“Women hold up half the sky,” reads an old Chinese saying. Indeed, women have traditionally been the world’s farmers, childbearers and caretakers of young and old — the backbone of families and societies. Despite their vast contributions to humanity, women continue to suffer from gender discrimination in much of the world. Being born female in most of the developing world means a lifetime as a second-class citizen, denied most of the opportunities available to males in the areas of health, education, employment and legal rights. This second-class citizenship is detrimental first and foremost to the well-being of women themselves; however, it is also a major contributor to sustained rapid rates of population growth in the world.

The delegates at the 1994 United Nations International Conference on Population and Development (ICPD) concluded that “eliminating social, cultural, political and economic discrimination against women is a prerequisite of... achieving balance between population and available resources and sustainable patterns of consumption and production.” Why does improving the status of women have an impact on population growth and environmental degradation? As we shall see, many of the social, cultural and economic conditions which keep women dependent on men are the same conditions which encourage high fertility.

If parents have limited resources to invest on their children, and they know that there is little opportunity for their daughter in the paid work force, they will not make her health or education a priority. As this girl grows up, the only source of security for her will be to marry and have children at an early age. When women lack the skills or opportunity to earn wages to support themselves, they will be economically dependent on their husbands. As they grow older, if they have no savings and the government does not provide any form of social security, they must depend on their male children to take care of them.

On the other hand, breaking down the barriers which deny women access to health and family planning services, education, employ-

ment, land and credit both increase women’s autonomy and encourage lower fertility rates. Across continents, when women have more control over their lives, when they are less dependent on children and their role as a mother for support and security, they choose to have smaller families and to start them later. Throughout this reading we shall see how discrimination against women in health services and nutrition, education and work all lead to higher fertility and population growth, and how equal access to these resources encourages lower fertility and better conservation of resources.

**Vital Statistics for the Planet**

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**Healthy Bodies, Healthy Lives**

**Nutrition**

The need for women to have male sons to provide for them in their old age, combined with high infant mortality rates, creates a strong driving force for women to have many children, in hopes that they will have at least one or two boys who will live to maturity. This preference for sons disadvantages girl children from a very
early age. Frequently they are not fed as well as their brothers, and they receive less medical attention. A study in Bangladesh showed that even under five years old, boys received 16 percent more food than girls. In India, girls are more likely to suffer acute malnutrition but forty times less likely to be taken to a doctor. 

Young Motherhood

Marriage and first childbirth at a young age is both detrimental to women and a cause of population growth. Demographically, young marriage and early childbirth lead to higher fertility, but they also can have serious consequences for both a young woman’s health and her options in life. Nonetheless, in Africa, 50 percent of women are married by age 18. Forty percent of women in southern Asia and 30 percent of women in Latin America are also married by their eighteenth birthday. Compared to 10 percent in developed regions, 40 percent of women in developing regions have given birth before the age of 20. Pregnancy and childbirth are much more dangerous for girls who have not yet fully developed, especially if their growth is stunted from malnutrition.

Teen mothers are more likely to be anemic, less likely to seek prenatal care, more likely to have complicated labor, and more likely to have a premature and low birth weight infant. Mothers aged 15 to 19 are twice as likely to die in childbirth as mothers who are between the ages of 20 and 25, and the children of these younger women are also twice as likely to die. Early pregnancy affects other aspects of young women’s lives as well. It is the leading cause of women dropping out of school in Africa and Latin America. It hurts the chances women have to improve their lives, health, educational attainment, employment and decision making power in their families and communities.

Maternal mortality, or death due to childbirth or pregnancy-related causes, is the leading cause of death among women of reproductive age in developing countries. Worldwide, it claims the lives of half a million women each year, but the vast majority of these births occur in the developing world. The average number of maternal deaths per 100,000 births in the fifty countries that make up Sub-Saharan Africa is 980, compared to only eight in the United States and four in Canada. Many maternal mortalities could be prevented easily and cheaply. It is estimated that about half could be avoided by preventing unwanted pregnancies.
An **unwanted pregnancy** can be a pregnancy that a woman does not want at all because she desires no more children, or a pregnancy that comes at the wrong time — closely following another pregnancy or when the mother is very young or very old. Limiting a woman's total number of pregnancies, and increasing the space between pregnancies through use of family planning reduces a woman's risk of **hemorrhaging** (excessive bleeding) when she gives birth.14 Responsible for one quarter of all maternal deaths, hemorrhage is the most common cause of maternal mortality. Another 13 percent of maternal deaths results from unsafe abortions of unwanted pregnancies.15 Prevent unwanted and mistimed pregnancies, and you prevent most of the 228,000 maternal deaths due to hemorrhage and unsafe abortion each year.

