Unit 2: Popular Culture & Socialization

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* **Unit 2: Popular Culture & Socialization**

This week we will examine the role of popular culture in socialization.  Specifically, we will examine how gender, sexual, and romantic scripts are internalized by girls, as well as how girls challenge prevailing gender ideologies to create their own scripts.

\*Illustrations by Miza Coplin

**This week's learning objectives are to:**

* + critically evaluate how gender is performed, naturalized, and embodied ("doing gender")
	+ identify differences in how girls are represented by the media in terms of race and class stereotypes
	+ identify the multiple impacts of romantic and sexual scripts on the lives of girls
	+ name some of the unintended consequences of the moral panics that surround girls' sexualities
* **Readings**

* + [Sternheimer, Karen. (2003). Fear of Sex: Do the Media Make Them Do it?  In *It's not the Media: The Truth about Pop Culture's Influence on Children*. Westview Press.](https://myasucourses.asu.edu/bbcswebdav/pid-17248414-dt-content-rid-117805630_1/xid-117805630_1)
	+ [Ringrose, Jessica, et al. (2013). Teen Girls, Sexual Double Standards, and 'Sexting': Gendered Value in Digital Image Exchange. Feminist Theory, 14(3), 305-323.](https://myasucourses.asu.edu/bbcswebdav/pid-17248414-dt-content-rid-117805562_1/xid-117805562_1)
	+ [Carpenter, Laura M.  (2009). Virginity Loss in Reel⁄Real Life: Using Popular Movies to Navigate Sexual Initiation. Sociological Forum, 24(4), 804-827.](https://myasucourses.asu.edu/bbcswebdav/pid-17248414-dt-content-rid-117805557_1/xid-117805557_1)
	+ [Moslener, Sara. (2015). Chapter 4: New Purity Revolution. In Virgin Nation: Sexual Purity and American Adolescence. New York: Oxford University Press.](https://myasucourses.asu.edu/bbcswebdav/pid-17248414-dt-content-rid-117805608_1/xid-117805608_1)
	+ [Ingraham, Chrys. (2008). McBride Meets McDreamy: Television Weddings, the Internet, and Popular Film. In White Weddings: Romancing Heterosexuality in Popular Culture. New York: Routledge.](https://myasucourses.asu.edu/bbcswebdav/pid-17248414-dt-content-rid-117805634_1/xid-117805634_1)
	+ ["Why Do Teen Girls Like Gay Porn?"](https://broadly.vice.com/en_us/article/why-do-teen-girls-like-gay-porn)
	+ [When I was a 13-Year-Old Camgirl](https://broadly.vice.com/en_us/article/when-i-was-a-13-year-old-camgirl)
* [**Lecture 3**](https://myasucourses.asu.edu/webapps/blackboard/content/listContent.jsp?course_id=_370742_1&content_id=_17248415_1)

[**Doing Girlhood**](https://myasucourses.asu.edu/bbcswebdav/pid-17248415-dt-content-rid-117803660_1/xid-117803660_1)

[WST 313 Vickery Article.pdf](https://myasucourses.asu.edu/bbcswebdav/pid-17248415-dt-content-rid-124712079_1/xid-124712079_1)

[WST 313 Article - Nichole Zlatunich .pdf](https://myasucourses.asu.edu/bbcswebdav/pid-17248415-dt-content-rid-124712080_1/xid-124712080_1)

* [**Lecture 4**](https://myasucourses.asu.edu/webapps/blackboard/content/listContent.jsp?course_id=_370742_1&content_id=_17248416_1)

[**Romantic Scripts and Popular Culture**](https://myasucourses.asu.edu/bbcswebdav/pid-17248416-dt-content-rid-117803762_1/xid-117803762_1)

* [**Lecture 5**](https://myasucourses.asu.edu/webapps/blackboard/content/listContent.jsp?course_id=_370742_1&content_id=_17248417_1)

[**Youth Sexuality and Popular Culture**](https://myasucourses.asu.edu/bbcswebdav/pid-17248417-dt-content-rid-117803892_1/xid-117803892_1)

* [**Videos**](https://myasucourses.asu.edu/webapps/blackboard/content/listContent.jsp?course_id=_370742_1&content_id=_17248418_1)

**Love, Sex & Sexual Health | Queer Young Thing**

**TED Talk - Peggy Orenstein: What Young Women Believe About Their Own Sexual Pleasure**

**TED Talk - Sue Jaye Johnson: What We Don't Teach Our Kids About Sex**

* **Podcasts**

Coming of Age | The Heart

* [**Discussion Board #1**](https://myasucourses.asu.edu/webapps/blackboard/content/launchLink.jsp?course_id=_370742_1&content_id=_18061793_1&mode=view)

DUE: Wednesday, March 21st by 11:59pm

First, please review the syllabus and the grading rubric - see the Grading area on the left. The rubric succinctly outlines what our expectations are with respect to your original post and your response to your peer. Take your time reading the rubric so that you earn as many points as possible through this process.

Instructions:

(Part 1) Discuss the concept of gender policing. For this discussion board post, think about how gender policing has functioned and still functions in your own life. For example, how have your parents, family members, friends, and/or peers demonstrated normative gender ideology (or "taught" you your gender)? How have you taken steps to police the way you "do" your own gender?  How do these ideas contribute to the perpetuation of heteronormativity, as discussed by Karin A. Martin’ in “Normalizing Heterosexuality: Mothers’ Assumptions, Talk, and Strategies with Young Children,” and Kristen Myers and Laura Raymond in “Elementary School Girls and Heteronormativity: The Girl Project”?

\*\*\*REMEMBER: You must explicitly, consistently, and complexly engage with course materials throughout your posts and be sure to edit thoroughly before you submit. Failing to do so will result in significant point deductions.

**You must quote or explicitly paraphrase from the course materials (only from the materials above) as a method to support the argument that you are making.**