The image features a vertical blue line that divides the page. On the left side, there are several overlapping circles in various shades of blue. A horizontal blue line extends from the vertical line to the left edge. The word "Gender" is written in a bold, italicized black font above this horizontal line.

***Gender***



## Introduction

Gender is an element of life that exists for all of us, every day, shaping our lives dramatically, often in ways that are largely invisible to us. The roles of men and women in western society have changed rapidly over the last 150 years. Organized social movements for women's rights began with the suffragette and union movements and grew into the feminist movements of the 1960s. While many gains were made, women in Canada and all over the western world still do not have full equality with men in many areas of society. Gains made in Canada have gone largely to the wealthiest women, leaving many poor, First Nations, and immigrant women struggling, even though many insist that we have gender parity and there is no longer any need for a women's movement. Women in Canada still do twice as much unpaid domestic work as men and on average make 20 percent less money than men for the same work. Women in Canada experience much higher rates of sexual assault than men, as well as stalking, serious spousal assault, and spousal homicide. In Canada, women only hold 11 percent of the seats on corporate boards and 26 percent of the seats in the federal Parliament. Clearly, there is still much work to be done.

Women all over the world continue to struggle for their rights and their survival within a patriarchal social and economic structure. Women the world over are subjected to different laws and customs and have less access than men to all forms of services, including health, education, work, wages, and even food and water. While in the West women have won many gains in basic equality, many women in other countries are still struggling to gain even the most basic freedoms. Most economies in the world rely on an enormous amount of unpaid labour, done largely by women and children. Without fair pay for their work, most women are still entirely dependent on husbands or fathers to meet their day-to-day needs. This means that they cannot leave abusive situations and that, if anything happens to those men, women are left without any means of supporting themselves or their children.

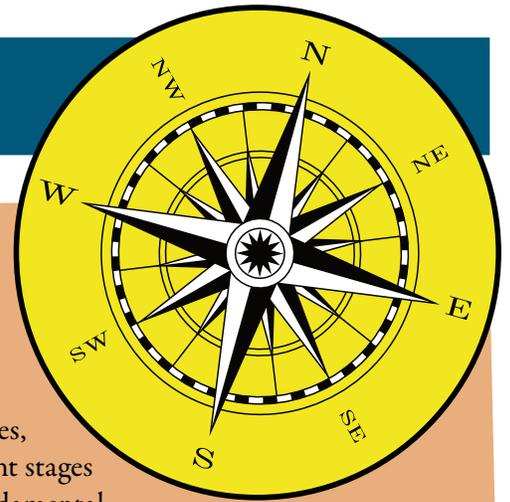
One of the most important issues for women all over the world is access to proper reproductive health care. Women's options are very limited and their health is at risk when they cannot control the number of children they have, as this often causes them to have more children than the family can care for. Reproductive health is a fundamental issue in equality, because women bear the brunt of child bearing and rearing. Without the ability to control the size and timing of their families, many other development goals for women (e.g., education, paid work, political representation) fall by the wayside. And without the money to support all of their children, many families end up prioritizing the well-being of boys over girls.

Gender roles also affect us in very personal ways. By ascribing a specific set of clothes, interests, strengths, weaknesses, behaviours, etc., to each gender, we limit what each person can do and be. By the time most of us are old enough to view advertising critically, we have often already seen enough to have absorbed an enormous amount of stereotypes and the insecurities and preconceptions that go along with them. The trend towards the hyper-sexualization of girls is a relatively new and growing market phenomenon that will very much affect the way today's children view themselves and each other as adults. Current ascribed gender roles are different

than they were for our parents and will be different again in the next generation, just as they will change the world over. These are not unarguable laws of nature, but rather a social construct that can be challenged and changed for the better. It is important to understand that these roles are limiting for boys and men as well as for girls and women. Many boys feel enormous pressure to give up creative pursuits or disengage from emotional relationships in order to maintain their gender identity and heterosexual status (regardless of their sexual orientation).

Finally, people who are transgender, gay, or lesbian are the farthest outside our culturally accepted ideas of what it is to be a man or woman. They incur the most wrath and, in the West, are among the last groups of people to have their rights acknowledged and enforced. Canada only decriminalized homosexuality in 1969 and legalized same-sex marriage in 2005. Today, the LGBTQ community still experiences higher rates of violence, depression, suicide, and poverty than the majority of Canadians. Many have trouble gaining access to rights that most Canadians take for granted, including being free from harassment, having access to their children, and having the same spousal rights (e.g., benefits, power of attorney, etc). While many of these rights are protected, they continue to be very difficult to enforce.

Gender is one of the fundamentally defining features for each of us as human beings; it affects virtually every aspect of our daily lives. It is no wonder that it is also a hugely complex personal, social, economic, and political issue and often a controversial one. However, it is an issue that deserves to be examined and challenged, both on a global scale but also at home in Canada and in each of our own personal lives.



## Exploring the Issues

To have a good grasp of the question and issues surrounding gender, it's important for students to understand that the foundational issues are the same for people everywhere. Countries, cultures, and even different groups within Canada are at different stages in terms of equality; but while there are local variations, the fundamental issues of equality are the same. Students should be able to see how the same issues play out at a personal, regional, national, and global scale. They should also think about the ways people other than women are affected by these same issues—specifically members of the Lesbian, gay, bisexual, transgender (or two spirit), and queer (LGBTQ) community.

---

### Education

---

Education is a fundamental human right that every child is entitled to. Equal education for boys and girls is an essential ingredient to an equal society. On an individual level, it allows girls to have access to and make better choices in all areas of their lives, with outcomes of better jobs, better wages, better health, etc., for themselves and their children. For society as a whole, it increases productivity and enhances our collective “human capital.” Higher education means smaller families and healthier children, less poverty, and less disease. Overall education has positive ripple effects in all areas of women’s lives. Education, especially for girls, has profound social and economic benefits for society as a whole.

In developing nations, getting girls in school and keeping them there is the challenge. Some of the issues include providing safe transportation to and from school, providing separate washroom facilities for girls and boys, avoiding gender stereotyping in the classroom, and providing free public education so parents aren’t forced to choose which child to educate.

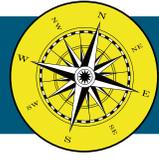
---

### Reproductive Rights

---

The issue of reproductive rights profoundly affects the lives of men, women, and children, but because this issue affects women most directly, these rights paramount to their ability to function as equals in a society. If women cannot control the number and timing of their children, it becomes exceedingly difficult for them to reach any of the other goals (i.e., education, political representation, employment, etc.). Smaller families mean more choices for women, more access to paid work, less domestic work, better health for mother and children, and higher education of mothers and children. This issue is equally pressing for women all over the world.