According to Nafis Sadik, Executive Director of the United Nations Fund for Population Activities (UNFPA), family planning represents “the freedom from which flow all other freedoms.”16 Access to family planning information and services not only allows couples to plan the number and timing of their children, but it reduces infant mortality and improves the health of both women and children by allowing a woman to conceive at only the times when she is healthiest and ready to have a child.

About 55 percent of couples worldwide use some method of **family planning**, a five-fold increase since the 1960’s.17 Total **fertility rates** have dropped from between five and seven children per woman to around three or four children. However, 350 million couples still lack access to a full range of contraceptive options and services. An estimated 120 million more women would use **contraception** if information and services were available to them.18

Access to barrier methods of contraception such as condoms is important not only for preventing unwanted pregnancies, but also in preventing the spread of sexually transmitted diseases such as AIDS. In 1994, women represented about 40 percent of all AIDS cases worldwide. However, women are contracting the virus at a faster rate than men, and by the year 2000, women are expected to comprise half of all the AIDS cases.19

**Education Opens Doors**

Discrimination against girls in education is another condition that hurts women and leads to population growth. Although advances have been made over the past decades, enrollment of girls in primary and secondary schools is still far below that of boys in many countries. Presently, 65 percent of girls and 78 percent of boys are enrolled in primary school in developing countries. Thirty-seven percent of girls and 48 percent of boys are enrolled in secondary school.20 Educating girls is one of the most effective ways of giving them a degree of self-sufficiency, providing them with the skills to obtain a good job and enhancing their decision-making power in their families and communities.

Because it increases women’s self-sufficiency, education decreases their dependency on having many children for security and status. The years of education a woman has is one of the best predictors of how many children she will have and how healthy they will be. Repeatedly, studies have shown that educated women marry later, want fewer children, are more likely to use effective methods of contraception, and have greater means to improve their economic livelihood.21

In Africa, where **illiteracy** among adult women is still around 50 percent, the average number of births per woman is over five. In Latin America and the Caribbean and eastern and south-eastern Asia, where illiteracy rates for women have fallen to around twenty percent, the number of births per woman is under four.22

**Women’s Work**

Women are disadvantaged in all forms of work. They are responsible for a larger share of unpaid work, and they are discriminated against in both informal and formal sector employment. Women frequently work more hours per week than men. In Indonesia, women work 78 hours per week while men work 61, and in Uganda women work 50 hours a week to men’s 23 hours, more than twice as much.23 However, globally women only make up 35 percent of the paid labor force.24

Women who are denied employment opportunities that give them status and eco-
Women: The Critical Link

Women’s Literacy and Population Growth

There is a close connection between education and fertility: the more education women have, the more likely they are to have small families.


Women: The Critical Link

Women have no choice other than to marry and begin having children at an early age. On the other hand, when women have equal access to paid employment, they tend to have smaller families and start them later. This trend opens up new opportunities for women and slows population growth and environmental degradation.

Invisible Work

Women are responsible for performing the vast majority of unpaid household work. In the developing world, this work includes childcare, collecting water and gathering fuelwood for cooking and heating, and for growing, processing and cooking the food for the family. Women grow 60 to 80 percent of the food grown in Africa. This work ties women to the land, and they are frequently the ones most affected by environmental degradation. Desertification and resource depletion increase the amount of time women must spend collecting firewood and water.

When wood is scarce, women must burn cow manure as fuel instead of saving it for use as fertilizer for their crops. According to a U.N. Population Fund report, every ton of fertilizer burned can cost as much as 110 pounds of grain lost from the next harvest. Ironically, environmental degradation and pollution give women incentives to have more children to help them farm and collect wood and water. Higher fertility increases the rate of population growth, which is often one of the leading causes of the resource scarcity to begin with.

Another form of women’s work includes work in the informal economy. This sector of the economy is comprised of people providing goods and services, usually out of their homes. In several countries, women represent over 40 percent of people active in the informal sector, and in Honduras, Jamaica and Zambia, they make up a large majority. Where women comprise a larger percentage of the informal labor force than men, it is because of lack of opportunities or other obstacles to wage employment.

