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Chapter 1 : Common Ethical Workplace Dilemmas | calendrierdelascience.com

Riesman maintains that the question that should be raised by wealth has shifted over time from how to obtain wealth to how to make use of it. Another key theme concerns issues relevant to higher education, such as academic freedom.

Causality - What are causes, mechanisms, and the like? We casually refer to causes and effects in normal interactions all the time. We all conduct our lives "choosing actions, making decisions, trying to influence others" based on theories about why and how things happen in the world. From the early stages of childhood we attribute causes, building a vision of the social and physical world that makes it understandable. Every action, every choice about what to do, is based on our anticipation of its effects, our understandings of consequences. Analytical and scientific reasoning has a similar form, but requires that we approach causation more systematically and self-consciously.

Analytical Task The general analytical problem. In this and other societies, women and men commonly dress differently. Prepare a causal analysis that seeks to explain why women and men dress differently. Our analytical task this week is to attempt a "simple" causal analysis of a gender difference that is obvious but not often questioned - the way we dress. The purpose of this exercise is to get us thinking about causality. To the degree that we can, we want to try to think of different kinds of causes based on varied ways of framing the causal question. Realistically, one could easily write a book about all the possible ways of interpreting this causal question and answering it. We are just trying to develop some sensible insights in a couple pages. The starting point of most causal analyses is a comparison. When we start with the general question "what causes X? Examples of such questions might be "why do people in group A do X more than those in group B? If we are trying to explain some phenomenon, X, then we need to identify variations in the likelihood of X or the rate of X, and look for potential causes that 1 vary across the relevant circumstances in a way that could explain X and 2 that we can connect to the outcomes for X in some way. For example, with the gender distinctive clothing question, some ways to better specify the question and look at it through comparisons are: What causes individual conformity to the cultural pattern? What induces women and men to conform to the expectations for dressing differently? Whenever we observe a consistent pattern of social behavior, some common conditions or processes must be inducing people to act in a similar way. Figuring out what encourages conformity and discourages deviance allows us to provide a causal explanation. Think about what happens to people who do not conform to the expectations about male and female appropriate clothing. And, just as important, ask why it is that people punish nonconformists. Here the basic comparison is between people who conform and those who do not, or between the reactions of people to conformity and nonconformity. What causes differences in dress "codes" across cultures? What circumstances could exist across societies that consistently produce gender differences in modes of dress? The clothing characteristic of each sex varies greatly across societies and time. Clothing differs between "primitive" cultures and modern ones, between warm and cold climates, and between different parts of the world. But seemingly everywhere men and women dress differently. How can we explain this pattern? Here the primary comparison is between cultures that have different clothing. Why do the expectations about clothing differences vary by context? Why are gender differences in dress greater in some circumstances than in others? For example, both women and men may wear similar coveralls in a factory, but women and men generally wear dramatically different clothing to formal dances. Our efforts to find causes behind any phenomena are improved by looking at variations. If male and female clothing is just a little different in some contexts but greatly different in others, we can usefully focus on what might produce this variance in gender differences. Here the primary comparison is between contexts with greater differences in the expected clothing and contexts with lesser differences. While considering how to explain the differences in the ways women and men dress, it can also be helpful to think through ways that this pattern could be considered an example of a larger pattern. The explanation for the broader pattern may be different or easier to develop. The gender differences in apparel and appearance adjustment more generally could be considered as one example of

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apparel differences that find groups defined by age, ethnicity, or region dressing differently. That is to say, it is not only women and men who consistently dress differently. Different ways of dressing also distinguish other groups. The gender differences in dress could be considered as one example of a wider range of behavioral differences between women and men such as rules of proper decorum, speech patterns, or displays of sexuality. That is, we can point to other presentational differences between women and men. If we think about the range of these presentational differences, do they suggest ideas that might help explain differences in apparel? Designing Research in the Social Sciences. A Unified Framework for the Social Sciences. Varieties of Social Explanation: An Introduction to the Philosophy of Social Science. Lieberman, Stanley; " Modeling Social Processes: Some Lessons from Sports "" Sociological Forum, How is gender inequality symbolized and reproduced in everyday life? To start our investigation of the causes of gender inequality, we will consider how people experience and act out gender in their day to day lives. We want to think about the most basic questions. Why and when do women and men act differently? Why and when do people respond differently to women than men? How do all these private individual actions when taken together over time influence the understanding of gender in a culture and gender inequality? For this task, we choose some familiar to us setting or type of interaction where women and men typically engage each other. For example, this could be a workplace, a bar, interactions between buyers and sellers, or parties. We use this as our source of empirical data and focus our argument on explaining gender interactions there. Then we try to apply her argument to the setting we have chosen. The right tool allows us to construct a better edifice with less effort; the wrong tool does not. The remaining notes for this analytical task look at some analytical steps that allow us to think through this problem effectively. Systematic steps in the analysis. Doing this kind of thought experiment, we want our thinking to be as systematic as possible. For all systematic causal analyses, we want to consider how the phenomenon being examined varies in regular or predictable ways across conditions, settings, types of people, places, or the like. Then, we ask what conditions or events typically precede or occur along with the outcomes that could plausibly influence those outcomes. Then we consider how their actions might differ between opposite-sex and same-sex encounters. We can broaden the range of the examples we use to think about these differences by considering other characteristics that might affect interactions, such as the age or race of the people, whether the interaction is cordial or unfriendly, how well the people know each other, and so on. We want to ask ourselves if the gender aspect of the interaction will be influenced by these other circumstances that seem relevant to interactions. For example, does gender influence cordial interactions differently from the ways it influences confrontations in our setting? If we believe the answer is yes, then we consider how and why. For example, in the same setting, a person seeking sex will commonly act differently than someone trying to curry favor or sell a product. When we apply a systematic logic to the analysis, we usually do not want to write about all the possibilities we think about. Instead, we use the ones that we find telling. But we will not identify those telling possibilities unless we systematically work through all the relevant possible influences. We can take the analysis of interactions another step by considering how the influence of gender on these interactions is potentially affected by conditions like: Whenever we try to explain patterns like this, we want to consider the exceptions. When will people violate the implications of gender expectations and what follows when they do? Are there circumstances that make it more likely people will depart from conventional behavior? Violations of norms or common expectations are valuable for causal analyses because cracks in the veneer of social order can reveal its structure and dynamics. Do we see ways that her approach neglects or misunderstands important causes influencing the gender character of behavior in the context we examine? Our central goal here is to explain how and why gender organizes interactions in our chosen example. Ridgeway, Framed by Gender , Chs.

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Chapter 2 : The Committee of Correspondence Newsletter - Wikipedia

lic education is to get each student acquainted with himself to the end that he Educational Dilemmas To some, the solution of the problem.

