In 1848, American women organized to demand the right to vote. As we see in this chapter, the campaign for the vote led to the second movement for women’s rights and eventually to the women’s movement in Korea. Discrimination against women is a worldwide problem.
IN THIS CHAPTER, STUDENTS WILL
1. EXAMINE THEIR OPINIONS ABOUT SEXISM AND DEMOCRATIC CHANGE.
2. LEARN ABOUT THE KEY CONCEPTS IN THE CHAPTER—AFFIRMATIVE ACTION, AMENDMENT, DISCRIMINATION, EQUALITY, FEMINISM, LOBBYING, ELECTED OFFICIALS AND REPUBLIC.
3. READ THE ROUNDTABLE DISCUSSION ABOUT THE WOMEN’S MOVEMENT IN AMERICA AND KOREA.
4. REREAD THE DISCUSSION AND ANSWER READING TASKS.
5. TAKE THE READING COMPREHENSION TEST.
6. DISCUSS THEIR OWN EXPERIENCE.
7. DO A LISTENING EXERCISE.
8. DO EXERCISES ON WORD FORMATIONS AND ANY, SOME AND ELSE.
9. DO A CROSSWORD PUZZLE BASED ON THE WORDS IN THE CHAPTER.

LET’S START WITH YOU

Rate the following statements according to this scale.

5—strongly agree
4—agree
3—neither agree nor disagree
2—disagree
1—strongly disagree

1. ______ History shows that women of every country have had to fight for the rights they have gained, as have poor working people and ethnic minorities.
2. ______ The people in power will always oppose change because they are afraid it will cost them power and money.
3. ______ It is in my best interest to work for democratic change.
4. ______ Democracies function well only when people educate themselves and participate in the democratic process.
5. ______ If the people speak loudly enough, the government will listen.
6. ______ If I love my country, I should try to make it a better place for everyone.
7. ______ It is important for a country to have high ideals, even if it doesn’t live up to them.
8. ______ Some day opportunities for men and women will be equal.
LET’S LOOK AT KEY CONCEPTS.

**Affirmative action** is action taken to undo the effects of past discrimination, particularly in hiring and promoting women and racial minorities. (neutral or positive connotation)

When Ronald Reagan was elected in 1980, many **affirmative action programs** were dropped. (neutral or positive)

In Korea, Nike **instituted affirmative action**, calling for more women to be promoted. The goal is to have as many women in top positions as there are at Nike in other countries. (neutral or positive)

**An amendment** is the language used to change something, particularly a legal document. (neutral)

**The Nineteenth Amendment** to the U.S. Constitution gave women the right to vote. If the **Equal Rights Amendment** had passed, it would have given women full legal rights. (neutral or positive)

Because thousands of laws discriminate against women, it is essential that we **amend** the Constitution. (neutral)

If you **discriminate**, you treat a person differently—especially in a worse way—because of the person’s skin color, sex, religion or age. (negative) [In a second meaning, to discriminate also means to see a difference, for example between two kinds of shorthaired cats. (neutral)]

She was certain the company had **discriminated against her** because of her sex. (negative)

In order to increase the number of women employees, the company decided to **discriminate in favor of** women for the next three years. (neutral)

It was a case of **blatant discrimination**. (negative)

She decided to **file a discrimination complaint**. (neutral)

**Equality** is the right of different groups of people to have a similar social position and receive the same treatment, regardless of their apparent differences. (positive)

I believe in **racial equality** and the **equality of** women and men. (positive)

**An elected official** is selected, usually by popular vote, to represent the people. In order to avoid giving any part of government too much power, there are three branches of government at the federal (U.S.), state and local level. The **executive branch** runs things,
the legislative branch makes laws, and the judicial branch interprets the law and presides over trials. (neutral)

1. In the government of the United States, elected officials include the president and vice-president in the executive branch and Congress (the Senate and the House of Representatives) in the legislative branch. The US judges are appointed by the president and approved by the Senate.

2. In most states, elected officials in the executive branch include the governor and lieutenant governor, while legislators belong to the General Assembly (the Senate and the House of Representatives) and judges are appointed.

3. On the local level, the chief executive elected official is the mayor of the city, but some cities have a city manager who is appointed by the city council. City council members are the elected legislators. Local judges and other officials also belong to the county government; some of these are elected and others are appointed.

Feminism is the belief that women should be allowed the same rights, power and chances as men and and be treated in the same way. (neutral or positive)

Dr. Alice Paul was a feminist all her life. (neutral or positive)

If you lobby for something, you try to persuade elected officials that something should or should not happen or that a law should be changed. (neutral)

The verb to lobby comes from the large room at the entrance of the Congressional building—the lobby—where lobbyists used to wait for members of Congress in order to persuade them to do something. (neutral, sometimes negative)

Unfortunately, the women’s rights lobby (group of lobbyists) isn’t as rich as the insurance lobby. (neutral)

A republic is a country without a king or queen, usually governed by a president as well as other elected officials. (neutral)

The people demanded a republican system of government. (neutral)

I pledge allegiance to the flag and to the republic for which it stands, one nation, indivisible, with liberty and justice for all.
LET’S TEST OURSELVES.

Without looking at the preceding sections, fill in the blanks to complete the sentences.