Women frequently face obstacles to success in the informal sector as well. They usually lack access to credit — small loans which they can use to start up small businesses to generate more income for their families. Studies have shown that when given access to low-interest credit, women repay their loans and increase their income and assets, which they use to improve the education, health, and nutrition of their families.

Visible Work

Women who work in the formal sector marry an average 2.4 years later than women
who do not. And when a woman must leave her job and sacrifice possible earnings in order to deliver or care for a young child, women's paid employment discourages couples from having large families. However, several barriers still block women's equal opportunity in the paid work force such as the inability to get maternity leave or affordable child care. Furthermore, even where women comprise a sizable percent of the paid labor force, they usually hold jobs of lower status and make lower wages than men.

The average women's wage is less than 60 percent of the average man's wage. Throughout much of the world, women's paid labor is concentrated in "pink collar" professions, including teaching, cleaning, nursing, waiting tables and working in textile mills. Despite gains in both women's participation in the paid labor force and advancements within it, women still hold only 14 percent of all managerial and administrative jobs, and they make up less than 5 percent of the world's heads of state, major corporations and international organizations.

Giving women equal access to nutrition, health services, education, land, employment and credit is a critical step in promoting their human rights. Women who have been well nourished, well educated and who have access to a wage-earning job have a choice about what to do with their lives. They do not have to be dependent on a husband or have male children for their security. As women become more equal partners in their marriages, family size declines. When skills and opportunities are combined with access to reproductive health and family planning services, women and their partners are able to have only the number of children they wish to have when they wish to have them, fertility rates fall and population growth and resource depletion slows.

**Endnotes**

5. Ibid.
14. Ibid.
18. Ibid.
Concept:
The status of women in regions throughout the world influences fertility rates and therefore the rate of population growth.

Objectives:
Students will be able to:
• Analyze and describe the status of women in a sub-Saharan African nation using examples from the student reading.
• Express their values as they respond to the reading.
• Simulate the size and make-up of their own families using statistical probability and cultural and personal preferences.
• Research the status of women in different countries.
• Present research findings to the class.

Subjects:
Social studies, family life, language arts

Skills:
Cooperation, observation, public speaking, research, calculating averages and probability, critical thinking, analyzing data

Methods:
After reading and discussing a passage based on a typical woman’s life in sub-Saharan Africa, students will simulate planning a family as a North American couple and a couple from a developing nation. Students then work in cooperative learning groups to create a brief oral report on the status of women in different countries based on individual research.

Materials:
2 Copies of Student Reading
One penny for each member of the class

Introduction:
In every country and culture, women play vital roles in society, but often the only role that they are recognized for is their reproductive one. Women around the world have made great progress in improving their lives and the lives of their families, but they still face many inequities in political representation, economic well-being, health and human rights. These inequities do not only affect individuals but entire societies, as there is an increasing amount of evidence that improving the status of women is key to improving the health and well-being of families and stabilizing fertility rates around the world. In this activity, students explore the complex relationship between women’s status, development and fertility.

Procedure:
Part 1: Fatima's Story
1. Give each student a copy of the student reading Fatima's Story and a copy of the Student Worksheet. Explain to the students that Fatima's Story is the story of a woman who lives in sub-Saharan Africa but her situation is typical to that of women in many countries in Africa, Asia and Latin America.
2. After the students have had a chance to read Fatima's Story, divide the class into small groups of four to six students and have them answer the discussion questions on the worksheet as a group.
3. Once the students have had a chance to discuss and answer the questions, go over the answers as a class. Be sure to save time to discuss the final question “What would you do if you were Fatima?”

Alternative: Have each group do a role-play of what Fatima and Jalal Din might do in this situation. The main characters would be Fatima, Jalal Din, and Jalal Din’s mother; other students could play the roles of Zarin or Aziz, the local teacher, the local family planning worker, a relative, a concerned neighbor, or the narrator.