Colonial[edit] In Colonial America elementary education was widespread in New England, but limited elsewhere. New England Puritans believed it was necessary to study the Bible, so boys and girls were taught to read at an early age. It was also required that each town pay for a primary school. About 10 percent enjoyed secondary schooling. Few girls attended formal schools, but most were able to get some education at home or at so-called "Dame schools" where women taught basic reading and writing skills in their own houses. There was no higher education for women. It was optional and some towns proved reluctant. Northampton, Massachusetts, for example, was a late adopter because it had many rich families who dominated the political and social structures and they did not want to pay taxes to aid poor families. Northampton assessed taxes on all households, rather than only on those with children, and used the funds to support a grammar school to prepare boys for college. Not until after did Northampton educate girls with public money. In contrast, the town of Sutton, Massachusetts, was diverse in terms of social leadership and religion at an early point in its history. Sutton paid for its schools by means of taxes on households with children only, thereby creating an active constituency in favor of universal education for both boys and girls. School taught both, but in places without schools reading was mainly taught to boys and also a few privileged girls. Men handled worldly affairs and needed to read and write. Girls only needed to read especially religious materials. This educational disparity between reading and writing explains why the colonial women often could read, but could not write and could not sign their names—they used an "X". Most parents either home schooled their children using peripatetic tutors or sent them to small local private schools. Education showed women how to exercise their civic responsibilities, and it showed them the importance of the vote. At this point in history, a college major was expected to be a practical one. As difficult financial times neared, needing to justify college expenses became very real for women and their families. A study in that surveyed nearly sixteen-hundred woman PhD recipients concluded that seventy percent required grants, scholarships, and fellowships in order to cover the expense associated with earning a higher degree. Despite the financial support, the majority of these women were required to save money for years before pursuing their degrees because the aid was never enough. Despite these disadvantages, the s marked the peak of woman PhD earners. These degrees varied in fields and began to legitimize fields for women that were once off-limits. Both men and women were forced to find ways of supporting their education at this period of time. To help lessen the financial burden faced by families trying to educate their children, the National Youth Administration was created by the United States Government. Between and , the NYA spent nearly 93 million dollars providing financial assistance. As the number of college graduates increased, those who were displaced during the Great Depression had to compete with a younger and more-educated group of people. Despite earning the right to vote, women were still largely refused any role in positions of political power that allow them to make political change for their gender. This struggle sparked new examples of political activism and increased support for an Equal Rights Amendment. Teaching and nursing were the top two fields for women throughout the s, [31] but home economics also experienced a great surge in popularity during the Depression. Founded in as a primary school, Salem College is the oldest female educational establishment. Some were founded as co-educational institutions; Oberlin College , founded in , was the first college to accept women and African Americans as students. Government action[edit] In the Seneca Falls Convention was held in New York to gain support for education and suffrage but it had little immediate impact. This convention is significant because it created a foundation for efforts toward equal education for women, even though it was not actually achieved until much later. The law provided one year for compliance to elementary schools and three years for compliance to high schools and post secondary institutions. According to the Margaret Fund , in a court case was won upholding the

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nondiscriminatory acts in employment, the case title is as follows, *North Haven Bd. In* , the case *Grove City v. In* , this act was passed by Congress and reversed the damage from the *Grove City v.* During the s three significant changes or continuations to the law were made in the course of the decade. Second, the disclosure act in stated that all institutions under Title IX were to report publicly on their operations, with an effective implementation date set for Third, the ORC distributed requirements to institutions and schools which are explained and outlined more clearly the regulations for Title IX. The significant events in the s allow schools to use e-mail surveys, and due to a Supreme Court case in , lawsuits on the basis of sexual discrimination under Title IX can be brought by parents. All three completed their medical studies and each of them was the first woman from their respective countries to obtain a degree in Western medicine. Founded in by the Sisters of the Order of Saint Ursula , Ursuline Academy, New Orleans , enjoys the distinction of being both the oldest continuously operating school for girls and the oldest Catholic school in the United States. Moravians in Pennsylvania established the first all-girls boarding school in America, the Bethlehem Female Seminary to serve the Moravian community in and near Bethlehem. In it became a college. In it became Moravian Seminary and College for Women. Historians accept Moravian as the oldestâ€”though not continuously operational because of its current co-ed statusâ€”specifically female institute of higher learning in the United States. Washington College in Chestertown , Maryland, appointed the first women instructors at any American college. Elizabeth Callister Peale and Sarah Callister taught painting and drawing. Bradford Academy in Bradford, Massachusetts was the first higher educational institution to admit women in Massachusetts. It was founded as a co-educational institution, but became exclusively for women in The first American public high schools for girls were opened in New York and Boston. The first public examination of an American girl in geometry was held. As a private institution in , Mississippi College became the first coeducational college in the United States to grant a degree to a woman. Bradford Academy in Bradford, Massachusetts, due to declining enrollment, became a single-sexed institution for the education of women exclusively. Lucy Sessions earned a literary degree from Oberlin College, becoming the first African American woman in the United States to receive a college degree. The University of Iowa becomes the first coeducational public or state university in the United States. Mary Fellows became the first woman west of the Mississippi River to receive a baccalaureate degree. She earned her degree from Oberlin College. Rebecca Crumpler became the first African-American woman to graduate from a U. Fanny Jackson Coppin was named principal of the Institute for Colored Youth in Philadelphia, becoming the first African-American woman to head an institution for higher learning in the United States. Ellen Swallow Richards became the first American woman to earn a degree in chemistry, which she earned from Vassar College in Harriette Cooke became the first woman college professor in the United States appointed full professor with a salary equal to her male peers. Japanese women are allowed to study in the USA though not yet in Japan itself. Linda Richards became the first American woman to earn a degree in nursing. Helen Magill White became the first American woman to earn a Ph. Page became the first American woman to earn a degree in architecture, which she earned from the University of Illinois, Urbana-Champaign. Maria Louise Baldwin became the first African-American female principal in Massachusetts and the Northeast, supervising white faculty and a predominantly white student body at the Agassiz Grammar School in Cambridge. Laura Eisenhuth became the first woman elected to state office as Superintendent of Public Instruction. Margaret Floy Washburn became the first woman to be officially awarded the PhD degree in psychology, which she earned at Cornell University under E. Helen Keller graduated from Radcliffe, becoming the first deafblind person to earn a Bachelor of Arts degree. Nora Stanton Blatch Barney , born in England, became the first woman to earn a degree in any type of engineering in the United States, which she earned from Cornell University. It was a degree in civil engineering. Ella Flagg Young became the first female superintendent of a large city school system. Lillian Gilbreth earned a PhD in industrial psychology from Brown University, which was the first degree ever granted in industrial psychology. Sigma Gamma Rho Sorority was founded. It was the fourth African-American Greek letter organization for women, and the first African-American sorority established on a predominantly white

