and victimization, opposing various aspects of "respectable" society, and claiming agency in sexuality. Recommendations for future research based on this thesis are also discussed.

Treatment Services for Drug Dependent Women 1981

Reducing Sex Stereotyping in Career Education Mary Ellen Verheyden-Hilliard 1979

Why So Slow? Virginia Valian 1999-01-07 Virginia Valian uses concepts and data from psychology, sociology, economics, and biology to explain the disparity in the professional advancement of men and women. Why do so few women occupy positions of power and prestige? Virginia Valian uses concepts and data from psychology, sociology, economics, and biology to explain the disparity in the professional advancement of men and women. According to Valian, men and women alike have implicit hypotheses about gender differences—gender schemas—that create small sex differences in characteristics, behaviors, perceptions, and evaluations of men and women. Those small imbalances accumulate to advantage men and disadvantage women. The most important consequence of gender schemas for professional life is that men tend to be overrated and women underrated. Valian's goal is to make the invisible factors that retard women's progress visible, so that fair treatment of men and women will be possible. The book makes its case with experimental and observational data from laboratory and field studies of children and adults, and with statistical documentation on men and women in the professions. The many anecdotal examples throughout provide a lively counterpoint.

Annual Progress in Child Psychiatry and Child Development, 1986 Stella Chess 1991-11 First published in 1992. Routledge is an imprint of Taylor & Francis, an informa company.

Promiscuous Contextualities Jason H. Morse 2013 My dissertation project deals with the problem of the stereotype in the sexualized racialization of African Americans in the U.S. since Reconstruction. The stereotype has thus far been primarily understood as a social psychological problem rectifiable only by correcting stereotypes as "false" representations in people's minds. More recently, postcolonial and performance studies have focused instead on its deconstructive "productive ambivalence" and the theoretical possibilities of critically inhabiting the stereotype in parodic, disidentificatory performance. I argue, however, that these treatments remain corrective, invested in the idea that a re-representation of the stereotype will "correct" it (as if this correction would quell its representational powers or that a pre-existing, non-stereotypical "reality" exists), while also seeming

to be inadequate for understanding the stereotype's paradoxical efficacy in the present moment's hegemony of post-racial, colorblind, and/or multicultural discourses that purport to have moved beyond stereotypical thinking. Promiscuous contextualities builds upon this stereotype scholarship and insights from woman of color feminism and 1980-90s cultural studies' theories of representation to ask questions about the stereotype's representational intractability. Promiscuous contextualization names a reading practice that takes as axiomatic that stereotypes' empirical correction is impossible and so focuses instead on understanding how stereotypes represent. This project looks to cultural production as a site from which to develop a reading practice that dwells not on "undoing" stereotypes, but instead on understanding how their protean, often contradictory, representational logics - including deploying historical narratives to produce ahistorical "natural" definitions, producing and simultaneously disavowing their own truth value, and fixing bodies to particular social definitions while remaining themselves adaptable to changes in social attitudes - might reveal their role in the relations of power that instigate them, and, more broadly, their role in framing relations of desire and identity formation as well as historiography and historical narrative and other forms of scholarship that focus on racial, gender, and sexual formation. To do so, this project tracks the role of stereotypes in the gendered sexualization of African Americans in the historical period between the post-Reconstruction era and the emergence of the African American Civil Rights Movement. The "American dilemma" of re-signifying black bodies from enslaved property to emancipated subjects involved a war of representation that forged America's most dangerous and enduring stereotypes, such as the "Black Buck/Rapist" and the "Mammy." The chapters progress as a series of interfaces between these stereotypes, how they are represented in cultural texts, and how these representations are engaged by scholars. I read these texts against the grain of their usual readings as correctives to stereotypes, readings that I argue are framed by particular understandings of stereotypes. Each chapter models a promiscuous contextualization of a cultural text while also showing how the texts perform their own promiscuous contextualizations of the stereotypes they engage. The first chapter reads James Baldwin's *Another Country* as a theory and experiment in reading the "Black Rapist" stereotype that makes apparent its inescapability within relations of interracial desire. Baldwin's promiscuous contextualization maps the circulation of the stereotype in these relations and in so doing reveals the extent to which his audience must reconcile their complicity with the way stereotypes frame their reading practice. I then read Richard Wright's *12 Million Black Voices* as a re-narrativization of the history that defines African Americans as "Primitive" Others to U.S. progress. In his re-historicization, Wright figures men as historical agents while continuing to define Black women as the gendered, sexual stereotype of the Mammy, as the "Primitive" Others to the now-progressive Black men. Re-contextualizing this feminist reading within the documentary discourse of the U.S. state reveals the problem of trying to undo the stereotype's historical indexicality. The final chapter understands Ida B. Wells's anti-lynching pamphlets and speeches as the conditions of possibility for later work like Baldwin and Wright. I argue that most scholarship reads Wells's anti-lynching writings as a de-bunking the Black Rapist stereotype, which requires centering this stereotype within the lynching narrative as "truthful" in ways that Wells seems to trouble. I read Wells as using evidence from the white press to carefully disarticulate the relationship between the material practice of lynching and the "Black Rapist" stereotype in order to show how the white press produces this relationship.