Part 2: It’s a Toss-up!
Many students want to have a certain number of boys or girls when they have children, but what happens if they don’t get what they want right away? This exercise simulates the kinds of situations people face in planning their families.
1. Have each student take out a piece of paper and write down the number of children they would like to have, including the number of boys and the number of girls that they want.
2. Give each student a penny and explain that heads is a girl and tails is a boy. Ask the students to imagine that they are now part of a couple and want to start a family. Have them flip the coin to determine the sex of their first child. After recording on their sheets if the first child is a boy or a girl, the student must decide whether to flip again (have another child) or stop. Continue this process until all students feel their families are complete. Determine the average number of children per couple (remember you will have to double the number of people in the class as each student is assumed to have a mate).
3. Next, tell the students that you are going to repeat the exercise but this time they must imagine that they live in a culture similar to that of Fatima’s where having sons is very important. Ask each student to decide whether they want two, three, or four sons, and how many daughters they would like as well. Repeat the steps above. Tell the students to continue to flip the coin (have more children) until they have the number of sons and daughters they want, or until they feel they don’t want any more children. Determine the average number of children per couple as above and compare the two numbers.

Discussion Questions:
1. Were you able to “have” the number of children you originally said you wanted in the first scenario? In the second? How about the number of sons and the number of daughters you wanted? Why?
2. What factors, besides income, determine how many children people have?
A Woman’s Place

Student Activity 2B

Possible answers might include cultural and religious traditions and values, family traditions, career choices, lifestyle and use of family planning.

3. Why might a boy child or a girl child be preferred in a North American family? How might this preference vary from one culture to another?

Parents may feel that they could better “relate” to a boy or a girl based on their own experiences. There are also stereotypes that might determine preference, such as that “girls are better behaved than boys.” In many developing countries, parents depend on sons to help support them in their old age, while girls often marry early and live with their husbands’ families.

4. What difference does it make to a society’s population whether there is a tradition of large family sizes or a tradition of small families?

In a society where most people have many children, the population grows quickly and the society must provide more goods and services for more people.

5. How do your personal family-size decisions affect other people in the society? How do they affect the natural environment?

One person’s decisions may not seem very significant in a large society. However, each person’s decisions multiplied by everyone in the society add up to a lot. This is the same principle as voting in a national election. Think about what would happen if everyone made the same choice as you do.

Part 3: Researching a Women’s Place

1. Divide the class into groups of four students. You can assign students to groups ahead of time, or have students select their own groups.

2. Each group will be assigned one of the following countries to research (if the class has fewer than 36 students, eliminate countries from the list):

   - Pakistan
   - Brazil
   - Saudi Arabia
   - Australia
   - China
   - Nigeria
   - Poland
   - Jamaica
   - India

3. Each student will have a specific area to study related to the status of typical women in his or her group’s assigned country. Each student will research one of four categories:
   - **education of women** (includes literacy rate, average years of schooling)
   - **employment of women** (includes employment rate, types of employment, average wages, employment in the home)
   - **health of women** (includes life expectancy, vulnerability to disease, nutrition, fertility)
   - **legal and political status of women** (includes women’s rights, laws relating to women’s status, representation in government)

For instance, if a group is assigned to research Pakistan, each group member will focus on one of the above four categories related to women’s status in Pakistan. For each category, students should determine how women’s opportunities compare to those of men.

Reference materials such as world almanacs and encyclopedias may be helpful, but students should seek out any other resources in their school, local library, and on the world wide web that will provide them with some facts and figures. See the end of this book for ideas on further resources.

Allow two or three days for students to accumulate information on their particular categories. Then students should meet in their groups and share information on their findings. Together, group members will create a brief oral presentation on the status of women in their assigned country. The presentation may include visual aids, such as a poster or a skit, and may be presented by a group representative or all four group members.

4. After all groups have presented their findings, lead a discussion on the similarities and differences in the reports. In which countries is women’s status closest to that of men? In which countries do women have the lowest status? How is the fertility rate in each region related to the status of women? How is the status of women related to population growth? To environmental quality?
Fatima is a mother with five children — the son, Aziz, and four daughters.

Her husband, Jalal Din, is a reliable man and a good father. He and Fatima are farmers and they work hard together in the fields.

They all live together with Jalal Din’s mother, who is a widow. She is a good woman, but she is always critical and nags at Fatima. In fact, she talks from early morning until she goes to bed. “When are you going to light the fire? It is broad daylight already!” And, “Wives should obey their husbands.” Sometimes she criticizes Fatima for work not done, sometimes for spending too much money. And she always complains that Fatima has produced only one son and burdened her dear Jalal Din with one daughter after another!