There are three major challenges facing women all over the world in controlling family size. The first is access to free birth control. Even in the developed world, this can be hard to come by, which means many women do not have access to birth control because they can’t afford it. An estimated 150 million women worldwide cannot get the birth control they desire. The second issue is social or cultural taboos against birth control, or the idea that it is not up to individual women to choose



when to have children. The decision is often based on religious beliefs or the idea that it is up to men, extended family, etc. The third issue is access to safe options for terminating unwanted pregnancies. Maternal mortality remains the leading cause of death for women of child-bearing age—an estimated 500,000 women die each year from pregnancy-related causes, with 78,000 deaths resulting from unsafe abortion.

---

### **Access to Work and Equal Pay**

---

Women all over the world work hard, doing approximately 66 percent of the world's work, and yet they receive only 10 percent of the world's income. In order to function equally in a society, women need access to work, but also work that pays well. Many women throughout the world work outside the home, and yet the amount of income they make is wildly different from the amount men make. There are several reasons for this. First, women make less than men for doing the same work—in Canada, 20 percent less on average. Secondly, those industries that are predominantly female (teaching, nursing, service, child care, etc.) are paid less on average than industries that are predominantly male. Third, women are much less likely to attain higher positions that pay better. This is called the “glass ceiling.” Around the world, women hold 20 percent of senior management positions. In Canada, they hold 28 percent. The country with the most women in senior management is Thailand at 45 percent. Finally, women around the world still do the vast majority of the child care and domestic work. This means that even when they work for pay, their work is much more likely to be marginal, part-time, contract, under the table, etc., with the result that women do not gain access to the sort of security that men do in the form of job protection, pensions, promotions, health plans, etc.

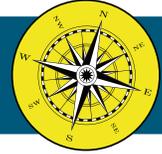
A lack of access to reliable, accessible, high-quality child care is a huge barrier to women's ability to participate equally in the workforce the world over. In Canada, it is estimated that there is one daycare spot for every two children who need it, and it is still relatively expensive outside of Quebec. Many countries have no daycare system in place at all, meaning women have to rely on friends and family if they are working outside the home. The unequal distribution of domestic work, called the “double shift,” is another problem for women. It means that women who work outside of the house still come home and do the vast majority of the work inside the house as well. All that work that is done at home, which certainly contributes to society and the economy, is done for free. Paid market value wages for a stay-at-home parent would equal approximately \$117,867 a year.

---

### **Political Representation**

---

Women work, women pay taxes, and women vote, and yet all too often they are not represented in political office. In order to be equal in society, it is necessary for everyone to have representation in the systems that govern us. This is true in every society and every system of government. Equality means women need to be represented at every level of governance. Around the world, women represent 18 percent of parliamentary seats; in Canada's federal Parliament, that number is 26 percent. The world leaders are Rwanda with 56.3 percent and Andorra with 53.6 percent. There are only 13 women in the



highest positions out of 189 governments. The LGBTQ community is even more poorly represented in politics. While demographic data is hard to come by, approximately 4 percent of Americans identify as LGBTQ openly, while the number of openly LGBTQ people in politics is much lower.

There are a lot of things that keep women from representation in the political sphere, and many are economic. Politics is expensive and women have less money. Having less education means women are prevented from running for office down the road. While very few countries do still legally prevent women from voting, women are still often underrepresented as voters due to social norms and attitudes. This means that women who do run may lose elections due to a lack of women voters. The countries that have been most successful at overcoming these barriers have been those that have enacted representational quotas. This means that a certain number of positions in each body of government are reserved for women.

---

### **Freedom from Gender-Based Violence**

---

While it may seem self-evident that freedom from violence (and the threat of violence) is necessary for full participation in society, it is important to recognize that gender-based violence is still a problem for women everywhere in the world. There is no country, race, age, or social class in which women are free from gender-based violence, and it limits our ability to function fully in society. Fear of harassment and assault—on the job, at school, in our homes, and in social spaces—limits women's abilities to move and work freely in the world.

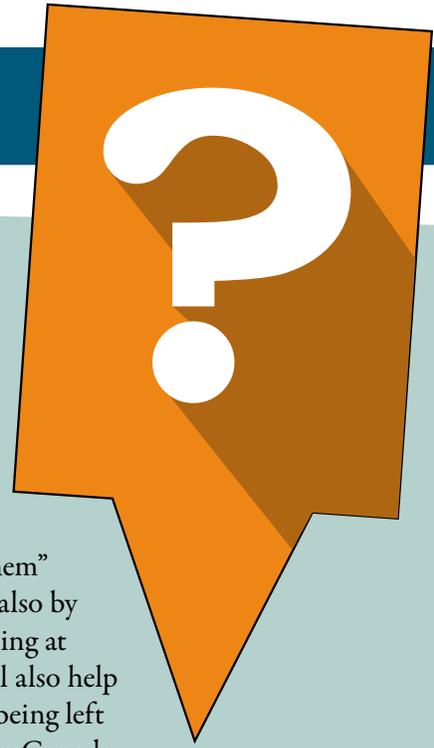
There are both social and economic issues that affect how gender-based violence is viewed and dealt with. Without the means to support themselves and their children, women are often unable to leave situations (at home, work, school) in which they are suffering abuse. In many countries, women are still legally considered the property of their husbands or fathers, and therefore any violence they experience by these men is not against the law. Programs that assist women and their children are often underfunded and many women are turned away. Our society's focus on the prevention of violence is geared towards women, encouraging girls and women to protect themselves rather than focusing on educating boys and men to prevent violence in the first place. Finally, many women do not report gender-based violence. In Canada, only 22 percent of domestic assaults and 10 percent of sexual assaults are ever reported.

---

### **Access to Services**

---

While the number and type of services vary widely by country and even region, women's access to services is generally worse than men's. Services can include such things as health care, education, legal protection, food/clean water, and housing. In order to have equality in society, everyone must be entitled to whatever benefits that particular society has to offer. If women don't hold equal status to men under the law with such basic rights as owning property, custody of children, protection from assault, divorce rights, etc., then they will never attain equality. If they have to spend all their time and resources meeting the basic needs of food, shelter, and clothing for themselves and their children, then they will never be able to be fully productive members of society. What resources each society has are different; however, distributing these resources unevenly furthers the inequality and is bad for everyone in the long run.

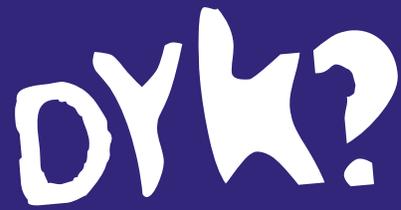


## Essential Questions

Inquiry questions related to gender issues may include the following:

Students should be thinking about gender as a universal issue, including how it affects them personally as well as how it affects other members of their community and nation and people around the world. Students should avoid the “us versus them” mentality by not only looking at how gender affects women but also by understanding the costs of an unequal society to everyone. Looking at how gender intersects with race, class, and sexual orientation will also help students understand who has made the largest gains and who is being left behind. It is important that students see the areas of inequality in Canada and their own lives, rather than focusing strictly on the status of women in other countries. All of the issues fundamental to gender can be tied together through a personal, local, national, and global narrative. Therefore, students should compare and contrast how questions apply in each area.