1. American women were given the right to vote by the Nineteenth _________________ to the U.S. Constitution.
2. It is against the law to _________________ against people on the basis of their sex, race, religion, country of origin, age, lawful political affiliation, disability and sexual preference.
3. One way to try to change the laws is to _________________ elected officials, that is, go to see them and try to persuade them to act as you want them to.
4. A _________________ believes in the equality of women and men.
5. The United States is a _________________, not a pure democracy.

LET’S JOIN THE ROUNDTABLE.

Reading tasks:
1. What kind of government does the U.S. have? Who could vote in the first elections?
2. Describe the legal situation of American women before 1848.
3. How did women fight for the vote? What other political experience did many have?

“I’m afraid we only use given names here, Dr. Lee,” Ji-young says apologetically.

“That’s fine.”

To the others at the table, Ji-young says, “Since we’re talking about the women’s movement today, I invited Sook-jin, who’s with the Inchon Development Institute. I took a course in women’s studies from her when I was in the university.”

“Welcome,” comes from Anne and Jane.

“Are you starting the discussion with the beginning of the women’s movement in the West?” Sook-jin asks politely as she stirs her coffee.

Ji-young nods. “Like—for a Korean it’s easy to assume that people from other countries always had it easier than we did. I read about the changes in opportunities for American women in the last two hundred years or so, and it’s really amazing.”
American Women get the vote

Jane leans forward. “Sometimes people my age forget what it was like for women of earlier generations, but when women attended the Seneca Falls Convention of 1848, they had few legal rights. They were better off than Korean women of the time in many ways—they had at least a basic education, for example, and many had jobs or family money—but they couldn’t vote, and they couldn’t control their own property or the money they earned. Anything they had could be taken by their husbands.”

“Women first got organized to fight against slavery in the South,” Anne adds, “but they discovered they didn’t have many rights either. After the civil war, the slaves were freed. Black men were granted the right to equal treatment under the law and the right to vote. Even though women had campaigned hard to free the slaves, they still couldn’t vote.”

“You see,” Jane continues, “the revolution from British colonial rule which created the United States was really pretty middle class. People also didn’t know much about democracy in 1783 when the U.S. Constitution was written. The government was formed as a republic, but the vote was given only to white, adult males who were free (not servants working off debts) and landowners. The property requirement was dropped some years later, but a voter still had to be male. It took women from 1848 to 1920 to get the right to vote. They collected signatures of voters, they talked to government officials, they made speeches in public and held big mass demonstrations.”

“Often in long, white dresses,” Anne interrupts.

“That’s right. They insisted on being seen as respectable members of society who only wanted what was right. They were very determined. But it took years to decide how to do it. At first people tried to get the vote one state at a time, starting in the West.”

Anne looks at Sook-jin and Ji-young. “You know that American legal matters are particularly difficult because we have both federal law—that is, United States law—and state law to deal with.”

“Sure.”

Jane shrugs. “In Britain the battle for votes for women was fought even more fiercely. Around 1910, women like Alice Paul returned from England and organized a massive, national movement. That’s when the big demonstrations began. Violence would break out when male bystanders or the police started attacking the demonstrators.”

Ji-young says, “I had no idea.”

“I think it’s easy,” Anne says softly, “to think of American women as always having been independent and free, but we had to work very hard for what we have. The methods Alice Paul used so effectively were copied later by the labor movement, the civil rights movement and antiwar demonstrators.”

“When they were taken to prison, women held hunger strikes and were force-fed,” Jane continues. “Some died in prison. There were also demonstrations at the White House. President Wilson would be very embarrassed when he’d return from Europe, where he was working for world peace, with other world leaders, only to find women who had chained themselves to the White House fence. Eventually he started supporting votes for women. The Nineteenth Amendment to the Constitution had to pass Congress and then the legislatures of three-fourths of the states. We finally got the vote on August 26, 1920.”
Reading tasks:
4. After 1920, what social changes had a big effect on the lives of women?
5. Why did women find employment outside the home?

_Necessity is the mother of change._

“But, you know,” Anne says, “it wasn’t just a matter of politics. Socially, a lot of things were changing. Particularly in the West, the United States has always had openly strong, independent women. Through the efforts of Margaret Sanger and others, birth control became available to women, so they weren’t just having one child after another. During World War I and World War II, women took factory jobs when the men were at war. Then they were obviously doing men’s jobs.”

“Then at the end of the war,” Jane breaks in, “the soldiers returned home and women were forced off the job and back into the kitchen. The 1950’s was a postwar recovery period.”

“There was the war over here,” Ji-young remarks.

“Of course, but the Korean War didn’t disrupt American life like WW II did. People tried to find stability in the traditional happy home, but eventually a lot of women found themselves lonely and bored out in the suburbs with the children. More and more people discovered they needed two salaries to maintain a middle-class lifestyle or just to support their families.”

“So the modern women’s movement was a reaction to the lifestyle of the fifties, as well as to changes in the economy,” Ji-young summarizes.

Reading tasks:
6. What is ‘consciousness-raising’? When did it come to Korea?
7. What political experience did many American women have when they joined the second women’s movement?

_The personal is the political._

“In the late 1960s and early 1970s,” Anne says, “women started what was called ‘consciousness-raising,’ namely raising people’s awareness to the worldwide oppression of women. Gradually, small discussion groups formed, and people began to discuss their experience. By this time, there were a lot of women back in the workplace, but they were still doing almost all of the housework. Women started talking about their experience, and they decided that the question of who does the dishes was not just a private matter in the individual household—it was political.”

“That’s the sort of discussion we had in our women’s studies class,” Ji-young says.