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campus, Butler University in Indianapolis, Indiana. Lorna Myrtle Hodgkinson became the first woman to earn a Ph. Virginia Proctor Powell Florence became the first African-American woman to earn a degree in library science. She earned the degree in from the Carnegie Library School, which later became part of the University of Pittsburgh. Jenny Rosenthal Bramley , born in Moscow, became the first woman to earn a Ph. Flemmie Kittrell became the first African American woman to earn a Ph. Ruth Lloyd became the first African-American woman to earn a Ph. Merze Tate became the first African American woman to earn a Ph. Margurite Thomas became the first African American woman to earn a Ph. Euphemia Haynes became the first African-American woman to earn a Ph. Harvard Medical School admitted women for the first time. Martha Bernal , who was born in Texas, became the first Latina to earn a PhD in psychology, which she earned in clinical psychology from Indiana University Bloomington. Grace Alele-Williams became the first Nigerian woman to earn any doctorate when she earned her Ph. Sister Mary Kenneth Keller ? Title IX was passed, making discrimination against any person based on their sex in any federally funded educational program s in America illegal. In , Lorene Rogers became the first woman named president of a major research university, The University of Texas. On July 1, , Jeanne Sinkford became the first female dean of a dental school when she was appointed the dean of Howard University , School of Dentistry. For the first time, more associate degrees are conferred on women than men in the United States. More associate degrees have been conferred on women every year since. Christine Economides became the first American woman to earn a PhD in petroleum engineering, which she earned from Stanford University. Women and men were enrolled in American colleges in equal numbers for the first time.

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Chapter 3 : 9 key issues affecting girls and women around the world

A young black Harvard student knocks at the door of David Riesman's house on Linnaen Street in Cambridge. Wearing sneakers and a baggy tweed coat, Mr. Riesman graciously ushers her in for tea.

Career News July 3, Ethical dilemmas are something that goes hand-in-hand with being a nurse or even a doctor. The patient unit is far more complex than simply caring for patients. An ethical dilemma is generally a problem that has no right answer, wrong answer or sometimes there is not even resolution. Suicide The argument rages even today about whether or not people have the right to die when they choose to die. Most of the time, these patients are terminal and realize that their quality of life is declining faster than the progression of their disease. Do patients who are terminal and suffering have the right to die through assisted suicide? Nursing is about promoting quality care and saving lives through resources and our own caring capacity for other people. How should nurses approach the topic of assisted suicide? The Right to say No In the United States, we have always been granted the freedom of choice, but what happens when our choices impact our health or even endanger our own life. Anorexia is a common eating disorder where patients consume so little resources that the body begins to consume itself. How should nurses deal with an anorexic patient that will not eat? What if the patient is not anorexic, but just terminal and decides that they no long want to live? Do we have the right as health practitioners to override the right of free choice? Lying to Patients It is not uncommon for a family member to demand that their loved one not be told they have a terminal illness. It is equally tempting for healthcare professionals to embellish reality by telling a patient that they are worse off than they truly are. How do we deal with alcoholism and substance abuse when the patient is a chronic addict? We know that eventually their addiction will kill them in one form or another, but should we lead them to believe that they are dying now? Utilization of Resources Resources are defined as tools used to provide patient care. Those tools include bed space, government reimbursements, funding, etc. How should nurses approach ethical dilemma when patients are utilizing resources that might be better used on another patient or population of patients. The example for this dilemma would be a patient that has no brain function, is on life support and has been for several years. Is there an argument that would allow the resources being used on this patient to end? How would the nurse deal with the family of this patient? Empirical Knowledge and Personal Belief This is not such an uncommon encounter any more in nursing. The world is changing, and with that change, we see new doctrine, philosophies, religions that are quite different from our own beliefs. One common issues results in religious beliefs and blood transfusions. How should a nurse handle a patient who will die without a blood transfusion, but refuses the transfusion based on religious belief? If the patient is of sound mind, do they not have the right to refuse service? Ethical dilemmas are faced every day, and those that are listed here are only a partial list of what nurses face while providing patient care. There is no easy answer to any of these dilemmas and ethics course are full of helpful advice, but no real answers. It is difficult to accept that sometimes, but our jobs are to provide the best information that we can so that the patient or family can make an informed decision about how to proceed with care. We may not like the result, but that is not our job. Our job as nurses is to provide the best care possible and sometimes that is simply allowing a patient the dignity to die. Thank you for sharing your preferences. You can find other options through our sponsored listings below!

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Chapter 4 : The Lonely Crowd by David Riesman

Riesman preceded Lasch, for example, in noting the loss of clear-cut boundaries in modern life—“between public and private, work and play, or, as Lasch observed, performers and audiences. Life.

A man for all reason. Sociologist David Riesman is a thinking man whose views are molded not by convention, but by observation and compassion. Wearing sneakers and a baggy tweed coat, Mr. Riesman graciously ushers her in for tea. Her senior thesis on black feminism is too ambitious. Could he help her narrow it? After she leaves, he takes notes of the talk. Later he writes her a letter offering additional thoughts and a bibliography. Riesman may be one of a disappearing breed of large-scale public thinkers in academia. But he has always made time for students, always welcomed them to the academic enterprise. For many, he is the model scholar. Among academics, he has been something of an outlaw, something of a Don Quixote. Antiwar, though not a pacifist, Riesman started the Council of Correspondence, a famous newsletter among intellectuals critical of the arrogant nationalism of the day: These were technocrats out of touch with grass-roots America, Riesman felt. One of them, Todd Gitlin, now a Berkeley sociologist, remembers: Nixon surrounded himself with such capable people - he could have brought about real welfare reform, for example. The other side of the American generosity is a vindictiveness that could lead to fragmentation. His writings on civil liberties led in to an offer to teach sociology at the University of Chicago; he left in for Harvard. Riesman has written on everything from sports, Japan, and blacks to American industry, psychology, and arms control. His correspondence, dozens of letters a day to students, faculty, deans, and presidents at schools across the country, once occupied two full-time secretaries. In he retired, though he still lives near Harvard with his wife, Evelyn, in a house formerly occupied by the philosopher Alfred North Whitehead. He also still works. For the last 12 years, this work has been concerned exclusively with fine-grained questions in higher education: Such questions may seem small, Riesman admits. Especially for Americans used to getting their education on the run. Class interaction, the amount of lecturing - it all matters. Take, for example, the college-entrance Scholastic Achievement Tests. There should be a greater adult presence on campus. To build an enclave removes the pressure to do this. They must exist in tension with society - be more than job-training centers. College and causes For this reason, he is wary of student causes, such as protests over South Africa: But I say college and school are a time to learn two lifelong musical instruments, two lifelong sports, a craft such as plumbing or carpentry, a foreign language, how to give a talk. Politics can come later. So he sent them out to interview, collect oral histories, and do interpretive analysis. And he has never shared the animosity of many in the liberal arts for business: I encourage interested students to take their MBAs. The school ended up with a parochial, not a dynamic, choice - actually serving the public less well, Riesman implies. Much of the responsibility of improving the atmosphere on campus today falls to the faculty, Riesman feels. There needs to be more adult, faculty presence. But he wants adults who act like adults. Students need to see adults being serious with other adults. Twenty years ago when a head tutor was taking female students to local hotels, Riesman maintained that the man should be dismissed, or at least not be head tutor. The longer, perhaps more fruitful road is more rarely taken today.