Fatima has learned to live with her mother-in-law and to keep her mouth closed. In this way, she is a very dutiful wife and daughter-in-law. But she did do something in secret last month — well, it was a secret between her and Jalal Din — which they didn’t tell Jalal Din’s mother. Fatima started practicing family planning. The big reason she made this decision was that she wasn’t feeling very well. As you know, having 5 children in 9 years can make a woman feel unwell. She has a backache and she is tired most of the time. But she has so much work to do — finding firewood, carrying water, preparing food, washing the family’s clothes, working in the fields — when can she rest?

But there was another reason Fatima started using family planning. It was because of her eldest daughter, Zarin. She is the first child — and a lovely little girl, a joy to everyone. Zarin goes to school along with Aziz. Every afternoon she brings her exercise book home and proudly reads to her mother what she has written. She is so happy in school! But Fatima knows that if she has another baby, Zarin must leave school to care for the new baby while Fatima works in the fields. There is simply no other way all the work can be managed. In a way, Zarin knows this too — because she has seen this happen to her little friends. Almost all of them no longer go to school, but instead care for younger brothers and sisters.

Today there is a terrible scene in the house when the family gathers to eat. The old woman is wailing and pulling her hair. They family is alarmed and gather around her where she sits on the floor. Between sobs, she finally tells them. At the village well this morning, she talked with an old friend who told her someone had seen Fatima at the family planning clinic.

“You are very bad!” she shouts at Fatima. “And you will pay! You will pay for such wickedness. Now you will have no more sons. And who will care for you in your old age? Aziz is a good boy, but he is only one. A family needs many sons. Think of our name. Who will help Jalal Din in the fields? Who will take care of me, if God forbid, something happens to Jalal Din?”

Jalal Din sits next to his mother and comforts her. And he looks at Fatima as if he doesn’t know what to do. Zarin is also looking at Fatima. She knows what this is all about — at least she knows what it will mean to her. There are tears in her eyes.

Fatima really has a problem. What would you do if you were Fatima?
1. What are Fatima’s problems? What are her concerns?

2. What are some of the things that Fatima must do everyday for her family?

3. If Fatima was married when she was 16, about how old is she now? What if she was married at 23? (Remember, she has had 5 children in 9 years.)

4. What are the concerns of Fatima’s mother-in-law? Why is it important for her to have grandsons? Is she concerned about the effect on her granddaughters of another baby in the family? What does this say about how she values her granddaughters?

5. What are some reasons sons are more highly valued than daughters in Fatima’s culture?

6. How do Fatima and Jalal Din’s views differ from those of his mother? Is there a generation gap?

7. Why did Fatima and Jalal Din decide to start practicing family planning? Do you think it was a wise decision?

8. How might it benefit Fatima and her family if she has no more children?

9. How might it benefit Fatima and her family if she had another son?

10. What will happen to Zarin if her parents have more children? How might it affect her future?

11. What should Fatima do about her mother-in-law and her wish to have more grandsons? How could her husband help?

12. What would you do if you were Fatima?

Gender Quest

Student Activity 29

Concept:
The issue of gender equality is not restricted to the developing world. Even in North America, there are observable differences between men’s and women’s roles in society.

Objectives:
Students will be able to:
• Explore their own perception of gender roles.
• Conduct research and gather evidence on the status of women in North America.
• Analyze their research on gender and draw conclusions based on that research.
• Report their findings to the class.

Subjects:
Social studies, family life, language arts

Skills:
Cooperation, observation, analyzing data, research, public speaking

Methods:
Students participate in a short role play and written exercise on gender roles and then examine materials to illustrate views of men and women throughout American history.

Then students have a chance to examine their own culture by acting as anthropologists from the Planet Gen-Der. Students work in teams to gather and examine evidence on the status of women in North America using sources such as television, magazines, song lyrics and news stories, and report their finding to the rest of the class.

Materials:
Historical materials (see Part 2 for suggestions)
Student Worksheet

Introduction:
Sometimes it is hard to see our own culture in an objective light. Acting as anthropologists from a distant world, students will examine North American culture to determine the status of women in North America. A few warm-up activities help to get students thinking about gender roles in our society, past and present.