“In the U.S., universities started offering women’s studies in the 1970s,” Anne continues, “but you also had experienced political activists getting involved in the women’s movement. Some women were veterans of the civil rights movement, and some were still involved in the movement against the war in Vietnam. Some people already had strongly-held ideas about social change—they were liberals, or socialists or Marxists—and they applied these ideas to the liberation of women.”
Sook-jin nods. “The Western concept of feminism was imported into South Korea in the mid 1980s. People made a lot of theoretical arguments for socialist feminism or Marxist feminism or whatever, but eventually we realized we needed to stop just discussing and focus on changing things.”

**Reading tasks:**
8. What was the E.R.A.?
9. What industry fought against women’s right to vote? Against the E.R.A.? Why?
10. What laws gave protection to women?
11. What other social change occurred in the 1970s?

*Action and results*

“I agree,” Anne says. “I never had much patience with long, academic discussions. Fortunately, in the U.S. we could build on what went before. For example, the Equal Rights Amendment, which was a major political battle of the 1970s, was first written by Alice Paul in 1923 when she saw that the vote wasn’t going to be enough. It stated simply, ‘Equality of rights shall not be denied or abridged by the United States or by any State on account of sex.’”

“Who can argue with that?” Ji-young asks dryly.

Jane nods. “That’s right, but you have no idea how complicated some people can make it. It was the breweries and the liquor industry that fought against votes for
women—they thought women would vote them out of business—and it was the insurance industry that fought against the E.R.A. Women hold a lot of low-paying jobs in insurance, and insurance policies are set up to take more money from women and give less back. I mean, in both cases there was a lot of talk about preserving traditional values, but the real issue was money.”

“Although we lost the fight for the E.R.A.,” Anne continues, “there was other legislation we could build on. For example, when the 1964 Civil Rights Act was first proposed, some Southern legislator who was against giving equal rights to black people added ‘women’ to the law, thinking that his colleagues would just laugh and defeat the bill. But they passed it. It was very strong legislation, and it was joined by other laws like the Equal Pay Act. Organizations like the Equal Employment Opportunities Commission were set up to enforce the law. Then ‘affirmative action’ was adopted to reduce the damage which past discrimination had done to women and racial minorities.”

“In the 1970s a lot of other social change was also happening,” Jane adds. “Rape crisis centers and battered women’s shelters were being set up all over the country. At first an organization would be small, staffed by volunteers and supported by donations. Then people would go to the city council to ask for money. If the city contributed money, much more would come from the government. Women started monitoring television, movies, and school textbooks. They started applying pressure to get broadcasters, moviemakers and publishers to improve the way women were portrayed. Women’s theater and music festivals became popular.”

“So people’s attitudes started to change,” Ji-young comments.

“Yes, and change came so quickly that younger women had no idea what older women had gone through. When I was in college, the female students were locked into their dormitories at 10:30 on week nights and midnight on weekends. Not too many years later, women students could come and go as they pleased. Often women and men lived in the same dorm.”

“Locked up! Really!” Jane exclaims.

**Reading task:**
12. What strategies were used by American activists? Describe each one.

**Strategies for change**

Anne nods. “When I was working for the E.R.A., I focused on three strategies—demonstrations, lobbying elected officials and supporting candidates for public office.”

“Maybe you should explain why,” Jane comments.

“A big demonstration, like 100,000 people marching down Constitution Avenue in Washington, D.C., puts pressure on the government to act. If the demonstration is on a Sunday, some people will stay overnight in order to meet with their elected representatives the following day. The demonstration wins public support. People at home see pictures in the newspaper and on television, and they see people who look just like themselves. That gets them thinking. They read more. Maybe they call their senators. The next time an event occurs in their town, they go. The movement builds. A big demonstration creates a lot of powerful energy for the movement. It’s a wonderful feeling to see thousands of other people who feel as strongly as you do about something.
The people on the bus going home are not always the same people they were early that morning. Along with their photos and their sunburn, they take home with them the belief that they can make a difference. They can help create a little bit of history.”

“People seem to have different feelings about doing demonstrations on the one hand and lobbying and supporting public officials on the other,” Ji-young comments.

“That’s one reason why it’s good to have people with different political opinions in the movement,” Anne responds. I wasn’t fond of talking to legislators, but when I was campaigning for the E.R.A., I was really quite surprised at how nervous they could be.”

Ji-young smiles. “I read someplace that there were two rules of American politics. ‘First, get elected. Second, keep your seat.’ They don’t want you to pull their ‘seat,’ or position, out from under them.”

“That’s right,” Anne says, “and I believe most of our government officials do want to represent us. However, sometimes you have to convince them that the best way to do it is to vote for or against a certain bill. So you go talk to them. You write them letters and send telegrams. When an important vote is coming up, the legislator’s staff keeps count on how the phone calls and mail are going. When that elected official comes home, he or she has to answer to the people. You might see, for example, a meeting between a senator and his or her constituents at a public building downtown. There might be sixty people sitting quietly and listening, ten protesters with signs in the back of the room, and reporters and camera crews from the local news media. The senator reads a prepared statement and answers questions. Afterwards, some of the reporters will talk to the demonstrators, who probably have a press release for them as well. If the senator has made people unhappy, everyone is certain to hear about it. The next time there’s an election, the senator may find himself or herself unemployed.”

