Chapters Discussion (Reflection)

In this discussion forum, I invite you to share any additional personal reflections, and more specifically thought provoking questions to pursue the discussion on chapter 4 and chapter 6. Your goal is **NOT** to merely give back the theories covered in class; instead, you are expected to use your reflection as a way of putting theory into practice and/or connecting the classroom materials to your everyday life experience/reality. **Please write one personal reflection only of no less than 250 words and no more than 300 words**.

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In chapter 7, DeFrancisco and Palczewski explored gender related issues in family as a social institution. They argued that family is a social institution that genders its members, and is organized along gendered lines. The authors discussed the two cultural myths associated to family in the U.S.: (a) Myth#1 The Nuclear Family as the Norm and (b) Myth#2 The U.S. Family is in Decline. They explained how these two myths reinforce binary gender/sex roles and compulsory heteronormativity. They also discussed different types of communication characterizing family members- parent-child, sibling, marital- and how violence is institutionalized in families in the form of domestic violence. Finally, the authors discussed alternative types of family that challenge the myth of the nuclear family: single, engaged fatherhood, and same-sex parents, and raising Transgender/sex children.

In chapter 8, Defrancisco and Palczeswski explored education as a gendered institution. They argue that education is political. Knowledge is not value free, nor is the process of acquiring it. They discussed various ways in which education can oppress people instead of equipping them with the tools necessary for personal and community decision making and growth. To name a few of these ways: peer pressure, bullying, harassment, sexual violence on campus, etc. Additionally, the authors discussed a number of important issues that reinforce gender binaries in the educational system such as performances gaps, gendered and hidden curriculum, and the feminization of work. Moreover, Defrancisco and Palczeswski examined various ways to promote an emancipatory educational agenda such as Title IX and the use of gender neutral language in the classroom.

In chapter 9, Defrancisco and Palczewiski discussed work as a gendered/sexed institution. They demonstrated how workplaces are a location where gender/sex is done/performed. They discussd various ways in which the workplace is gendered/sexed among which wage disparity, organizational structure, the tensions of the public sphere vs. private sphere, men vs. women’s occupations, Transgender experiences, African-American women’s experiences, gender violence and sexual harassment, etc. The authors also discussed how workplace can also be a location of resistance, rather than subordination.