- What is feminism? What is sexism?
- What are homophobia and heterosexism?
- What are gender roles? How do they affect me?
- Do gender roles affect others differently (e.g., opposite sex, LGBTQ, people of colour, poor people)?
- What does equality mean? Does equal mean the same thing?
- How have gender roles changed? How have they stayed the same?
- Who challenged and made changes to society?
- What changes had the largest impact? Why?
- Do all women benefit equally from improvements?
- What are the main issues facing women today? In the past?
- What is the timeline of women’s rights?
- What are the main challenges to family planning?
- What steps could be taken to involve more women in the political process?
- How does society deal with gender-based violence?
- Why is it sometimes hard to enforce laws protecting equality?
- What social or legal steps would equalize women’s participation in work?

A purple rectangular box with the white text "DYK?" inside, tilted slightly to the right.

## Did You Know?

"While women account for more than half of university graduates in several OECD countries, they receive only 30 percent of tertiary degrees granted in science and engineering fields, and women account for only 25 percent to 35 percent of researchers in most OECD countries." (OECD, 2006)

---

"Women perform 66 percent of the world's work, but receive only 11 percent of the world's income, and own only 1 percent of the world's land." (UNICEF, 2007)

---

"Each day, men and women work about the same number of hours, but women do more unpaid work (housework, child care, meal preparation, eldercare, etc.) Women do about 4.2 hours a day doing unpaid work, while men do about 2.2 hours." (Abma, 2011)

---

For every 100 Canadian children, the number of licensed child care spaces available is 20. (CRRU, 2010)

---

"On average, 9 percent of people living in Canada are poor. However, some groups are much more likely to be poor than others:

- Aboriginal women (First Nations, Métis, Inuit)—36 percent
  - Visible minority women—35 percent
  - Women with disabilities—26 percent
  - Single parent mothers—21 percent (7 percent of single parent fathers are poor )
  - Single senior women—14 percent" (Canadian Women's Foundation, 2013)
- 

"Nearly two-thirds of the world's illiterate adults are women." (United Nations, 2015)

---

"Over 110 million of the world's children, two-thirds of them girls, are not in school." (Unesco, n.d.)

---

“About 75 percent of the refugees and internally displaced in the world are women who have lost their families and their homes.” (Musa and Domatob, 2012, p. 212)

---

“Pregnancy-related complications are a leading cause of death among girls aged 15–19 years in developing countries; unsafe abortion— provided by unskilled persons in unhygienic conditions— contributes substantially to these deaths.” (Dennis, 2007)

---

“Around the world, at least one woman in every three has been beaten, coerced into sex, or otherwise abused in her lifetime.” (Amnesty International, 2016)

---

“Girls are far more likely than boys to suffer sexual violence (8.7 percent boys; 25.3 percent girls globally).” (Hobbs, 2013, p. 458)

---

“On average, every six days a woman in Canada is killed by her intimate partner.” (Beattie and Cotter, 2010, p. 14)

---

“On any given day in Canada, more than 3,000 women (along with their 2,500 children) are living in an emergency shelter to escape domestic violence.” (Canadian Women’s Foundation, 2013)

---

“About 80 percent of sex trafficking victims in Canada are women and girls.” (Canadian Women’s Foundation, 2013)

---

“As of 2010, there were 582 known cases of missing or murdered Aboriginal women in Canada. Both Amnesty International and the United Nations have called upon the Canadian government to take action on this issue, without success.” (Canadian Women’s Foundation, 2013)

---

“Overall, the rate of self-reported violent victimization among Aboriginal women was almost three times higher than the rate of violent victimization reported by non-Aboriginal women.” (Brennan, 2011, p. 5)

---

"Women of aboriginal descent now make up more than 35 per cent of the female prison population."

– Howard Sapers, Correctional Investigator of Canada, 2015 (CBC News, May 27, 2015)

---

"Gays, lesbians and bisexuals are enjoying new legal protections, but are still experiencing discrimination at higher rates than heterosexuals." (Statistics Canada, 2011)

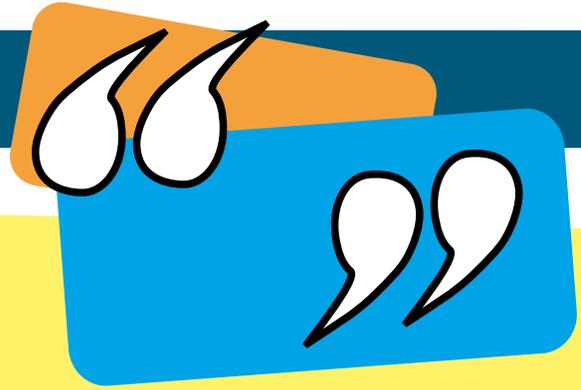
---

"A package of reforms to the Criminal Code was enacted in 1983, and for the first time since confederation marital rape was categorized as a criminal offence." (Koshan, 2010, p. 3)

---

"Half of all women in Canada have experienced at least one incident of physical or sexual violence since the age of 16." (Canadian Women's Foundation, 2015)

---



### Thought-Provoking Quotations

“Every single Goal is directly related to women’s rights, and societies where women are not afforded equal rights as men can never achieve development in a sustainable manner.”

– United Nations Millennium Project, 2002

“I myself have never been able to find out precisely what feminism is: I only know that people call me a feminist whenever I express sentiments that differentiate me from a doormat or a prostitute.”

– Rebecca West

“The thing women have yet to learn is nobody gives you power. You just take it.”

– Roseanne Barr (Feldt)

“Men are taught to apologize for their weaknesses, women for their strengths.”

– Lois Wyse (Young)

“I am working for the time when unqualified blacks, browns, and women join the unqualified men in running our government.”

– Sissy Farenthold (Partnow)

“I’ve yet to be on a campus where most women weren’t worrying about some aspect of combining marriage, children, and a career. I’ve yet to find one where many men were worrying about the same thing.”

– Gloria Steinem



“Gender equality is more than a goal in itself. It is a precondition for meeting the challenge of reducing poverty, promoting sustainable development and building good governance.”

– Kofi Annan (Misra)

“Sexual, racial, gender violence and other forms of discrimination and violence in a culture cannot be eliminated without changing culture.”

– Charlotte Bunch (Manvell)

“Justice demands integrity. It’s to have a moral universe—not only know what is right or wrong but to put things in perspective, weigh things. Justice is different from violence and retribution; it requires complex accounting.”

– bell hooks (Parker Hall)

“Men are allowed to have passion and commitment for their work ... a woman is allowed that feeling for a man, but not her work.”

– Barbra Streisand

“Whatever women do they must do twice as well as men to be thought half as good. Luckily, this is not difficult.”

– Charlotte Whitton (Finan et al.)

“I don’t understand all the nuances of the women’s movement. But I do understand that there are feminists who want to challenge the dominant paradigm, not only of patriarchy, but of where the original wealth came from and the relationship of that wealth to other peoples and the earth. That is the only way that that I think you can really get to the depth of the problem.”