Jane says, “If you feel strongly enough about an issue or a candidate, you may want to work on his or her campaign. A lot of college students in the U.S. volunteer their time. They may even drop everything else they’re doing and work full-time for no pay. There’s plenty of work—from stuffing envelopes to organizing local events. Knocking on doors can even be fun. You go through a neighborhood talking to people, trying to persuade them to vote for the candidate. Then on election day you offer rides to the polls to people who don’t have cars.”

Reading tasks:
13. What success have Korean activists had with the same strategies as the ones used by the Americans?
14. What responses have they had from the news media? Explain.
15. How are feminists trying to change the lives of Korean women?

Korean strategies

“In Korea we’ve used the same strategies, Sook-jin says, “but not with equal success. We’re just getting going with our support of women-friendly political candidates. We have had more success in organizing demonstrations, putting pressure on politicians and educating the public. At first we were also primarily interested in changing the laws. Now, I would say the laws are pretty good, although enforcing them remains a
problem, and we’re still working on that. We’ve also organized demonstrations, such as
the Wednesday demonstration for the ‘comfort women.’ Then when an employer has
been found guilty of discrimination against women, we organize a demonstration for that.
Unfortunately, we haven’t found the media very responsive to feminist views.”

“You may find that will change—at least that was my experience,” Anne says.
“Before the November 1977 women’s conference in Houston, we had to work very hard
to get the media to show up at an event. The conference showed them that women’s
issues were actually news. After that they were calling us. That’s when we discovered
that we could help women in the media by demanding to speak with a woman news
reporter. If they didn’t have one, they had to bring in a woman from the ‘lifestyles’
section of the paper, which could only help her career.”

Sook-jin continues, “Yes, things are changing. Even if they don’t express feminist
views publicly, women news reporters and anchors are helping to improve the status of
women. However, Korean society is still very conservative. We are making a lot of
progress in getting rid of the patrilineal system. We are also trying to change the customs
around memorial services. We’re trying to work with the media to raise these issues, to
change attitudes about women’s sexuality, to change everyday life. There’s a lot of
resistance. For example, sex before marriage is fairly well accepted now. But if the
couple goes to a yŏgwan, and the woman produces a birth control device, the man usually
doesn’t like it.”

Jane frowns. “That’s really too bad, because these days not protecting yourself
can mean a lot more than getting pregnant; it can mean getting AIDS.”

Reading task:
16. What is the everyday situation of working women in Korea? Explain.
17. Why isn’t the government enforcing the law?
19. What is the vicious cycle?

Women at work

“As I understand it,” Anne says, “the leading barrier to equal rights in Korea is
unfair employment practices. What do you think can be done to improve the situation?”

“Well, as I mentioned earlier, the principle of equal employment opportunity has
been well established in the law, but not in practice. The women’s organizations are
demanding improvements in recruiting and promotion. Unfortunately, with globalization
having such a devastating effect on the economy, the government doesn’t want to
intervene in the private sector. It’s not properly administering, supervising or monitoring
compliance with laws like the Equal Employment Act. Besides, 60% of women who
work outside the home are employed in very small businesses with four employees or
less. Even professional women and office staff in large organizations run into problems
in hiring, promotion and salary. It’s illegal to force a woman to quit when she gets
married or has a baby, but it often still happens. The Ministry of Labor is supposed to
enforce the laws against discrimination, but there aren’t enough supervisors to do the job
properly. The labor movement is also focused on helping men.”

“Don’t you think that attitudes are changing, though?” Ji-young asks.
Sook-jin shakes her head. “The division of labor hasn’t changed. Over the ten years I’ve taught women’s studies, I have seen changes in the attitudes of my students. Everyone now agrees that women and men are equal—but it’s in their brains, not in their hearts. Deep down, the men have a problem with it. They think they have to be the breadwinners, they have to make more money, they have to have higher positions. The men seem to think that if women have jobs, they’ll lose theirs. They don’t want any more competition. If one of my male students agrees that he would be happy staying at home and keeping house, the other students laugh at him. However, the current economic and social structure requires women to work outside the home. Society itself is demanding that women contribute, and they have skills to offer. Sharing housework has become necessary. I think a male student who can’t accept that should consider whether he really wants a family.”

Anne says, “Every fall I have my composition students interview working women and then write an essay, and every year they see a lot of discrimination, but some of them still conclude that women can do well if they work hard enough.”

“It’s a vicious cycle,” Sook-jin says. “Management doesn’t want to invest in women because they think the women will just quit in a few years. On the average, women work only five or six years. So, because the company doesn’t invest any money or training in the women or promote them, women have little sense of accomplishment or vision for the future. In 1997 we conducted a survey of the five biggest companies, and we discovered that only 2% of the female employees were promoted above the assistant manager level. A lot of women aren’t even hired, even if their credentials are as good as the men’s. It’s easy to say that if you want to be promoted you have to work hard, but we’ve discovered that even those women who knock themselves out taking care of housework, raising children and producing better work than their male colleagues—even those women are discriminated against because they’re women and it’s the man’s job to support the family. So it’s no wonder that women quit.”

Reading task:
20. What can people do now?

Where do we go from here?

Ji-young asks, “What would you say to students who want to get involved?

“I think it’s best if students learn from experience—their own, their mothers,’ their girlfriends.’ Maybe they were laid off because they were women, or there was some problem of sexual harassment at work. I encourage them to express their own ideas and opinions. In real life, a student can call an organization or send an email. I tell the students I understand why they feel might feel pressured to keep silent. They don’t want to get labeled.