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Chapter 5 : Women and girls | Right to Education Initiative

Article 14 (d) sets out the right to education of rural women, which includes the right to obtain all types of training and education, formal and non-formal, including that relating to functional literacy.

This means that states have legal obligations to remove all discriminatory barriers, whether they exist in law or in everyday life, and to undertake positive measures to bring about equality, including in access of, within, and through education. Where out-of-school rates are higher, the gender gap tends to be wider. Girls are also more likely to be completely excluded from primary education: From a global perspective, as the level of education increases, girls tend to fare slightly better in terms of participation. These statistics, however, mask disparities at the regional and country level. At current rates, the poorest boys in sub-Saharan Africa will achieve universal primary completion in , but this will take nearly 20 years longer for the poorest girls. Many countries that demonstrate higher retention rates at the primary levels are failing to transfer these gains toward transitioning of girls to the secondary level. For example, in Tanzania, near universal enrollment for girls at the primary level has been achieved with a retention rate of Inequalities and discrimination linked to location, poverty, and gender intersect to compound disparities in completion and transition rates. Participation, completion, and transition statistics, however, do not tell the whole story and certainly do not capture the ways in which girls are discriminated against within education systems and the myriad barriers that girls must overcome to complete their education, particularly regarding the quality of education they receive. The right to education of women and girls in international law The right to education on the basis of non-discrimination and equality is a recognised right under human rights law. Provisions relating to gender equality in education can be found in both general and specific international treaties, as well as treaties concluded in most regions of the world. To summarise, all provisions related to non-discrimination carry immediate obligations and are considered a minimum core obligation, which means states must take immediate action as a matter of priority. Provisions related to achieving substantive equality, if they are not concerned with eliminating discrimination, and achieving the right to quality education for all with some exceptions are subject to progressive realisation. This means that states have an obligation to take deliberate, concrete, and targeted steps, according to maximum available resources, to move expeditiously and effectively towards the full realisation of the right to education. It interprets and applies the right to education in a way that considers the specific needs and circumstances of women and girls. It sets forth the normative content in relation to the elimination of discrimination against women and ensuring equal rights with men in the field of education, including: Article 1 defines discrimination against women as: Article 2 sets out the legal and policy measures states should undertake to eliminate discrimination against women and therefore applies to the totality of rights found in CEDAW. This includes legal and policy measures related to the implementation of the right to education on a non-discriminatory basis. Article 3 requires states to take all appropriate measures in the political, social, economic, and cultural fields to ensure that women can exercise and enjoy their human rights on a basis of equality with men. Article 4 sets out the conditions for the use of temporary special measures to accelerate de facto equality between men and women. Article 5 requires states to take appropriate measures to eliminate gender stereotyping see below , prejudices, discriminatory cultural practices, and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women. Article 7 is on the right to participate in public and political life. These rights are fundamental in ensuring that gender perspectives and issues are considered when laws, policies, and other measures affecting gender equality in education are designed, formulated, and implemented. Article 11 1 c provides for the right to vocational training and retraining, including apprenticeships, advanced vocational training, and recurrent training. Article 14 d sets out the right to education of rural women, which includes the right to obtain all types of training and education, formal and non-formal, including that relating to functional literacy. Lastly Article 16 sets out the rights of women with respects to marriage and family life. Article 16 2 expressly prohibits child

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marriage and requires states to set a minimum age of marriage see below. Accessibility comprises three elements: It therefore concerns equality of treatment and opportunity as well as the nature of gender relations between female and male students and teachers in educational settings. This dimension of equality is particularly important given that it is society that shapes and reproduces gender-based inequalities through social institutions, and educational institutions are critical players in this regard. The absence of this right is particularly evident when education, which should be transformational, fails to significantly advance the position of women in the social, cultural, political and economic fields thereby denying their full enjoyment of rights in these arenas. A central concern is whether certification carries the same value and social currency for women as for men. Article 2 a of CADE permits the establishment or maintenance of gender-segregated educational systems or institutions, provided they offer equivalent access to education, teaching staff with the same standard of qualifications, infrastructure and equipment of the same quality, and the opportunity to study the same or equivalent subjects. The International Covenant on Economic, Social and Cultural Rights , ICESCR guarantees the right to education of everyone on the basis of equality and non-discrimination Articles 13 and 14 and expressly prohibits discrimination on the basis of sex Articles 2 2 and 3. Educational data should be disaggregated by the prohibited grounds of discrimination. When read with Articles 28 and 29 on the right to education and the aims of education, respectively, there is a clear legal obligation to ensure equality and non-discrimination in education. In addition, the aims of education, provided for under Article 29 1 , include: Article 8 1 b recognises that gender stereotypes can intersect with stereotypes about people with disabilities, and requires states to: In other words, the application of the principle of non-discrimination contained in article 26 is not limited to those rights which are provided for in the Covenant. The right to education of women and girls at the regional level Women and girls face different barriers in relation to their education in different regions of the world. The right to education, although universal, takes on specific meanings when interpreted and applied in light of shared regional customs, traditions, cultures, values, etc. Regional human rights treaties, therefore, guarantee the right to education in an adapted form—one that acknowledges the barriers common to the region, as well as reflecting the universal and region-specific aims of education. Africa is the only region that has a human rights treaty dedicated specifically to women and girls. Article 13 of the African Youth Charter , AYC sets out the right to education as applied to African youth defined by the AYC as every person between the ages of years , including provisions: In Asia, the non-legally binding ASEAN Human Rights Declaration guarantees the right to education in Article 31 and non-discrimination as a general principle, but not as a human right. In Europe, the European Convention on Human Rights guarantees the right to non-discrimination in Article 14 which read with Article 2 of the Protocol to the European Convention on Human Rights on the right to education, prohibits discrimination in education on the basis of sex. In addition, Protocol 12 to the European Convention on Human Rights prohibits discrimination in the enjoyment of any legal right as set out in national laws. The European Social Charter revised prohibits discrimination under Article E, provides that the state takes all necessary measures to provide for free primary and secondary education and encourage regular attendance under Article 17, and the right to vocational guidance Article 9 and training Article The Convention on Preventing and Combating Violence against Women and Domestic Violence , Istanbul Convention identifies education as a key area in which to take measures to eliminate gender-based violence and its causes, and requires states to take: The Charter of Fundamental Rights of the European Union , which applies to EU institutions and bodies and EU member states when they are acting within the scope of EU law, guarantees the right to education Article 14 , non-discrimination Article 21 , and equality between women and men Article Articles 34, 49, and 50 of the Charter of the Organization of American States guarantee various aspects of the right to education. The right to education of women and girls at the national level When a state ratifies a human rights treaty which guarantees the right to education, without discrimination of any kind see the three sections above , they are under a legal obligation to implement these provisions in their jurisdiction. Such steps include administrative, legal, policy, and economic measures. However, despite this, universal domestic implementation of the right