– Winona LaDuke



“The emotional, sexual, and psychological stereotyping of females begins when the doctor says: ‘It’s a girl.’”

– Shirley Chisholm

“The world has never yet seen a truly great and virtuous nation because in the degradation of woman the very fountains of life are poisoned at their source.”

– Lucretia Mott

“I find it strange that practicing law in a comfortable well-heated office is considered too demanding an occupation for women, yet labouring from dawn’s first light in crowded, drafty, ill-lit sweatshops is not.”

– Shirley Tallman

“A nation is not defeated until the hearts of its women are on the ground. Then it is done, no matter how brave its warriors or how strong its weapons.”

– Cheyenne proverb

“Why is it that, as a culture, we are more comfortable seeing two men holding guns than holding hands?”

– Ernest Gaines (Rosenthal)

“No woman can call herself free who does not own and control her body. No woman can call herself free until she can choose consciously whether she will or will not be a mother.”

– Margaret Sanger



## Making a Difference

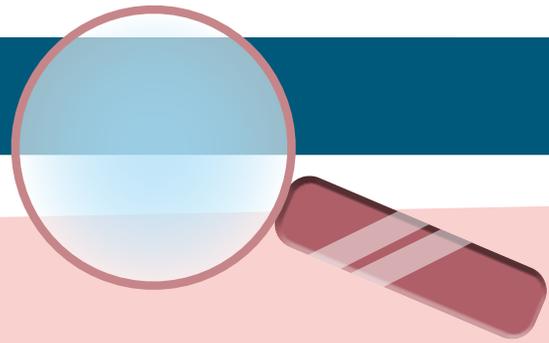
Name	How they make a difference
<b>1844, United States</b>	Sarah Bagley was one of the founders of the Lowell Female Labor Reform Association, which was one of the first organizations of working women in the U.S. It was formed to press for better working conditions for female workers in the Lowell Mills in Massachusetts.
<b>1860s, United States</b>	Susan B. Anthony and Elizabeth Cady Stanton were key spokespersons for the 19th-century women's suffrage movement. They helped to found the American Equal Rights Association in 1866, and in 1868, with Stanton as editor, became publishers of <i>Revolution</i> . Stanton and Anthony founded the National Woman Suffrage Association. American women won the vote in 1920.
<b>1867, United Kingdom</b>	Lydia Becker formed the National Society for Women's Suffrage, which was the first national group in the United Kingdom to campaign for women's right to vote, helping lay the foundations of the women's suffrage movement. Universal suffrage for all adults over 21 years of age was not achieved in the U.K. until 1928.
<b>1912, United States</b>	Elizabeth Gurley Flynn and the Industrial Workers of the World helped to organize the Lawrence Textile Strike, marking a turning point for the organization of unskilled women and immigrants into the labour movement. The strike won concessions for workers in the mill and made a profound impression on the public and the rest of the labour movement by dramatizing the living and working conditions of unorganized, foreign-born workers. Flynn went on to be a founding member of the American Civil Liberties Union and to be the first woman to hold the position of National Chairman of the Communist Party. She was also involved in the women's suffrage movement and the women's rights movement and was a strong supporter of birth control.
<b>1916, Canada</b>	Nellie McClung and the Famous Five created a successful petition to clarify the term "Persons" in Section 24 of the British North America Act of 1867, which was the section that was used to prevent women from being allowed to seek political office. Manitoba was the first province to grant women the right to vote in 1916 and the right was granted federally in 1919 (except in Quebec, which did not grant women full voting rights until 1940). It should be noted that Asian Canadians won the right to vote in 1948, the Dukkhabor in 1955, and Indigenous people in 1960. Therefore, in this context the term <i>women</i> means women of western European descent.
<b>1921, Canada</b>	Agnes Macphail was involved in numerous groups and various social issues, including the women's movement, penal reform, rural issues, and health. She was the first woman Member of Parliament (MP) in Canada. Macphail won a seat in the 1921 federal election and was re-elected in the 1925, 1926, and 1930 federal elections.



Name	How they make a difference
<b>1942, United States</b>	Margaret Sanger, a nurse from New York, set up the first birth control clinic in the United States and, the following year, was sent to the workhouse for “creating a public nuisance.” Her many arrests and prosecutions, and the resulting outcries, helped lead to changes in laws, giving doctors the right to give birth control advice (and, later, birth control devices) to patients. In 1942, after several organizational mergers and name changes, Planned Parenthood Federation came into being. In 1965, the U.S. Supreme Court removed one of the last serious barriers to family planning when it struck down state laws prohibiting the use of contraceptives by married couples.
<b>1963, United States</b>	Betty Friedan published <i>The Feminine Mystique</i> , objecting to the mainstream media image of women, stating that placing women at home limited their possibilities and was a waste of talent and potential. She wrote that the image of the perfect nuclear family that was commonly depicted and strongly marketed at the time did not reflect happiness and was rather degrading for women. This book is widely credited with having begun second-wave feminism.
<b>1966, United States</b>	The National Organization for Women is the largest feminist organization in the United States. It was founded in 1966 and has a membership of 500,000 contributing members. The organization consists of 550 chapters in all 50 U.S. states and the District of Columbia.
<b>1971, Canada</b>	The National Action Committee on the Status of Women (NAC) is a Canadian feminist activist organization. NAC was founded in 1971 as a pressure group to lobby for the implementation of the 167 recommendations made in the Royal Commission on the Status of Women in Canada’s 1970 report on matters such as day care, birth control, maternity leave, family law, education, and pensions. NAC eventually grew into the largest national feminist organization with a total of 700 groups claiming affiliation. Its mandate grew beyond the implementation of the Royal Commission’s recommendations to include issues such as poverty, racism, same-sex rights, and violence against women.
<b>1972, United States</b>	Gloria Steinem co-founded <i>Ms. Magazine</i> . An American feminist, journalist, and social and political activist who became nationally recognized as a leader of, and media spokeswoman for, the women’s liberation movement in the late 1960s and 1970s, she went on to co-found the Women’s Media Center, an organization that works to amplify the voices of women in the media through advocacy, media and leadership training, and the creation of original content.
<b>1987, India</b>	Vandana Shiva founded the Research Foundation for Science, Technology and Ecology. She is a leader and board member of the International Forum on Globalization. She plays a major role in the global ecofeminist movement. Shiva, currently based in Delhi, has authored more than 20 books and over 500 papers in leading scientific and technical journals, and is a prominent figure of the global solidarity movement known as the alter-globalization movement.