Anne smiles. “In the early 1970s, you’d often hear someone say, ‘I’m not a feminist, but—’ and then she or he would express support for equal pay for equal work, childcare and any number of other feminist issues. It’s hard. Men have all the power, and it takes real courage to challenge it. It always did.”
LET’S TEST OURSELVES.

1. In Chapter Eight we learn that before American women fought for their own rights, they fought
   a. slavery.
   b. the British.
   c. unfair labor laws.
   d. all of the above.

2. The United States was founded as
   a. a capitalist state.
   b. a democracy.
   c. a republic.
   d. all of the above.

3. From 1848 to 1920, American women fought for the right to vote by
   a. collecting signatures.
   b. making public speeches and organizing demonstrations.
   c. talking to government officials.
   d. all of the above.

4. During WW I and WW II, American women were more fortunate than women in many other countries because—at least collectively—they had access to
   a. education.
   b. birth control.
   c. factory jobs.
   d. all of the above.

5. The Equal Rights Amendment was written by
   a. Alice Paul, who organized demonstrations for the vote.
   b. Margaret Sanger, who gave women access to birth control.
   d. all of the above.

6. According to Anne, a demonstration builds public support when
   a. people are convinced by the speeches and logical arguments they hear.
   b. people see that the demonstrators look just like themselves.
   c. people see the rich and famous speaking out for the cause.
   d. all of the above.

7. Anne says that an elected official decides how to vote by consulting
   a. the big business people who gave him or her money.
   b. the opinions of experts.
   c. the opinions of people she or he represents.
We can guess from the text that American college students help on political campaigns because
a. they are training for jobs as professional lobbyists.
b. they are well paid.
c. they feel strongly about an issue or candidate and feel they can make a difference.
d. all of the above.

Sook-jin says that the Korean women’s movement has also
a. educated the public.
b. organized demonstrations.
c. put pressure on elected officials.
d. supported women-friendly candidates.
e. all of the above.

Sook-jin says the Korean women’s movement has problems with the mass media because
a. there aren’t enough women journalists.
b. the media aren’t interested in feminist views.
c. the media are controlled by the government.
d. all of the above.

Sook-jin says the Korean women’s movement is working to
a. change attitudes about women’s sexuality.
b. change customs for memorial services.
c. get rid of the patrilineal system.
d. all of the above.

According to Sook-jin, Korean women still suffer employment discrimination in part because
a. senior management of companies isn’t interested in female employees.
b. the Ministry of Labor isn’t watching employers and enforcing the laws.
c. the right laws aren’t in place to deal with the problem.
d. all of the above.

In Sook-jin’s women’s studies classes,
a. most male students don’t really accept women’s equality in the workplace.
b. students laugh at a male student who is willing to give up the role of breadwinner.
c. women students don’t feel really free to express their views.
d. all of the above.
LET’S TALK ABOUT IT.

1. What changes have you seen in opportunities for women in Korea? Would you call the rate of change very slow or very fast? Where has growth been the fastest?

2. Do you find it surprising that American women had to fight so long and so hard for the vote? Explain. What do you think Korean women should do to win complete equality with men?

3. Have you heard women talking about the lives they lead as housewives? What do they say? Can you imagine yourself staying at home all day in order to do housework and take care of small children? Why or why not?

4. In the U.S., the alcohol industry fought against women’s right to vote, and the insurance industry—among other industries—fought against the E.R.A. How are business or economic interests opposed to women’s rights in Korea? Explain.


6. What is your opinion of your elected officials? Have you ever talked with them on some issue? Would you if you had the opportunity? Explain.


8. In the U.S. people often have to deal with a sharp contrast between very high ideals and a very different reality. Do you think this is also true in Korea? Where? What can be done about it?

9. What changes would you like to see happen in the relationships between women and men over the next fifty years? Consider child-rearing, entertainment, employment, education, religion, marriage and the family. What things would you like to see stay the same?

10. Some Koreans still believe that women’s participation in politics will lead to the end of family life. What is behind this prejudice?

11. During the Korean economic crisis, a lot of women were fired from their jobs simply because they were women. What are your feelings about this?

12. Should you abolish the Korean practice of giving women a day off once a month? What bad does it do?
LET’S LISTEN.

*Equal pay for equal work. It’s many years ago. Ellen Banks has come to see her U.S. Senator to urge him to support the Equal Pay Act.*

1. The first time the dialogue is played, do not look at your book. Just listen and try to pick up the main idea of the dialogue.
2. Before the dialogue is played a second time, read over these questions.
   a. What arguments does Ms. Banks use in support of the Equal Pay Act?
   b. What was B’s first response? What does it mean?
   c. How interested is B in talking with A? How do you know?
   d. What polite phrases does Ms. Banks use?
   e. What arguments does the senator present?
   f. Do you think Ms. Banks convinced the senator? What was her strongest argument?
3. Listen to the dialogue a second time while reading along. Then discuss the answers to the questions with your partner.
4. Listen a third time. Be prepared to discuss the answers with the class.

*Equal pay for equal work*

Ellen Banks: Senator, my name is Ellen Banks. I wonder if I might talk to you for a few minutes about the Equal Pay Act? Our research says you’re still undecided. Is that right?

Senator: I’m not sure that “undecided,” is the right term, Ms. Banks. I may well vote against the bill. I’m also busy, I’m afraid, so you’ll have to convince me rather quickly.