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to education for all women and girls is far from being achieved, which represents a major structural barrier to the realisation of gender equality in education. Below is a map showing which states constitutionally protect the right to education of women and girls. For more information on the legal status of the right to education of girls and women in specific countries, see: Girls who receive more education are less likely to marry as children and to become pregnant and young mothers. According to Plan, a girl in a low income country receiving seven years of education marries four years later on average, and has fewer and healthier children. Ensuring quality education for all girls also increases how much they can earn and counters the continued feminisation of poverty. Studies have consistently shown that educating girls leads to significant and wide-reaching benefits not only to women themselves and their families but also to their societies and economies. According to WBG a one percentage point increase in the proportion of women with secondary education raises the average gross domestic product GDP by 0. Education can improve the opportunities for women to work, which in turn can impact on poverty reduction. The accordions below explain the most common barriers woman and girls encounter around the world. Each of these obstacles is underpinned by harmful gender stereotypes about the role of women and men in society. Although sex is an expressly prohibited grounds of discrimination under international human rights law, it is important to recognise that women and girls are highly heterogeneous. Gender inequality and discrimination to, in, and through education is experienced in varying forms and at all levels by women and girls, depending on their personal, local, and national context. But every woman and girl who has attended school has likely encountered some form of discrimination in education at some point in her life. Intersectional discrimination recognises that women and girls face discrimination in different ways. Girls and women can face discrimination in all areas and throughout all stages of their life. Eliminating discrimination in education is an important start, but women and girls will often continue to face discrimination upon leaving school. Ideally, education systems should be focal points for action to combat gender stereotypes and gender stereotyping. However, in some cases, the education system, and particularly the curriculum, textbooks , and teachers, play a role in perpetuating harmful gender stereotypes, which has wide ranging effects on girls throughout their lives, from the course options and subjects they take, which influences their employment prospects, to their ability to make informed decisions about their sexual and reproductive health. According to Cook and Cusack , p. Gender stereotyping is the practice of ascribing to an individual woman or man specific attributes, characteristics, or roles by reason only of her or his membership in the social group of women or men. Gender stereotyping is considered wrongful when it results in a violation or violations of human rights and fundamental freedoms. Harmful gender stereotypes and wrongful gender stereotyping can affect girls before they step into a classroom and may even prevent girls from going to school. For example, stereotypical views that girls are domestic, homemakers, and caregivers may lead families to question the point of sending their daughters to school if they are to become wives and mothers, whilst the stereotype that men should be breadwinners means that boys are prioritised when it comes to education. Even when girls do go to school, some are still expected to juggle domestic responsibilities, such as cleaning, cooking and fetching water, on top of their school work. Harmful gender stereotypes and wrongful gender stereotyping also affect girls in the school environment. For example, stereotypes about the different physical and cognitive abilities of girls and boys, leads to certain school subjects and teaching methods being gendered. Boys are considered better suited to maths, technology, the sciences, and sports whereas girls are considered better suited to the arts and humanities. Gender inequality is then perpetuated through hiring practices that further disadvantage women. International human rights law imposes specific obligations on states to eliminate harmful gender stereotypes and wrongful gender stereotyping. See our legal factsheet on gender stereotypes and the right to education for further information. Such violence takes multiple forms, including: Gender-based violence against girls , for instance, rape, domestic violence, sexual harassment and assault, corporal punishment, and harmful practices such as child marriage see above and female genital mutilation can keep girls out of school temporarily or indefinitely. Evidence collected by the World Bank Group , p. SRGBV commonly affects girls on the journey to and from

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school, where there is little to no supervision, for example, in Japan female students have reported being sexually assaulted on public transportation. The World Bank Group report that parental fears for the safety of girls in traveling to school impact female enrolment rates in Africa, South Asia, and the Middle East. SRGBV also occurs on school premises making the school environment unsafe and not conducive for learning. It can be perpetrated by both teachers and other students. In Kenya, after a confidential helpline was set-up, over teachers were dismissed for abusing girls , mostly in poor, rural areas. SRGBV is not confined to primary and secondary education. At universities and colleges around the world, female students are victims of physical and sexual violence including rape, bullying, and harassment. End Violence Against Women report that 1 in 7 female students in the UK experience serious physical or sexual assault during their time as a student. SRGBV is increasingly taking place online, through digital technologies, for instance, instant messaging and social media. Gender-related forms of cyberbullying and harassment include being sent inappropriate photos and being coerced into sending sexual images.

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Chapter 6 : David Riesman | Revolvvy

"The Lonely Crowd is considered by many to be the most influential book of the twentieth century. Its now-classic analysis of the "new middle class" in terms of inner-directed and other-directed social character opened exciting new dimensions in our understanding of the psychological, political, and economic problems that confront the individual in contemporary American so.