Name	How they make a difference
<b>1988, United States</b>	S. Bear Bergman was one of the founders of the first high school Gay Straight Alliances. Bergman is a transgender author, poet, playwright, and theatre artist who identifies as neither male nor female. Bergman has authored several books, including <i>Butch is a Noun</i> and, co-edited with Kate Bornstein.
<b>2001, Canada</b>	Judy Rebick, co-founder and publisher of rabble.ca, first gained national prominence as president of the National Action Committee on the Status of Women from 1990 to 1993. She was the co-host of a prime time debate show called <i>Face Off</i> on CBC Newsworld from 1994–1998 and then a women’s discussion show <i>Straight from the Hip</i> until 2000. She was a regular commentator on CBC TV’s <i>Sunday Report</i> and CBC Radio. She was, during that time, also a columnist with <i>Elm Street</i> magazine, <i>London Free Press</i> , and on CBC Online. In 2001, she helped launch rabble.ca.
<b>2004, United States</b>	Jessica Valenti founded the popular blog <i>feministing</i> and is the author or co-author of four books on women’s issues, including <i>Full Frontal Feminism</i> (2007) and <i>He’s a Stud, She’s a Slut</i> (2008). Her work has appeared in <i>Ms. Magazine</i> , <i>The Guardian</i> , <i>The Nation</i> , <i>The Washington Post</i> , TPMCafe, and Alternet. Valenti is a pioneer in bringing the feminist movement online and into the 21st century.
<b>2006, India</b>	Sampat Pal Devi founded the Gulabi (Pink) Gang as a response to widespread domestic abuse and other violence against women. Gulabis visit abusive husbands and beat them up with <i>laathis</i> (bamboo sticks) unless they stop abusing their wives. In 2008, they stormed an electricity office in Banda district and forced officials to turn back the power they had cut in order to extract bribes. They have also stopped child marriages and protested against dowries and female illiteracy. The group, which the Indian media portray positively, was reported to have 20,000 members as of 2008, as well as a chapter in Paris, France.
<b>2007, Canada</b>	Jessica Yee founded the Native Youth Sexual Health Network, a North America–wide organization working on issues of healthy sexuality, cultural competency, youth empowerment, reproductive justice, and sex positivity by and for Indigenous youth.



## Glossary

---

**Abortion on demand:** An abortion performed on a woman solely at her own request (she does not need the approval of anyone else, such as a doctor, a judge, a parent, etc.).

---

**Division of labour:** “An overall societal pattern where women are allotted one set of gender roles and men are allotted another set.” (USAID)

---

**Double burden:** “A term used to describe the situation of women who perform paid work outside the domestic sphere and perform homemaking and child care work inside the home.” (Rathnamvenpro)

---

**Glass ceiling:** “The unseen, yet unbreachable, barrier that keeps minorities and women from rising to the upper rungs of the corporate ladder, regardless of their qualifications or achievements.” (FGCC)

---

**Feminism:** Feminism is a collection of movements aimed at defining, establishing, and defending equal political, economic, and social rights and equal opportunities for women. Its concepts overlap with those of women’s rights.

---

**Gender:** “The economic, political, and cultural attributes and opportunities associated with being male or female. The social definitions of what it means to be male or female vary among cultures and change over time.” (USAID)

---

**Gender equity:** “Gender equity means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but considered equivalent in terms of rights, benefits, obligations, and opportunities (e.g., equal treatment before the law; equal access to social provisions and education; equal pay for work of the same value).” (USAID)

---

**Gender roles:** “Communities and societies create social norms of behaviour, values, and attitudes that are deemed appropriate for men and women and the relations between them. These roles are assigned by social criteria rather than biological criteria.” (USAID)

---

**Gender role stereotyping:** “The portrayal, in media or books or conversations, of socially assigned gender roles as ‘normal’ and ‘natural.’” (USAID)

---

**Heterosexism:** “A system of attitudes, bias, and discrimination in favour of opposite-sex sexuality and relationships. It can include the presumption that everyone is heterosexual or that opposite-sex attractions and relationships are the only norm and, therefore, superior.” (Wikipedia)

---



---

**Homophobia:** “Homophobia is a term used to refer to a range of negative attitudes and feelings towards lesbians and gays and, in some cases, bisexual and transgender people. It refers to hatred, prejudice, contempt, and irrational fear of people in the LGBTQ community. Homophobia is observable in critical and hostile behaviour, such as discrimination and violence on the basis of a perceived homosexual or, in some cases, any non-heterosexual orientation.” (Wikipedia)

---

**LGBTQ:** An abbreviation that collectively refers to “lesbian, gay, bisexual, and transgender (or two spirit)” people. A popular variant adds the letter Q for those who identify as queer and are questioning their sexual identity.

---

**Patriarchy:** A social system in which the role of the male is the primary authority figure and in which fathers hold authority over women, children, and property. It reinforces the institutions of male rule and privilege and is dependent on female subordination.

---

**Prejudice:** “A prejudice is a prejudgment, an assumption made about someone or something before having adequate knowledge to do so with guaranteed accuracy.” (Bekerian et al.)

---

---

**Quotas:** “A fixed minimum or maximum number of a particular group of people that are allowed to do something, such as the number of immigrants allowed to enter a country, the number of specific types of workers employed to undertake a job, or the number of a specific demographic of students accepted into an academic program.” (OUP)

---

**Reproductive health:** When people “have a responsible, satisfying, and safe sex life with the ability to reproduce and the freedom to decide if, when, and how often they do so. Reproductive health is measured by the right of men and women to be informed of, choose, and to have access to safe, effective, affordable, and acceptable methods of birth control. It also includes the right of access to appropriate health care services that will enable women to go safely through pregnancy and childbirth and will provide couples with the best chance of having a healthy infant.” (UN)

---

**Sex:** “Sex refers to the biological characteristics that define humans as female or male.” (WHO)

---

**Sexual orientation:** A pattern of emotional, romantic, and/or sexual attractions to males, females, both, or neither. These attractions can be heterosexuality, homosexuality, bisexuality, or asexuality.

---



---

**Sexism:** Sexism, also known as gender discrimination or sex discrimination, is the application of the belief or attitude that there are characteristics implicit to one's gender that indirectly affect one's abilities in unrelated areas. It is a form of discrimination or devaluation based on a person's sex, with such attitudes being based on beliefs in traditional stereotypes of gender roles.

---

**Stereotype:** A popular belief about specific social groups or types of individuals, stereotypes are standardized and simplified conceptions of groups based on some prior assumptions.

---

**Suffragette:** "A woman seeking the right to vote through organized protest." (OUP)

---

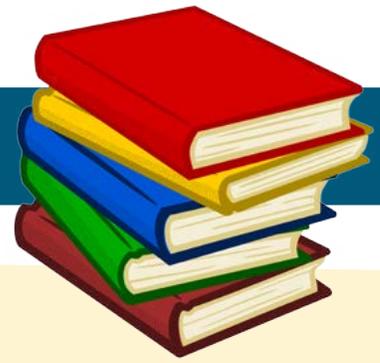
**Transgender:** A general term applied to a variety of individuals, behaviours, and groups involving tendencies to vary from culturally conventional gender roles.

---

**Transsexual (trans):** "An individual's identification with a gender inconsistent or not culturally associated with their biological sex." (Bremner)

---

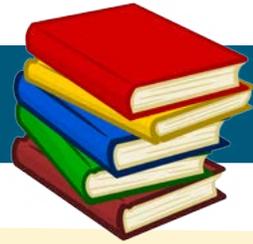
**Union:** An organization of workers that have banded together, often for the purpose of getting better working conditions or pay.