Ellen Banks: In that case, Senator, let me make just a few points. You are aware that women on the average currently earn 59% of what men earn;

Senator: That’s for all jobs nationwide.

Ellen Banks: As you very correctly point out, sir. Of course the Equal Pay Act only provides that women and men should be paid the same wage for doing the same work or for similar work. Which seems only fair, doesn’t it, sir?

Senator: Of course, men have families to support.

Ellen Banks: There are also a great many households in which a woman is the major source of financial support, and many in which a woman is the sole breadwinner—with either young children or elderly parents or both. The vast majority of families who live below the poverty line are supported by women.

Senator: Mmm.

Ellen Banks: You may also be aware, sir, that in many of these households the woman is forced to hold down two or even three jobs in order to support her family. So why shouldn’t she be earning the same wage as her male coworkers?

Senator: You know, I guess I’m just not comfortable with women trying to be the same as men.

Ellen Banks: Ah, but there’s a difference between being “equal” and being “identical,” sir.
Senator: I am aware of that, yes.
Ellen Banks: This morning an independent poll of our state determined that 75% of registered voters were in favor of the bill, sir.
Ellen Banks: Thank you for seeing me, sir. Good-bye.

Curfew. The time is 1962. Two members of the Women’s Student Council have come to talk with the Dean of Student Affairs to convince her that women students shouldn’t have to be inside their dormitories at 10:30 on weeknights, by midnight on weekends.

1. The first time the dialogue is played, do not look at your book. Just listen and try to pick up the main idea of the dialogue.
2. Before the dialogue is played a second time, read over these questions.
   a. What arguments do the students make for getting rid of the curfew?
   b. What documentation do they present?
   c. What was B’s response?
   d. What is the Women’s Student Council offering to do when the curfew is changed?
   e. Do you think the students succeeded in convincing the dean or not?
3. Listen to the dialogue a second time. Then discuss the answers to the questions.
4. Listen a third time. Be prepared to discuss the answers with the class.

Text
Ellen Banks: Thank you for seeing us, Dean Bradshaw.
Dean Bradshaw: I understand you want to discuss the curfew issue.
Ellen Banks: Yes, ma’am. We feel that it’s unfair that women students should be locked up at 10:30 every weeknight when men students don’t have to keep hours at all.
Dean Bradshaw: You are aware that women students put themselves more at risk when they’re out late at night.
Louise D’Amato: That’s certainly a commonly held opinion, Dean Bradshaw, but if you’re speaking of crimes like rape, I believe more than 90% of reported rapes occur in the victim’s home, not out on the street.
Dean Bradshaw: You’re not going to suggest that we lock female students out at night in order to keep them safer.
Louise D’Amato: No, ma’am. But it does seem strange to lock up the potential victim, rather than the offender. I brought along this article on the subject if you’d like to take a look at it.
Dean Bradshaw: Thank you. I will when I have time.
Ellen Banks: Women students could also be encouraged to go out in a group and not to park their cars in unlighted parking spaces. In fact, when the hours are changed, the women’s Student Council would be happy to sponsor a safety awareness campaign.
Louise D’Amato: Another point we’d like to make, Dean Bradshaw, is that almost all of the misbehavior done by college students—either late at night or during the day—is done by male students who’ve been drinking, not by female students.
Ellen Banks: Yes, ma’am. You’re locking up the well-behaved half of the population.
Dean Bradshaw: Well, I’ll think the issue over. Thank you for coming by.
Ellen Banks: Thank you for seeing us.
Loui Senator: Thank you, ma’am.

**LET’S LOOK AT WORD FORMATION.**

- As you know, some suffixes are used to change the grammatical status of a word. Suffixes used to form nouns include -ation or -tion, -ant, -er, -ity, -ty -hood, -ism and -ist. Suffixes used to form verbs include -ate and -ize. Suffixes added to produce particles used as adjectives include -ed or -d and -ing. Suffixes added to produce adjectives include -able, -al, -ic, -ical, -ive, and -ly. The suffix -ly is used to form adverbs.

Exercise: For each item, select the appropriate word from the selection provided. If two possible answers are grammatically correct, explain why one is preferable.

1. Women’s __________ has freed many women and men to be more like the people they want to be.
   a) liberated
   b) liberate
   c) liberation
   d) liberally

2. By the end of the year, we expect to see more __________ in the exchange rate.
   a) stable
   b) stability
   c) stabilize
   d) stabilizing

3. The boss is always __________ in the morning before he gets his coffee.
   a) irritable
   b) irritably
   c) irritation
   d) irritating

4. While some people are eager for change, others find it very __________.
   a) disrupt
   b) disruptive
   c) disruption
   d) disrupting

5. This small car is very __________ because it uses little gas.
   a) economy
   b) economize
   c) economic
   d) economical

6. When discussing equal rights, Jane argued very __________.
   a) persuade
   b) persuasion
   c) persuasive
   d) persuasively
7. To __________ the alarm, just throw this switch here.
   a) activity
   b) activist
   c) activate
   d) activation

8. We carried on an __________ search of the law library, but we still didn’t find what we needed.
   a) exhaust
   b) exhaustive
   c) exhaustion
   d) exhausted

9. The campaign for the Equal Rights Amendment was a __________ of the movement that began with the campaign for women’s right to vote.
   a) continue
   b) continuation
   c) continuous
   d) continuing

10. When I moved in, Ms. Jones brought over an apple pie, which I considered very __________
    a) neighbor
    b) neighborhood
    c) neighborly
    d) neighboring

11. Elected officials must be held __________ for their actions.
    a) accountable
    b) account
    c) accountant
    d) accountability

12. Some people feel most __________ when they are challenging the government’s position on an issue.
    a) patriot
    b) patriotic
    c) patriotism
    d) patriotically

13. The massive demonstration was an __________ nightmare, but in the end it went very smoothly.
    a) organize
    b) organization
    c) organizational
    d) organizer

14. In the women’s movement, opinions often __________ about the best way to proceed.
    a) vary
    b) various
    c) variety
    d) varying

15. A leader often has to act __________.
    a) decisive
    b) decision
    c) decided
    d) decisively
LET'S LOOK AT ANY, SOME AND ELSE.