Introduction Sociologists seldom cite David Riesman in peer reviewed journal articles today. Numerous sociologists today are arguing that our discipline must reconnect with its history of social criticism and clear writing to the general educated public, pulling back somewhat from excessive professionalization and academic over-specialization Glazer ; Horowitz ; Jacoby ; Coser ; Gans ; Goldfarb ; Bellah et. One of the seldom remarked upon aspects of the controversial best-selling *The Closing of the American Mind*: Bloom argued that *The Lonely Crowd* facilitated the decline of intellectual and cultural standards in contemporary America. The roots of this cultural decay, for Bloom, were not political or economic, and cannot be blamed on the social conflicts associated with the civil rights movement or the Vietnam war. Just as National Social-ism, according to some intellectual historians, flowed from German philosophi- cal traditions, the importation of German ideas into American life in the twentieth century laid the foundation for the degradation of North American cultural and intellectual life since the sixties Bloom Writing in that strange boundary space between intellectual social criticism and academic social science, Riesman pro- vides us with an important role model for the sociologist as public intellectual. Unlike many the European critical theorists Allan Bloom decries and post- modern sociologists applaud, Riesman is a very American theorist whose work flows from the best pragmatist traditions and is free of pretense, anti-empirical abstraction and tortured prose. Riesman was more than a popular writer and the first social scientist to appear on the cover of *Time*. As historian Rupert Wilkinson suggests, [*The Lonely Crowd*] heralded later findings to a degree that is seldom appreciated. Riesman was primarily engaged in understand- ing American social life and culture, and was deeply rooted in American intel- lectual traditions. Riesman, in particular, used European critical theory in ways that are empiri- cally grounded as well as theoretically interesting. The adaptation of critical theory by an American sociolo- gist on the margins of his own discipline led to creative and important theoreti- cal innovations, particularly the use of neo-Freudian ideas within sociological theory and research. *Theories Of Mass Society*: Fromm was a German psychoanalyst, sociologist and former member of the Institute for Social Research in Frankfurt, a group of German Jews who founded what was essentially a Marxist think-tank. The Frankfurt School was concerned with integrating German philosophical insights with modern empirical methods and combining the insights of both Marx and Freud into contemporary radical thought. Fromm broke with the critical theorists in the late s due to various intellectual as well as personal conflicts with Horkheimer and Adorno McLaughlin Fromm then gained fame in American intellectual life with his best- selling sociological classic *Escape from Freedom* Hausdorf ; Burston ; McLaughlin Fromm went on to an enormously successful career as a renegade Freudian theorist and analyst, social critic, radical activist and social theorist and researcher. Adorno and a group of collaborators at Berkeley had developed the early Frankfurt School study on the social psychology of Nazism into the famed *Authoritarian Personality* project. Herbert Marcuse replaced Fromm in the late s as the critical theorist of the academic new left. Allan Bloom is thus right to remind us that Fromm played a central role in bringing German theoretical ideas into American culture. Its theoretical foundation, however, was an analysis of the social psychology of capitalism. A spirit of restlessness began to pervade life toward the end of the Middle Ages. The concept of time in the modern sense began to develop. Minutes became valuable; McLaughlin 9 a symptom of this new sense of time is the fact that in Nuremberg the clocks have been striking hours since the 16th century. Too many holidays began to appear as a misfortune. Time was so valuable that one felt one should never spend it for any purpose which was not useful. Work became increasingly a supreme value. A new attitude toward work developed and was

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so strong that the middle class grew indignant against the economic unproductivity of the institutions of the Church. Fromm: The capitalist market place had become the master instead of the servant of human affairs. The ambiguity of freedom emerged during the Renaissance, but became even more extreme during the Reformation. Fromm writes of the influence these changes would have on the individual, Not having the wealth or power which the Renaissance capitalist had, and also having lost the unity of men and the universe, he is overwhelmed with a sense of his individual nothingness and helplessness. Paradise is lost for good, the individual stands alone and faces the world—a stranger thrown into a limitless and threatening world. The new freedom is bound to create a deep feeling of insecurity, powerlessness, doubt, aloneness, and anxiety. These feelings must be alleviated if the individual is to function successfully. Fromm: The bulk of *Escape from Freedom*, however, is taken up with his analysis of Hitler, the Nazi party and the rise of fascism in Germany. Modern capitalism, for Fromm, is fundamentally different psychologically from earlier societies and economic systems. One produces for this market, not for a known circle of customers; its verdict is based on laws of supply and demand; and it determines whether the commodity can be sold and at what price. No matter what the use value of a pair of shoes may be, for instance, if the supply is greater than the demand, some shoes will be sentenced to economic death; they might as well not have been produced at all. This economic situation leads, for Fromm, to a new conception of value with regard to people and the self. Yet ultimately Fromm is a harsh critic of the modern personality. This situation makes him utterly dependent on the way that others look at him and forces him to keep up the role in which he once had become successful. If I and my powers are separated from each other then, indeed, is my self constituted by the price I fetch. Fromm: The story of how critical theory met America in the person of David Riesman has a personal as well as an intellectual history. McLaughlin: 11 Riesman Meets Fromm: From Shrink to Mentor. In the early 1950s, Fromm had been the therapist for a young man named David Riesman, a lawyer who would go on to make major contributions as a sociologist and public intellectual. Riesman was raised in an agnostic and elite Jewish Philadelphia family. Educated at Harvard and Harvard Law School, Riesman went to teach Law at the private University of Buffalo at 27 years of age after a clerkship with Supreme Court Justice Brandeis, a brief stint at a law firm in Boston and a short spell as a district attorney in New York. Riesman agreed to undergo psychoanalysis with Fromm to please his mother, who was in analysis with the famous psychoanalyst Karen Horney. Horney and Fromm had been collaborators during the 1930s in the development of what has been called neo-Freudianism. McLaughlin: a. The analysis continued for some years, however, and was the beginning of a longstanding intellectual relationship and friendship. Riesman and Fromm, moreover, shared a passionate concern with American foreign policy, particularly the nuclear arms race. Riesman outlined a provocative sociological analysis of conformity in contemporary American society that created a surprise academic best-seller and helped jump-start a rich and provocative tradition of mid-century social criticism. Fromm himself, however, was tone deaf to the nuances and dynamics of the American middle class and overgeneralized as was typical of the German critical theorists. Society is held together by belief systems based on religion, magic and tradition. The tradition directed character has, for Riesman, all but disappeared in modern American society, except in pockets of black, French Canadian, Southern, rural and immigrant cultures. For Riesman, as for Fromm, modern capitalism produces a new psychology. Coercion and communal pressures of shame ensure conformity in traditional societies. Internalized guilt keeps the inner direction character in line with social expectations. But his insights hit a deep popular cord in the 1950s and still retain relevance today. Modern American society does not live with the leisure and abundance assumed by Riesman and many other social critics from the 1930s. And *The Lonely Crowd* does not deal with gender, race or cultural diversity in ways adequate for contemporary sensibility. Riesman was surely on to something when he pointed to the undermining of traditional sources of socialization by youth peer-culture and mass media. New age culture, armies of business consultants dealing with team work and getting along and schools that seem to focus excessively on niceness and psychological adjustment do exist alongside the highly competitive, achievement oriented and cut-throat culture of modern America. Jackall; Brint: In the preface to the second edition of *The*