## Resources

### Books

- Baumgardner, Jennifer. *Abortion & Life*. Brooklyn, NY: Akashic Books, 2008.
- Bender, Karen E., and Nina de Gramont, Editors. *Choice: True Stories of Birth, Contraception, Infertility, Adoption, Single Parenthood, & Abortion*. San Francisco, CA: MacAdam/Cage, 2007.
- Bornstein, Kate. *Gender Outlaws: The Next Generation*. Berkeley, CA: Seal Press, 2010.
- Boserup, Ester. *Woman's Role in Economic Development*. London, UK: Earthscan, 2007.
- Buchwald, Emilie (editor). *Transforming a Rape Culture*. Minneapolis, MN: Milkweed Editions, 2005.
- DeKeseredy, Walter S. *Violence against Women: Myths, Facts, Controversies*. Toronto, ON: University of Toronto Press, 2011.
- Hesse-Biber, Sharlene Nagy. *Working Women in America: Split Dreams*. Oxford, UK: Oxford University Press, 2004.
- hooks, bell. *Feminism Is for Everybody: Passionate Politics*. Brooklyn, NY: South End Press, 2000.
- INCITE! Women of Color Against Violence (Editor). *The Color of Violence: The Incite! Anthology*. Brooklyn, NY: South End Press, 2006.
- Kindlon, Dan. *Raising Cain: Protecting the Emotional Life of Boys*. New York, NY: Ballantine Books, 2000.
- Kivel, Paul. *Boys Will Be Men*. Gabriola Island, BC: New Society Publishers, 1999.
- Norsigian, Judy, and The Boston Women's Health Book Collective. *Our Bodies, Ourselves: A New Edition for a New Era*, 4th edition. New York, NY: Touchstone, 2005.
- Orenstein, Peggy. *Cinderella Ate My Daughter: Dispatches from the Front Lines of the New Girlie-Girl Culture*. New York, NY: Harper, 2011.
- Paxton, Pamela M., and Dr. Melanie Hughes. *Women, Politics, and Power: A Global Perspective*. Newbury Park, CA: Pine Forge Press, 2007.
- Smith, Crystal. *The Achilles Effect: What Pop Culture is Teaching Young Boys about Masculinity*. Bloomington, IN: iUniverse.com, 2011.



- Terry, Geraldine (Editor). *Gender-Based Violence* (Oxfam Working in Gender and Development Series). Oxford, UK: Oxfam Publishing, 2007.
- Tinker, Irene. *Developing Power: How Women Transformed International Development*. New York, NY: The Feminist Press at CUNY, 2004.
- Thomas, Tracy. *Feminist Legal History: Essays on Women and Law*. New York, NY: NYU Press, 2011.
- Valenti, Jessica. *Full Frontal Feminism: A Young Woman's Guide to Why Feminism Matters*. Berkeley, CA: Seal Press, 2007.
- Whitmire, Richard. *Why Boys Fail: Saving Our Sons from an Educational System that's Leaving Them Behind*. New York, NY: AMACOM, 2010.
- Wolf, Naomi. *The Beauty Myth: How Images of Beauty Are Used Against Women*. New York, NY: Harper Perennial, 2002.

## Websites

### Feministing

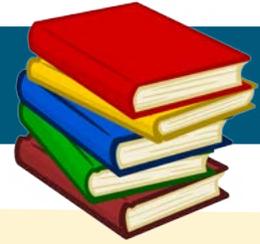
“Feministing is an online community run by and for young feminists. Our diverse collective of writers cover a broad range of intersectional feminist issues—from campus sexual violence to transgender rights to reproductive justice. We serve as a gateway to the feminist movement for young people, giving our readers ways to take concrete action, as well as connecting them with feminist organizations and grassroots activists.”

<http://feministing.com>

### Pink Stinks

“*Pinkstinks* is a campaign that targets the products, media, and marketing that prescribe heavily stereotyped and limiting roles to young girls. We believe that all children—girls and boys—are affected by the ‘pinkification’ of girlhood. Our aim is to challenge and reverse this growing trend. We also promote media literacy, self-esteem, positive body image, and female role models for kids.”

[www.pinkstinks.co.uk](http://www.pinkstinks.co.uk)



## UN Women

“In July 2010, the United Nations General Assembly created *UN Women*, the United Nations Entity for Gender Equality and the Empowerment of Women. In doing so, UN Member States took an historic step in accelerating the Organization’s goals on gender equality and the empowerment of women. The creation of UN Women came about as part of the UN reform agenda, bringing together resources and mandates for greater impact.”

[www.unwomen.org](http://www.unwomen.org)

## The USA’s National Organization for Women (NOW)

NOW “focuses on a broad range of women’s rights issues, including economic justice, pay equity, racial discrimination, women’s health and body image, women with disabilities, reproductive rights and justice, family law, marriage and family formation rights of same-sex couples, representation of women in the media, and global feminist issues.”

[www.now.org](http://www.now.org)

## Egale

“Founded in 1995, Egale Canada Human Rights Trust is Canada’s only national charity promoting lesbian, gay, bisexual, and trans (LGBT) human rights through research, education, and community engagement. Egale’s vision is a Canada, and ultimately a world, without homophobia, biphobia, transphobia, and all other forms of oppression so that every person can achieve their full potential, free from hatred and bias.”

[www.egale.ca](http://www.egale.ca)

## Action Canada for Sexual Health & Rights

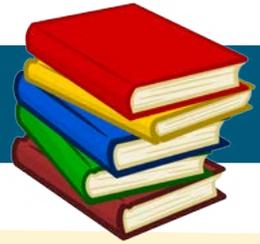
Founded in 2014, this amalgamation of Canadians for Choice (CFC), the Canadian Federation for Sexual Health (CFSH), and Action Canada for Population and Development (ACPD) is the Canadian member of the International Planned Parenthood Federation.

[www.cfsh.ca](http://www.cfsh.ca)

## Wikipedia: Timeline of Women’s Rights

“This timeline signifies the major events in the legal law reforms in women’s rights and issues of gender equality.”

[http://en.wikipedia.org/wiki/Timeline\\_of\\_women’s\\_rights\\_\(other\\_than\\_voting\)](http://en.wikipedia.org/wiki/Timeline_of_women’s_rights_(other_than_voting))



## UNESCO: Gender Equality in Education

“Gender-based discrimination in education is both a cause and a consequence of deep-rooted disparities in society. Poverty, geographical isolation, ethnic background, disability, and traditional attitudes about their status and role all undermine the ability of women and girls to exercise their rights. Harmful practices such as early marriage and pregnancy, gender-based violence, and discriminatory education laws, policies, contents, and practices still prevent millions of girls from enrolling, completing, and benefitting from education.

Gender must therefore be integrated at all levels of education, from early childhood to higher education, in formal and non-formal settings and from planning infrastructure to training teachers.”