Part 1: Warm-Up Activities
1. Ask each student to demonstrate a stance or a posture which depicts how men and women are perceived in society. Have the male students demonstrate men, and the female students demonstrate women. (If it is a same sex group, have them demonstrate one sex and then the other). While the students are holding the stance, go around and ask the students why they chose that stance, and what the stance or posture reflects about society’s views of men and women.
   Note: Be sure to tell the students that the stance they choose does not have to reflect their personal views, but instead a view held by society as a whole.
2. Have students sit down and pull out a sheet of paper. Have the girls complete statement (a) and the boys complete statement (b). Tell the students not to put their names on the statements. After the students have had a chance to complete the statements, collect the statements and share some of them with the class.
   a) Because I am a woman,
      I must ____________________________
      If I were a man I could __________________
   b) Because I am a man,
      I must ____________________________
      If I were a woman I could __________________

Discussion Questions:
1. Do you agree with all the statements or disagree with some of them?
2. Did you have trouble filling out the statement? Why or why not?
3. Imagine your parents or grandparents when they were your age. Would they have filled out the statement differently? What has changed? What has stayed the same?
4. Imagine you are a teenager in a developing country. Would you have filled out your statement differently? Why or why not?


Part 2: A Visit from the Planet Gen-Der
1. Begin by asking the students where our perceptions of men and women come from. Answers might include: observing others, from our parents and grandparents, stories we hear, from books, magazines, television, movies, music, etc.
2. Bring in a variety of materials to show students views of men and women at various points of American history. Show students materials from a variety of time periods and in a variety of formats. Discuss with students whether these materials reflect the reality of women’s and men’s lives or whether they are idealizations or stereotypes of how men and women behave. Ask students how they feel about the materials when they view them from a modern perspective. Are some of the materials silly? Offensive? Strange? Surprising? How does the message change over the years?
   Some suggested sources for materials: passages from novels and historical records, old song lyrics, old print ads from magazines and newspapers (you can usually copy them from the library), old educational films (check your school district archive), old television advertisements (some libraries carry compilation tapes of old ads), taped reruns from old television shows (some cable channels run old shows), scenes from old movies, etc.
3. Divide the class into groups of four to six people and give each group a copy of the worksheet. Go over the worksheet with the students. Give each group two or three days to collect their data. After the data are collected, each group should examine the material and information gathered and write a report or prepare a presentation summarizing their findings.
Gender Quest

Student Worksheet

You will assume the role of an anthropologist from the Planet Gen-Der, located in a faraway galaxy. As on Earth, there are two genders on your planet. The two genders enjoy total equality with regard to status and responsibility. They have achieved equal levels of education, employment in all professions and governing positions, and both genders share the raising of children and domestic responsibilities equally.

Your team of anthropologists has been dispatched to North America on the planet Earth for intensive field study. Your assignment is to study gender issues and relations in North American culture and determine whether the genders share an equal place in society as they do on Gen-Der. You will appear as human so as to go undetected by earthlings. Remember clues are everywhere — keep a notebook to record your observations and look for subtle messages as well as obvious ones.

For your mission you will have to collect the following materials and make the following observations to determine whether the two genders on earth have achieved total equality as they have on your planet:

1. Each member of your group should find a popular song related to your research and write out the lyrics. If possible, bring in a tape of the song to share with your group.

2. Each member of your group should collect four or five advertisements from magazines or newspapers pertaining to your topic.

3. Each member of your group should bring in two or three relevant articles from magazines or newspapers.

4. Have each person cut out or photocopy a comic strip related to your topic.

5. If one of your group members has access to a VCR, have that person tape five or six relevant TV advertisements. If you can, tape two or three scenes from popular TV shows and movies as well. If you have access to them, you can also tape several music videos. If no one has access to a VCR, then have each member of your group summarize an advertisement and a scene from a television show or movie in writing to share with your group.

6. Each member of the group should write a description of a public advertisement from a sporting event, a billboard or an advertisement on the side of a bus.

7. As a group, record the daily routines and rituals of a typical human female and typical human male (you can use group members, friends or family members for your models.)

8. Observe the behavior of the earthlings around you for more clues. Sit in the lunch room, on the bus, or in another public place and observe the people around you.

After several days of collecting your data, sit down with your group and examine your collected materials and observations. What conclusions can you draw about the relative equality between the genders? As a group, draft a report of your team's findings on whether the two genders enjoy total equality in North America as they do on your planet. Present evidence to support your conclusions. After completing your report, prepare a short presentation to present your group's findings to the interplanetary commission (the rest of the class).