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Lonely Crowd, Riesman writes, our effort in *The Lonely Crowd* was to deal with an historical problem that was broader than genietality, though narrower than fate. Thus, we ourselves were in the tradition of the neo-Freudians, particularly Erich Fromm, with whom I had studied. Like the anthropologists, the psychoanalysts had been insistent on the importance of previously neglected or underprivileged data: The issues here are complex. Far too much psychoanalytic social science is overly speculative and lacks empirical evidence. Contemporary scholars are increasing understanding that emotions are central to social movements, to consumer behaviour, to workplace relations and to education Jasper Yet the case of Riesman is an even more interesting example of the transformation of European theory into a research agenda. While both Fromm and Adorno adapted their theories to American empirical methods, the research agenda for both thinkers was grafted onto an intellectual orientation largely shaped by European realities and ways of thinking about the world. Riesman, on the other hand, was uniquely positioned to absorb European critical theory from Fromm and other immigrant intellectuals and draw on American research methods and sensibilities. Wright Mills for his *White Collar* The portraits are long and involved, and one is not left with many insights into American social character that one can not get from the shorter and more readable *The Lonely Crowd*. *Faces in the Crowd* remains largely unread today, perhaps justifiably so. *Faces in the Crowd*, however, remains a remarkable piece of work. Riesman was trying to combine the critical theory of Fromm and European social theory with the style of American social criticism represented by Veblan and Mills while retaining a commitment to academic research and evidence. Adorno and Fromm both produced research that could have been improved with the integration of more qualitative and historical modes of inquiry Alford Post-modern thought and the reemergence of grand theories in the form of Habermas, Giddens and the like, threaten to sever the linkages between theory and research, abstractions and concrete social investigations. Contemporary ethnographers and cultural sociologists will go well beyond Riesman in methodological sophistication, but they could still profit from his earlier attempts to combine European sociological theory with close observation, cultural analysis and a light, modest touch. Like Daniel Bell and C. Wright Mills, Riesman largely taught undergraduates and was not intensely involved in the training of young research oriented sociologists. Riesman had an enormous influence, of course, on scholars he once taught at the University of Chicago and Harvard as well as through his remarkably energetic mentoring activities and letter writing. Sociological reputations are made in mainstream journals, conferences and through the links between graduate training and tenure track jobs. Insightful essays, inspired undergraduate teaching and public visibility as a sociologist count for only so much in the context of modern professionalized academic disciplines. Sociology needs intellectuals like Riesman, but it has a difficult time reproducing them for good sociological reasons. In our case study on critical theory meeting America, Fromm and the Frankfurt School represent the need for subversive intellectuals who challenge the core assumptions and legitimating myths of modern society and culture. The post-colonial, queer, feminist and critical theorists whom Lemert and Seidman valorize can bring much into sociology as a discipline Lemert ; Seidman Such contemporary thinkers who follow in the Riesman tradition such as Robert Bellah and Alan Wolfe, however, can help ensure that critical theories meet America in a productive way. Wolfe is right to insist that we must always ask whether our theoretical ideas have some relation to social reality, but we must also guard against theoretical complacency and loss of imagination Wolfe There is a sociological dynamic to all this. The reputations of both Fromm and Riesman declined in American sociology from the late s till today partly because they were never centrally engaged in academic sociological research and their work ran against the political grain of the radical sociology that emerged in the s. But Riesman, more than Fromm, was able to place himself in a unique sociological position that holds lessons for those of us today who would like to see a renewal of a public sociology. While Fromm largely reached his audiences through books and increasingly withdrew from the academic peer-review process, Riesman collaborated with younger sociologists and historians engaged in cutting edge academic research as well as writing his own books and essays of social criticism. Fromm maintained his closest relationships with other similar social critics who wrote about society from the

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margins, such thinkers as Paulo Friere, Ivan Ilich and Lewis Mumford. Riesman, in contrast, was close to numerous such social critics with very different politics as Eric Erickson, Lionel Trilling, Margaret Mead and Fromm himself as well as being linked to more traditional academic historians and social scientists. Finding the right balance between civility and subversion and realism and utopian vision involves organizational and network dimensions, as well as good judgement.

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Chapter 7 : Women in the Modern World: Their Education and Their Dilemmas - Mirra Komarovsky - Google

The narrative depicts Muhammad ben Salman as a modernist conducting social engineering in a conservative society. I argued against such a defunct model and proposed another paradigm based on the mechanism behind consolidating the throne domestically and seeking international recognition.

History[edit] In early , toward the end of the Eisenhower Republican administration, some American intellectuals, mostly academics or social service professionals, alarmed by the growing danger of nuclear war , began meeting to seek a solution and promote nuclear disarmament. It had become evident that America had no monopoly on nuclear bombs. Academy-based intellectuals had had little contact with policy makers and military officials in the Eisenhower years, and anyone proposing nuclear disarmament to that point had been accused of being Soviet agents or dupes. Disarmament was of course actively discussed in pacifist circles, such as the American Friends Service Committee. The meeting did not endorse such a step. However, Meacham and his most active regional AFSC Peace Education Secretaries, especially Robert Gilmore of New York City and Russell Johnson of Cambridge, Massachusetts , realized that even by gathering a few dozen prominent academics and writers, and bringing into the group leading non-communist pacifist thinkers like Rev. Muste, they were moving the discussion of nuclear disarmament farther into the national mainstream than it had ever been. Bear Mountain Meeting[edit] The outcome of the Bear Mountain meeting was that a few conferees committed to produce a publication which would work to expand the discussion circle about defense policy. The group took the name Committee of Correspondence as a reference to a similar effort in the s, before the American Revolution. The publication was called The Committee of Correspondence Newsletter, and it was published monthly, and later bimonthly and finally quarterly, from January through Autumn , and carried articles, letters and responses from a growing circle of academics, journalists and young activists whose names would be better known in later decades. But after two issues Glazer pleaded lack of time, and Roger Hagan in Cambridge agreed to take over. Hagan edited the publication from April until the end of , and wrote many articles for it as well as for other publications. After Hagan left The Correspondent at the end of to work for a broadcasting company in Seattle, The Correspondent was edited by former assistant editor Nancy R. Funding[edit] While the readers of the newsletter contributed money to pay its expenses, it became necessary to seek more funds. Fromm made contributions to help cover expenses, and two other donors were found who gave more, one a friend of Martin Peretz , then an instructor on the Harvard political science faculty, subsequently publisher of The New Republic. Hagan, Peretz, Robert Paul Wolff, Gabriel and Joyce Kolko, Michael Walzer, Michael Maccoby, Chester Hartman and later Todd Gitlin, were all members of a political discussion group in the Harvard - Brandeis neighborhood which met and argued fitfully in those years, coalesced at times to aid a campaign such as that of Prof. Stuart Hughes in his run for Senate, and fell apart again, morphing later into a wing of the Students for a Democratic Society SDS with a new crop of recruits. The other angel was Stimson Bullitt of Seattle. The Seattle connection came about because David Riesman had agreed, contrary to his general rule, to write an introduction for a book edited by a friend at Doubleday, Adam Yarmolinsky, because he found it unique and charming, although he had never met the author. This happenstance would not only lead to a new lease on life for The Correspondent but would ultimately provide Hagan with the opportunity to move into television documentary production. While this satisfied his ambitions at the time, he would later look back on The Correspondent and its small but influential readership, as described below, as his peak opportunity to positively affect American life. Editorial Board[edit] The editorial board of The Committee of Correspondence Newsletter - The Correspondent shifted gradually over five years of its life but always included as active participants sociologist David Riesman, psychoanalyst Erich Fromm , and Rev. Fromm was a neo-Freudian psychoanalyst based in New York City and Mexico who occupied an ideological position few Americans yet understood, a non-communist Marxist. Content[edit] As to content, all the emergent issues of defense, foreign policy, and even domestic issues of civil rights, civil