[www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/gender-equality/](http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/gender-equality/)

## Native Women’s Association of Canada

“The Native Women’s Association of Canada (NWAC) works to advance the well-being of Aboriginal women and girls, as well as their families and communities through activism, policy analysis, and advocacy.”

[www.nwac.ca](http://www.nwac.ca)

## Media Education Foundation

“The Media Education Foundation produces and distributes documentary films and other educational resources to inspire critical thinking about the social, political, and cultural impact of American mass media.”

[www.mediaed.org/](http://www.mediaed.org/)

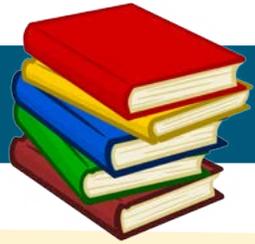
## Multimedia Must-Have Videos

### Documentary: *The F Word: Who Wants to be a Feminist?* (2011)

“According to the UN, women make up 53% of the world’s population, but they own only 1% of the world’s wealth. Women hold up half the sky, but in Canada they are only holding 11% of the seats on corporate boards and 21% of the seats in Parliament. In the workplace, women hold half the jobs, but are taking home 20% less pay than men. So what happened? Wasn’t Feminism supposed to fix this?”

The F Word attempts to answer these questions by examining the trajectory of the First, Second, and Third Waves of Feminism and their effects in the 20th century, and then investigating what Feminism—the word and the movement—means today and might mean tomorrow.”

[www.cbc.ca/doczone/episodes/the-f-word](http://www.cbc.ca/doczone/episodes/the-f-word)



## **Documentary: Killing Us Softly IV: Advertising's Image of Women (2010)**

This American documentary, based on a lecture by Jean Kilbourne, was first released in 1979 and has since been revised four times. It focuses on gender stereotypes and the objectification of women in advertising, as well as the subsequent effects on women's self-image.

[https://en.wikipedia.org/wiki/Killing\\_Us\\_Softly](https://en.wikipedia.org/wiki/Killing_Us_Softly)

## **Other Resources**

### **Documentary: My Feminism (1997)**

"My Feminism is a critically important look at second wave feminism in the 1990s, a time rife with anti-feminist backlash. Powerful interviews with feminist leaders including bell hooks, Gloria Steinem, and Urvashi Vaid are intercut with documentary sequences to engagingly explore the past and present and future status of the women's movement."

[www.wmm.com/filmcatalog/pages/c412.shtml](http://www.wmm.com/filmcatalog/pages/c412.shtml)

### **Documentary: Hip Hop: Beyond Beats & Rhymes (2006)**

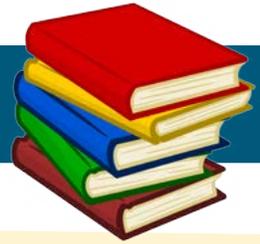
"Hip-hop is a man's game, but does it have to be? A self-described 'hip-hop head' takes an in-depth look at masculinity and manhood in rap and hip-hop, where creative genius collides with misogyny, violence, and homophobia, exposing the complex intersections of culture and commerce."

[www.pbs.org/independentlens/hiphop/index.htm](http://www.pbs.org/independentlens/hiphop/index.htm)

### **Documentary: The Shape of Water (2006)**

This documentary tells the stories of six women who are living in places like Senegal, Brazil, India, and Jerusalem and who do powerful things, such as fight against the practice of female genital mutilation, help protect the rainforest and the biodiversity of the planet, and oppose military occupations.

[www.theshapeofwatermovie.com/index.html](http://www.theshapeofwatermovie.com/index.html)



## Documentary: *Africa on the Move, Part 4: A Woman's World* (2010)

“In Africa, as in so many other places, sports have traditionally been a man’s world. And until recently, women entered at the risk of being scorned or laughed at. But the amazing Sahar El-Hawary and her female soccer team are no joke. She is the first women’s referee in North Africa and also the first female member of the Egyptian Football Federation. She has put women’s soccer on the map—not just in her native Egypt but also in the entire Arab world.”

[www.cbc.ca/player/play/1518390785](http://www.cbc.ca/player/play/1518390785)

## Documentary: *End of Men* (2011)

“We are living in a time when many of the old ways will no longer work, and it is clear that the way forward for men lies in learning to adapt to a world they no longer dominate. Now men are facing a choice: embrace and adapt to the place the world is becoming—or live among the ruins of a place that no longer exists.”

[www.cbc.ca/doczone/episodes/end-of-men](http://www.cbc.ca/doczone/episodes/end-of-men)

## Magazines

### Herizons

“Herizons is a quarterly Canadian feminist magazine that delivers the inside scoop on the Canadian women’s movement: health, activism, the environment and legal cases affecting women.”

[www.herizons.ca/](http://www.herizons.ca/)

### Ms. Magazine

An American feminist magazine, “Ms. was the first national magazine to make feminist voices audible, feminist journalism tenable, and a feminist worldview available to the public.”

[www.msmagazine.com/](http://www.msmagazine.com/)

### Outwords

A free Winnipeg-based magazine that provides news, analysis, and entertainment for the city’s LGBTQ community and its allies.

<http://outwords.ca/>

## References

- Abma, Derek. "Women carry the load of unpaid work in rich nations." *Vancouver Sun*. Vancouver, BC: Vancouver Sun, March 5, 2011.
- Amnesty International. *Violence Against Women Information*. New York, NY: Amnesty International, 2016. Available online at [www.amnestyusa.org/our-work/issues/women-s-rights/violence-against-women/violence-against-women-information](http://www.amnestyusa.org/our-work/issues/women-s-rights/violence-against-women/violence-against-women-information)
- Beattie, Sara, and Adam Cotter (2010). "Homicide in Canada, 2009." *Juristat Article*, 30.3. Statistics Canada. Available online at [www.statcan.gc.ca/pub/85-002-x/2010003/article/11352-eng.pdf](http://www.statcan.gc.ca/pub/85-002-x/2010003/article/11352-eng.pdf)
- Bekerian, Debra, and Archie Levey. *Applied Psychology: Putting Theory Into Practice*. London, UK: OUP Oxford, 2012. 326.
- Bremner, J. Gavin. *An Introduction to Developmental Psychology*. Hoboken, NJ: John Wiley & Sons, 2017. 286.
- Brennan, Shannon. *Violent Victimization of Aboriginal Women in the Canadian Provinces, 2009*. Ottawa, ON: Statistics Canada, 2011. Available online at [www.statcan.gc.ca/pub/85-002-x/2011001/article/11439-eng.pdf](http://www.statcan.gc.ca/pub/85-002-x/2011001/article/11439-eng.pdf)
- Canadian Women's Foundation. *Fact Sheet: Moving Women Out of Poverty*. Toronto, ON: Canadian Women's Foundation, 2013. Available online at [www.canadianwomen.org/sites/canadianwomen.org/files/FactSheet-EndPoverty-ACTIVE%20-%20May%2030.pdf](http://www.canadianwomen.org/sites/canadianwomen.org/files/FactSheet-EndPoverty-ACTIVE%20-%20May%2030.pdf)
- Canadian Women's Foundation. *The Facts about Violence against Women*. Toronto, ON: Canadian Women's Foundation, 2015. Available online at [www.canadianwomen.org/facts-about-violence](http://www.canadianwomen.org/facts-about-violence)
- CBC News. "Aboriginal women now make up one-third of Canadian female prison population." *CBC News Online*. Toronto, ON: CBC News, May 27, 2015. Available online at [www.cbc.ca/news/canada/thunder-bay/aboriginal-women-now-make-up-one-third-of-canadian-female-prison-population-1.3089050](http://www.cbc.ca/news/canada/thunder-bay/aboriginal-women-now-make-up-one-third-of-canadian-female-prison-population-1.3089050)
- Childcare Resource and Research Unit (CRRU). *The State of Child Care in Canada*. Toronto, ON: CRRU and the Canadian Union of Postal Workers, 2010. Available online at <http://findingqualitychildcare.ca/the-state-of-child-care-in-canada>
- Chisholm, Shirley. *In Anthology: Quotations and Sayings of People of Color* Ed. Walter B. Hoard. San Francisco, CA: R and E Research Associates, 1973. 36.