What we can learn from this chapter.

In the roundtable discussion, you read that volunteers for a political candidate “may even drop everything else they’re doing and work full-time for no pay.” What exactly does else mean?

Like many other adverbs, else has a meaning that’s more difficult to state than the meaning of a noun or a verb. Historically, else is related to older words for other and different. Today else is used after words such as anywhere and someone, to refer in a vague way to another person, place, or thing. You use it with everyone, everything, and everywhere to refer in a vague way to all the other people, things, or places except the one you are talking about.

The use of this word is very common, more easy to learn by practicing than by logical thinking and understanding. As we practice this word, we’ll also practice the use of the indefinite pronouns used with it—someone, anyone, everyone. We’ll begin by reviewing the use of the determiners some and any.

- Some and any often occur with plural count nouns and uncountable nouns, usually when we are talking about unknown or uncertain amounts of things.

- We use any (anyone, anything, anywhere) in negative sentences or after negative words or meaning.
  
  They don’t want any more competition.
  He sent her abroad without any money.

- We use any in questions where yes is not the expected answer.
  
  Is there any chocolate cake left, or did you eat it all?

- We use it after if and when the meaning suggests if
  
  If I ask whether any male students would be happy staying at home and keeping house and some student says he would, the other students laugh at him.

  Anything they had could be taken by their husbands. (If they had anything)

- We also use it to suggest that it’s not important which one we are talking about.

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2 Murphy, p. 168
Then she or he would express support for equal pay for equal work, childcare and any number of other feminist issues.

- **We use some (someone, something)** in positive sentences, in questions where we expect the answer to be “yes” and when we ask for things.

  Would you like some chicken?

- We also use it to mean “a large amount of something” and “not all.”

  Their organizational skills are good because they’ve been working here for some years

  **Some** people wouldn’t understand how that could have happened.

Exercise 1: Underline the better word choice. In cases where both answers are possible, what is the difference in meaning?

1. After the student was caught stealing from her roommates, the student was too ashamed to look (anyone/someone) in the eye.
2. Anthropologists have found that the most important thing about ethnic boundaries is not the wonderful language—or history or culture or cooking or (any/some) of that.
3. (Any/some) learned behavior is influenced by the people around us.
4. (Anyone/someone) who tried would be very embarrassed by the loud objections of other people.
5. Changes may begin (anywhere/somewhere).
6. He knew (any/some) school superintendents were opposed to equality for women and African Americans.
7. He was being knocked around like a rag doll, and he wasn’t paying (any/some) attention to it.
8. I always have (anything/something) to think about.
9. I went through a phase when I didn’t want to have (anything/something) to do with foreigners or to speak English.
10. It’s not (any/some) of her business, of course.
11. Obviously, the kid wasn’t hiding (anything/something).
12. Of course I know that (any/some) of this comes from the movies.
13. So they took their own animal-like nature and projected it onto (any/some) poor outsider.
14. So, because the company doesn’t invest (any/some) money or training in the women or promote them, women have little sense of accomplishment or vision for the future.
15. (Any/Some) foreign countries would be better than ours.
16. (Any/Some) terms may have neutral, some negative connotations, reflecting neutral or negative ways of thinking.
17. (Any/Some) people already had strongly-held ideas about social change—they were liberals, or socialists or Marxists—and they applied these ideas to the liberation of women.
18. That’s right, but you have no idea how complicated (any/some) people can make it.
19. The Briton might be terrified of living close to others without (any/some) privacy.
20. The most important thing is that it is a wall that keeps (any/some) people in and other people out.
21. The word comes from the idea of pre-judging, that is, making a judgment about (anyone/someone) before meeting the person and without any direct experience or knowledge.
22. Then I ask if you have (any/some) brothers or sisters.
23. There are no rules here, so I can do (anything/someone) I want.
24. We didn’t talk for two or three months—at least not about (anything/something) important.
25. I ask myself whether I am just jealous or putting (anyone/someone) else down in order to make me feel good.

- We use else to mean other or more. Notice that else comes after the word it modifies. It can be possessive, as in “someone else’s book.” In this volume, else appears after anyone, anything, anywhere, everyone, everything, no one, someone, something, and somewhere.

Although the adverb else occurs frequently in English, it is almost never used by Korean learners of English. Instead, people tend to use a possibly awkward or repetitive construction with other or another. Learn to use this little word, and your English will sound much more natural.

Examples: Awkward: When you are buying things in a shop, the clerk may ask, “Would you like another thing?”