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liberties and economic change were dealt with. The pacifist tone of the earliest meetings was soon submerged in the realpolitik of contemporary liberalism. But the thrust remained strongly favoring initiatives toward disarmament and defusing the hot issue bombs that were scattered in the fields of foreign policy and domestic policy. The period covered the last gasp of Republican foreign policy i. John Foster Dulles , the entire Kennedy presidency with its Central Intelligence Agency invasion of Cuba , its Berlin crisis, its battles over a test ban treaty with Russia, the resumption of atmospheric testing of nuclear bombs, the Cuban Missile Crisis and showdown with Khrushchev, the Kennedy assassination and the beginning of the Lyndon Johnson presidency, and the growing involvement in Vietnam, as well as the civil rights battles leading to the Civil Rights Act of In the period after , many critics and friends of the Newsletter and of Committee members went to Washington D. Peak circulation of The Correspondent was about five thousand subscribers, but these were sufficiently effective in national affairs that LIFE magazine, still a Henry Luce product, roused itself to editorialize against it. Nonetheless, the Committee of Correspondence managed never to be attacked as a pro-Soviet group. Its writers and board of editors were too prominent and recognized for such a charge to be credible.

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Chapter 8 : 5 Examples of Ethical Dilemmas Nurses Face and Solutions

David Riesman (September 22, - May 10,) was a sociologist, educator, and best-selling commentator on American society. Career Born to a wealthy German Jewish family, he attended Harvard College, where he graduated in with a degree in biochemistry.

The main problem is that there is so much to say about this book that it is hard to not go on forever. The key ideas here are that there are three main types of people in the world today: The traditional type is someone who could have been born at any time over the last , years or so. They are expected to live lives that will not be too much different from the lives lived by their parents. As such they are expected to model or imitate the behaviours they witness in those around them as they grow. Their ranking in society will be fairly commensurate with their age and experience. Elders, therefore, are important in this kind of society. The inner directed person is the stereotype we have of the nineteenth century man of progress. The inner directed person knows he has the power in his hands to change the world. The third type is the other directed person. This can just as easily be a she in ways it is harder to think of the other two types as being female. Unlike the inner directed person, who is focused on truth and progress, she is not as certain what progress means. She is much more interested in relationships with those around her. Particularly illuminating in developing this division is the comparison between inner and outer directed people shown in the kinds of stories they choose to tell their children. The inner directed person tells their children fables and fairytales like Little Red Riding Hood. Fitting in is all important to other directeds. This need to fit in has consequences for how modern people go about their lives. In politics, for example, those who are inner directed believe they can change the world and even believe they can be President “ modern people are not so confident that we can really change things and also prefer not to stand out quite as much. Life is more about being marginally different from those around you - the world is changing so fast that it is hard to be provided with a moral compass, but encouraging kids to be not too different from those around them seems a fairly safe strategy. The discussion on work “ essentially predicting the movement that occurred in the s in Australia with the massive loss of industrial jobs and the shift toward service industry jobs - is one of the many remarkably visionary almost clairvoyant predictions this book makes. There are amusing paragraphs where the author wonders if television will ever catch on or talks about a radio show called Candid Microphone yes, the forerunner of Candid Camera “ but these just add to the surprise that such conclusions could be made at the time, in the late s. If I have concerns with this book they are mainly to do with the fact that the author reached much the same conclusion Galbraith reached in *The New Industrial State* and that conclusion did not end up being a reflection of how Capitalism was to prove to develop. If there is one thing the Global Financial Crisis has proven it is that those at the top of the heap are more than happy to bleed the rest of society white. The prediction that work and play would become increasingly difficult to differentiate was fascinating and one of a string of predictions that are more true today than could they ever have been in This book must have suffered lots of criticism when it came out, or shortly after, as it is based on a linking of social population types and a theory of population growth and decline which at the time must have seemed to be being contradicted by events read, the post-war baby boom. However, the population S curve discussed in the early chapters of this book and used throughout seems much more relevant today, just as so many of the conclusions drawn apply to a much broader section of society today than was expected when this book was written. This book poses some very troubling issues for democracies “ problems that are still with us and that have not gotten any easier to solve.

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Chapter 9 : What Causes Gender Inequality? -- Robert Max Jackson

Even in a country as wealthy and developed as the US, women still experience major inequality in the workforce: By some estimates, women earn only \$ for every \$1 earned by men. Globally, the gender gap is even wider: women earn only one tenth of the world's income despite working two thirds of the total work hours.

As a writing seminar, most student work during the semester was in the form of writing assignments. Mineralogy has a reputation for being a "weed out" course, and not very many students look forward to taking this class. Student Motivation Field Trip Anxiety part of Dilemmas A few years into teaching my physical geology course, I made a bold move and added an all-day, mandatory field trip to the course. With students in the course, orchestrating this field trip was neither an easy nor inexpensive task. I used the field trip as a major milestone of the course, talking it up for weeks beforehand, and structuring the lectures, labs and homework assignments to lead up to the Big Day. I am usually a pretty enthusiastic teacher, and my own excitement for the upcoming field trip was enough to make most of the students roll their eyes. Student Attitudes Trilobites Live! As I was setting up class the other day, a student, Eric, nervously approached me and asked a question that caught me off-guard. I smiled, thinking he was making a joke. After all, we were several weeks into a second-semester geology course and this was the first time he had expressed these ideas. His face turned stoic and serious, but before I could gather myself and formulate an answer, he continued, "You throw around these huge numbers for the age of the earth, the age of the rocks and the age of the fossils. But how do you know? In a church group, we learned that humans and all other life were created at the same time, only a few thousand years ago. Evolution Transforming Attitudes and Killing Interest in Introductory Geology Classes for Majors part of Dilemmas Students enter Physical Geology with great interest in geology regardless of declared major or academic rank. Teamwork is an primary learning objective of the course. What do you do? Do you require a group activity under any circumstance? Do you try to get the person to buy-in on collaborative work? Or, do we find an equitable alternative? We use direct mailings with recruitment posters and presentations, advertisement at national meetings with minimal success. We can not seem to be able to place this paid opportunity on their "radar-screen. The content is outlined in a popular chapter introductory text. Licensing for teachers specifies a certain block of content to be covered, which is about 12 of the 16 chapters. The professor gave two high-stakes counted for grade quizzes to prepare students for their first test, over four chapters, which is an essay exam. Quiz grades were low, so the teacher chastised the class about being unmotivated and urged them to study more. Student Attitudes Empathy part of Dilemmas Students in a small upper level class discussing global warming students argue that anything we do to "save" the environment is worth any cost and ultimately benefits everyone equally. We explain that a person in another country might be willing to accept a degraded environment in exchange for economic improvement. Students are willing to accept that as an intellectual argument but it becomes clear in subsequent discussions that they did not change their arguments to accommodate this idea. This student challenges the conclusions made by the vocal majority of scientists that global warming is caused by human activity.