Sexism in Education Joan Seliger Sidney 1979

Transgender People and Education Clare Bartholomaeus 2017-12-09 This book provides a comprehensive account of the educational experiences of students, parents, and educators—transgender and cisgender—in the context of current debates about the inclusion of transgender people in schools. Drawing on critiques of cisgenderism and emphasizing the importance of a whole-of-school approach, *Transgender People and Education* explores complex topics including sexuality education for transgender young people, teaching about gender diversity, the journeys of cisgender parents of transgender children, the experiences of transgender parents and educators in schools, and the role of cisgender administrators, educators, and school

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counsellors and psychologists in creating inclusive school cultures. Reporting on empirical analyses conducted by the authors, the book makes a unique contribution to thinking about gender diversity in schools and advocates for the broadening of educational approaches beyond narrow gender binaries.

Cognitive and Affective Growth (PLE: Emotion) Shapiro Edna 2014-11-20 Originally published in 1981, this title is a collection of chapters based on papers presented at a conference called to explore what the editors called a developmental-interaction point of view – an approach to developmental psychology and education that stresses these interactive and reciprocal relations. The contributors, although from diverse professional backgrounds, are united in their commitment to an integrative view of developmental phenomena, one that highlights relationships among different aspects of development and the reciprocal nature of relations between people and their environments.

Sex Roles and the School Sara Delamont 2012-05-16 Schools reflect the society which surrounds them but they must also be agents of change. The last few decades have seen an explosion of research on gender and education and, in this volume the author examines in a rigorous but highly accessible way, new research findings and new strategies for change, continuing to argue that both sexes lose out from sexist schooling.

Handbook of Gender, Work and Organization Emma Jeanes 2012-04-16 This work of reference represents a remarkably complete, detailed and extensive review of the field of gender, work and organization in the second decade of the 21st century. Its authors represent eight countries and many disciplines including management, sociology, political science, and gender studies. The chapters, by top scholars in their areas of expertise, offer both reviews and empirical findings, and insights and challenges for further work. The chapters are organized in five sections: Histories and Philosophies; Organizing Work and the Gendered Organization; Embodiment; Globalization; and Diversity. Theoretical and conceptual developments at the cutting edge of the field are explicated and illustrated by the handbook's authors. Methods for conducting research into gender, work and organization are reviewed and assessed as well as illustrated in the work of several chapters. Efforts to produce greater gender equality in the workplace are covered in nearly every chapter, in terms of past successes and failures. Military organizations are presented as one of the difficult to change in regards to gender (with the result that women are marginalized in practice even when official policies and goals require their full inclusion). The role of the body/embodiment is emphasized in several chapters, with attention both to how organizations discipline bodies and how organizational members use their bodies to gain advantage. Particular attention is paid to sexuality in/and organizations, including sexual harassment, policies to alleviate bias, and the likelihood that future work will pay more attention to the body's presence and role in work and organizations. Many chapters also address "change efforts" that have been employed by individuals, groups, and organizations, including transnational ones such as the European Union, the United Nations, and so on. In addition to its value for teachers and students within this field, it also offers insights that would be of value to policymakers and practitioners who need to reflect on the latest thinking relating to gender at work and in organizations.

[Sex Equity Resource Directory for the District of Columbia Public Schools](#) Walteen Grady 1980

Education and Sociology David Levinson 2014-01-21 First Published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

An Annotated List of Resources for Promoting the Development of Girls and Women Patricia Wollett 1978

[Undoing Sex Stereotypes](#) Cheryl A. Cielatka 1993

Undoing Sex Stereotypes Marcia Guttenag 1976

Undoing Sex Stereotypes

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