When you tell your boyfriend or girlfriend that you want to end the relationship, you may be asked, “Is there anyone else?”
Exercise 2: Replace the underlined phrase by circling the letter which stands for the best answer.

a. everyone else
b. everything else
c. someone else
d. someone else’s
e. something else
f. somewhere else

1. a b c d e f You believe this means doing something wrong—betraying a confidence with another person, making copies of copyrighted computer software, cheating in class, giving your company’s secrets to the competition.

2. a b c d e f Everything is linked with every other thing.

3. a b c d e f The boss or teacher will probably treat all other people just like she or he treats you.

4. a b c d e f If you want to talk to people, try to catch people when they’re in the mood, not when they’re intent on going to another place.

5. a b c d e f When people think something’s disgusting, they don’t understand how another person can not think so too.

6. a b c d e f They know there are a million people in the subway station all trying to get to another place.

7. a b c d e f Another thing I noticed in China, Anne says, is that people knock on the door differently.

8. a b c d e f I lifted my beer glass and proposed a toast to my father-in-law. All the other people at the table was horrified.

9. a b c d e f The family functioned as a unit, whether it meant doing housework or another thing.

10. a b c d e f That’s another thing that’s changing very rapidly, Byoung-ok says. With the economic situation, it’s really been brought home to us that we need to be more efficient.

11. a b c d e f Even though each of these three colleagues might have the authority to represent the company, people did not offer any opinion relating to another person’s area. People knew how to keep their mouths shut.

12. a b c d e f So, for example, when I was in Germany I might get a phone call from the home office telling me to drop what I was doing and do other work.

Although *the another* is common in Korean English, it is highly ungrammatical, since it is about the same as *the an + other*. English has a rule that we only use one article at a time.
• We use another to mean an+ other. (Remember that a/an is used instead of the before singular count nouns which have not been previously mentioned and are not followed by modification.) Another has the meaning of something additional.

Example: Would you like another cookie?

• We use other after the. The other is a fixed phrase.

Betty voted for one presidential candidate, Sally for the other.

• Other is used before uncountable nouns and plurals.

Other people might say that women only have to work harder.
What other information do you need in order to file a discrimination suit?

• We use others as a plural pronoun, but not before plural countable nouns.

Sally told me the news, and then I told the others.
Ungrammatical: Don’t you have any others books?

• The possessive forms of another and other are another’s and other’s.

We agreed to stay out of one another’s way.
We agreed to stay out of each other’s way.

Exercise 3: Circle the best answer from the choices in parentheses.

1. Deference is the polite yielding or obedience to the opinion, wishes or judgment of (another/another’s/other/other’s/others).
2. The U.S. military has a stricter hierarchy than any (another/another’s/other/other’s/others) American institution.
3. Politeness is consideration shown by not intruding into (another/another’s/other/other’s/others) space or time.
4. They try to bring their children up with honesty, respect for (another/another’s/other/other’s/others), politeness and a sense of fair play.
5. That’s part of living in (another/another’s/other/other’s/others) culture.
6. What are some (another/another’s/other/other’s/others) cultural mistakes you made when you came here?
7. I was pouring beer for (another/another’s/other/other’s/others) teacher, a guy two years younger than me.
8. You never pour for yourself, just for each (another/another’s/other/other’s/others).
9. The one teacher said nothing; the (another/another’s/other/other’s) said, “Of course it’s different.”
10. I was sitting there with my father-in-law and the (another/another’s/other/other’s/others) relatives, and I lifted my beer glass and proposed a toast to my father-in-law.
12. First one knee touches the ground, then the (another/another’s/other/other’s/others), all very slowly, rhythmically, all the movements together in the same rhythm.

13. Maybe it’s the Irish American inside me which says those values are pretty good at tying a society together—like hard work and respect for (another/another’s/other/other’s/others) people, which I certainly had to learn when I was young.

14. When people talk face-to-face, most of the information they send each (another/another’s/other/other’s/others) is nonverbal.

15. What is acceptable behavior in one culture may not be acceptable in (another/another’s/other/other’s/others).

16. Being “shifty-eyed” means moving the eyes around as if to avoid making eye contact with (another/another’s/other/other’s/others) person.
LET’S DO A CROSSWORD PUZZLE.

ACROSS
4 System of organizing people by rank
6 Your previous achievements, training and background
10 Give someone a higher rank
11 If you are this, you get a lot of work done
13 Legal agreement between companies or between a company and an employee
15 Someone with a lower position in the organization
16 Extra amount of money added to someone's pay, usually for good work
17 Not bottom
18 Control over people and activities
19 Amount of money that you gain when you are paid more for something than it cost you to make it
22 Knowledge you have because you have done a job for some time; length of time on the job
26 From 9:00 a.m. to 5:00 p.m. (two words)
27 Space between two points; power _________
29 Flat and parallel to the ground; not vertical
30 Control and organization of a business; opposite of labor
31 Task or piece of work you are given to do in school or in the workplace
32 Acknowledgement of the value of someone's work; special _________

DOWN
1 Length of time you have worked at a place
2 Tie between people; way they feel about each other
3 Good or worthwhile qualities
5 Co-workers
7 Able to work successfully without wasting time or energy
8 An official document you receive for course work or as a prize
9 Person in charge; your superior
12 System of communication; passage that water flows through
14 Company which is trying to sell goods or services to the same people that you are
20 Job, profession, work
21 Bending easily, not rigid
23 If you have this, your situation is peaceful; combination of musical notes played at the same time
24 An account explaining what something is or what it looks like; job _________
25 Section of an organization; "part" in Konglish
28 Having the usual characteristics; average