

My Gender Journal (30 marks)

These reflections are ways for you to explore, and potentially subvert, gender scripts within your daily experiences. These ideas and exercises have been adapted from Kate Bornstein, *My gender workbook*, NY: Routledge, 1998.

Each student is required to submit three reflections. Below, there are options that you can choose from during each submission period. The reflections should be no more than 3 pages (1.15-1.5 spaced). Each reflection should be uploaded to Canvas on the appropriate due date. *Papers that are looking to score well should integrate knowledge from lectures, required readings, and experiences during the reflection. You will be assessed using this [rubric](#).*

Journal Reflection #1: Due 4 August (10 marks)

Option 1: Gendered Behaviours

Part A: Write down up to five gender-specific behaviours you were **actively taught** by the people who raised you as a child/ youth.

<u>Who was the Teacher?</u>	<u>Behaviour(s) they actively taught.</u>
1.	
2.	
3.	
4.	
5.	

Part B: Now write down some of the gender-specific behaviours you're aware of that are or were displayed by the people who raised you as a child/ youth.

<u>Who was the Teacher?</u>	<u>Behaviour(s) they displayed.</u>
1.	
2.	
3.	
4.	
5.	

Part C: Review your lists. Select two of the behaviours that you learned (through direct instruction or modeling) to write about. Describe and analyse some aspects of the learning and what those behaviours mean for you today.

Option 2: Subverting Gender

Consciously go against the 'proper gender script' in some situation. It might be with your family, in your professional/ teaching life, shopping, dating, or in casual conversations with friends/ partner. Describe what you did, how others responded, and your responses to the events at the time. Add your 'debrief' or thought and analysis after the events.

Journal Reflection #2: Due 11 August (10 marks)

Gender Exercises

Do ONE of the following three exercises: A, B, or C. Then describe what you did and your responses to a few of the questions.

Exercise A: Reading Through Ads

Get a couple of different types of magazines. They can be car, computer, fashion, social consciousness, food, or any type of magazines. Try to get magazines that have a fair number of advertisements in them. Now, flip through the magazines and stop when an ad attracts your attention. DO NOT READ THE AD FULLY YET.

1. What about the ad attracted you: product, image, text, feeling/ intensity?
2. Whatever attracted you; do you suppose it appealed more to your sense of identity or was it some fantasy of yours?
3. Read the ad fully, paying careful attention to both text and image.
4. Do you still find yourself attracted? If so:
 - a. Is there something that that ad that you can identify with in terms of being a man or woman?
 - b. Is there something in that ad that you can identify with in terms of being of a particular race/ ethnicity or class?
 - c. Is there something in the ad that makes you feel you'd be a *better* man or a *better* woman? A *better* teacher?
 - d. Is there something in that ad that matches a fantasy you might have, or gives you the idea that you might be able to attain that fantasy?
5. If you're no longer attracted to that ad, having read it more closely
 - a. Is there something about it that conflicts with your sense of your own womanhood or manhood?
 - b. Is there something about it that makes you feel less powerful, either as a man or a woman?
 - c. Is there something about what the ad is promising that, if you lived it out, you'd find repugnant?
6. Repeat this exercise with a few more ads until you're comfortable with analyzing what attracts you and what repels you.

Finally, analyze the marketing that is effective for you. "Effective marketing and sales depend on creating within the consumer an identification with other persons who use or buy a given service or product, or by creating or stimulating some desire within the

consumer for some fantasy that is allegedly obtainable by the use or purchase of a given service or product.... Effective marketing links identity and desire.” (Bornstein, 1998, p. 138-139)

Exercise B: Food Shopping

Go grocery shopping. Make it one of those big all-under-one-roof supermarkets if you can. When you get there, note the packaging that attracts you. Spend some time examining the package.

1. What about it attracted you?
2. Was there something that appealed to your womanhood (woman+class+race/ethnicity+sexuality) or your manhood (man+class+race/ethnicity+sexuality)?
3. Was there anything that made you feel you could advance yourself upwards in terms of gender and power?
4. Was there anything that made you feel good about being exactly where you are?
5. Having done this examination, are you still attracted to buying that product?
6. Repeat this exercise with a couple of products until you develop a way to spot any manipulation that might be going on.

Finally, analyze the packaging and placement that are effective for you.

Exercise C: Shopping

Go to a department store, preferably one with lots of departments. Pretend to yourself that you have a lot of money to spend, and you want to spend it. Just walk around and let whatever catches your eye draw you in. Remember expense has nothing to do with it. Notice something that attracts you.

1. Why is it attractive?
2. Is there something about either the displays or the goods themselves that would make you more of a woman? More of a man?
3. Is there something that would make you a *better* woman? A *better* man?
4. Maybe there's something that makes you feel very good about being exactly what you are?
5. Something that makes you feel satisfied with your place in the world?
6. Keep walking around, spotting things, until you develop a sense of what exactly it is that's attracting you to purchase this stuff.

Finally, consider how specific commodities link with gender and seem to promise that you will be closer to the perfect gender or liked by the Perfect Gender.

Journal Reflection #3: Due 18 August (10 marks)**Option 1: Intimate/ Pleasurable Experience**

Intimacy and pleasure is not isolated to feelings about sexuality. For example, many people get pleasure from participating in physical activity, reading a book, or partaking in some art form. Learning could also be considered a pleasurable experience. From either a teacher or student perspective, think about an 'intimate' or 'pleasurable' experience you have had in teaching or learning. If you are writing from a teacher perspective, think of this experience in relation to a student. If you are writing from a student perspective, think of the experience in relation to a teacher. Analyze the experience and write about at least 4 of the following:

1. Describe the experience.
2. What were your feelings at the time?
3. What were your 'pleasures' or 'desires' in the experience?
4. How did this experience affect your relationship with the other person?
5. What were the consequences of this experience?
6. How do you think others could have interpreted your feelings or experience?

Option 2: Exclusion or Oppression

Part A: Write down some *instance* of exclusion or oppression you've either experienced, or might experience, as a result of your messing around with gender in schools. What forms does the exclusion or oppression take?

Note: you can also write this from observations of gender-deviant/ gender-fluid students, teachers, administrators, janitors, clerks, secretaries, family members, etc.

Part B: Regardless whether the event happened to you or to someone else, what is the most compassionate action you can take (as target and/or bystander or witness) in response to that exclusion/oppression? And if that doesn't work, what's the next most compassionate action you can take? And if that doesn't work, what's the next most compassionate action you can take?