- Dennis, Cindy Lee. *Psychosocial and Psychological Intervention for Prevention of Post Natal Depression: Systematic Review*. Toronto, ON: University of Toronto, 2007. 10.1: 3-7.
- Farenthold, Cissy. *Time Magazine*. Vol. 104. New York, NY: Time Inc., 1974. 126.
- Feldt, Gloria. *No Excuses: Nine Ways Women Can Change How We Think about Power*. Boston, MA: Da Capo Press, 2010. 71.
- Finan, J., and L. Elliott. "The Incomparable Charlotte Whitton can't be Beaten." *Canada Month* 3.6 (1963): 15–17.
- Hobbs, Margaret Helen. *Gender and Women's Studies in Canada: Critical Terrain*. Toronto, ON: Women's Press, 2013.
- Koshan, Jennifer. *The Legal Treatment of Marital Rape and Women's Equality: An Analysis of the Canadian Experience*. Toronto, ON: Equality Effect, 2010. Available online at <http://theequalityeffect.org/pdfs/maritalrapecanadexperience.pdf>
- LaDuke, Winona. *In Talking about a Revolution: Interviews with Michael Albert, Noam Chomsky, Barbara Ehrenreich, Bell Hooks, Peter Kwong, Winona LaDuke, Manning Marable, Urvashi Vaid, Howard Zinn*. Brooklyn, NY: South End Press, 1998. 73.
- Manvell, Elizabeth C. *The Violence Continuum: Creating a Safe School Climate*. Lanham, MA: R&L Education, 2012. 125.
- Misra, R.N. *Women Education And Development*. New Delhi, India: Discovery Publishing House, 2010. 13.
- Mott, Lucretia. "The Declaration of Sentiments." Speech by Elizabeth Cady Stanton, 20 July 1848, at Wesleyan Chapel at Seneca Falls, New York. In *Speeches that Changed the World*. Ed. Owen Collins. Louisville, KY: Westminster John Knox Press, 1999. 203.
- Musa, Bala A., and Jerry Komia Domatob. *Communication, Culture, and Human Rights in Africa*. Lanham, MA: University Press of America, Jul 10, 2012.
- Organisation for Economic Co-operation and Development (OECD). *Women in Scientific Careers: Unleashing the Potential*, Paris, FR: OECD, 2006.
- Oxford University Press (OUP). *The Oxford American College Dictionary*. London, UK: Oxford University Press, G.P. Putnam's Sons, 2002. 1114.

- Parker Hall, Sue. *Anger, Rage and Relationship: An Empathic Approach to Anger Management*. New York, NY: Routledge, May 7, 2009. 187–188.
- Partnow, Elaine. *The New Quotable Woman*. Ogden, UT: Meridian, 1993. 408.
- Rosenthal, Martha. *Human Sexuality: From Cells to Society*. Toronto, ON: Nelson Education, 2012. 249.
- Sanger, Margaret. “A Parents’ Problem or Woman’s?” *Birth Control Review*, Mar. 1919: 6–7. Available online at [www.nyu.edu/projects/sanger/webedition/app/documents/show.php?sangerDoc=226268.xml](http://www.nyu.edu/projects/sanger/webedition/app/documents/show.php?sangerDoc=226268.xml)
- Statistics Canada. *Society and Community*. Ottawa, ON: Statistics Canada, 2011. Available online at [http://www41.statcan.gc.ca/2008/0075/ceb0075\\_000-eng.htm](http://www41.statcan.gc.ca/2008/0075/ceb0075_000-eng.htm)
- Steinem, Gloria. *Passion, Politics, and Everyday Activism: Collected Essays*. New York, NY: Open Road Media, 2017.
- Streisand, Barbra. “A Star is Reborn.” *People Magazine*. May 31, 1993. 67–68.
- Tallman, Shirley. *Murder on Nob Hill*. New York, NY: St. Martin’s Press, 2004. 6.
- United Nations Population Information Network (UN). *Guidelines on Reproductive Health*. New York, NY: Secretariat of the United Nations Inter-Agency Task Force on the Implementation of the ICPD Programme of Action, n.d. Available online at [www.un.org/popin/unfpa/taskforce/guide/iatfreph.gdl.html](http://www.un.org/popin/unfpa/taskforce/guide/iatfreph.gdl.html)
- United Nations Statistics Division. *The World’s Women 2015: Trends and Statistics*. New York, NY: United Nations, 2015. Available online at <http://unstats.un.org/unsd/gender/worldswomen.html>
- Unesco. *Gender Equality in Education*. Bangkok, TH: Unesco Bangkok, n.d. Available online at [www.unescobkk.org/education/gender/where-to-promote-gender-equality/in-early-childhood/vulnerable-and-at-risk-children/](http://www.unescobkk.org/education/gender/where-to-promote-gender-equality/in-early-childhood/vulnerable-and-at-risk-children/)
- United Nations Children’s Fund (UNICEF). *Gender Equality – The Big Picture*. New York, NY: UNICEF, 2007.
- West, Rebecca. “Mr. Chesterton in Hysterics—A Study in Prejudice.” *The Clarion* 14. November 1913: 5. Available online at <https://www.marxists.org/history/international/social-democracy/clarion/1913/chesterton.htm>

- World Health Organization (WHO). "Gender and Human Rights." *Human Reproduction Programme*. 2017. [www.who.int/reproductivehealth/topics/gender-rights/sexual\\_health/en/](http://www.who.int/reproductivehealth/topics/gender-rights/sexual_health/en/) (date accessed—2017-06-09).
- Young, Valerie. *The Secret Thoughts of Successful Women: Why Capable People Suffer from the Impostor Syndrome and how to Thrive in Spite of it*. New York, NY: Crown Business, 2011. 63.