

Jan-Mock

Syedashanze
Balool
Batch #71

DATE: ___/___/___

DAY: ___/___/___

Essay

'One is not born woman,
but become one'

Outline

1- Introduction

1.1 Thesis Statement

2- One is not born woman but become one

2.1 Biological and socially constructed gender.

2.1.1 Sex and cultural concept of women.

2.2 The Process of Becoming

2.2.1 Gender expectations impose on women

2.2.2 Role of education and childhood

2.2.3 Influence of family, religion and media

2.3 The Others and oppression

2.3.1 Women as 'other' in patriarchal society

2.3.2 Social institutions defining women

The topic is social construction of gender not biological. Also that is sex not gender.

Points should be clear and self-explanatory.

Too many ideas in one sentence.

Overlaps with 2.2.3

No structure to the outline. Does not cover how society shapes the idea of women and her identity. The headings both sub and main are vague and generic.

DAY: / /

- 2.3.3 Lived experiences and embodiments.
- 2.4 Critiques and contemporary Relevance; Resistance and Naunce.
 - 2.4.1 Relevance to modern feminists and Intersectionality
 - 2.4 Reframing of de-Beauvoir's views
- 2.5 Conclusion.

Not asked.

The Essay.

One is not born woman but becomes one - Simone de Beauvoir.

As early as mid 20th century feminist philosophers put emphasis on that all genders are socially constructed. A child is born without any labelled identity as man or women, it is the society that give name to it.

The notion of womanhood or femininity is accomplished through the active process of creating gender identity through interacting with others in particular social contexts. These assigned gender roles comes from century-old cultural norms.

Doesn't make sense, it's better to start with something that corroborate the point being discussed.

You don't need to explain the origin of the phenomenon. Attention grabber should be interesting.

Short introduction. No proper overview of arguments. No proper thesis statement.

that is being followed generation after generation. The claim of womanhood and responsibilities assigned with it are all social and cultural construct rather than purely biological. ~~Sproule de Beauvoir~~ argues that femininity is produced through socialization, power structures and lived experiences, not innate biology.

Biological sex mean having different anatomy. In males, it has XY chromosome with excess of testosterone hormone and genitalia (penis); while, female has XX chromosomes, with excess of progesterone and estrogen levels and genitalia (vagina). This creates natural visible differences among male and female. Similarly, socially constructed means having masculine and feminine qualities, behaviour patterns and related roles and responsibilities which they have to perform in order to live according to societal norms. If these roles are not followed either it is by men or women they will be considered being

If you want to explain the terms, then do do academically with proper references and source

deviant from society.

Directly address the argument in the topic sentence

~~The process of becoming woman or the formation of womanhood starts from early age. From childhood, girls are treated differently from boys. Their activities, their toys, their responsibilities from how to behave elegantly to perform house chores all are inculcated from early age. Society imposes certain rules and boundaries on women there are expectations attached to it, which they need to adhere with, to get a recognition in society. In schools, it reinforces distinction between boys and girls through differential expectations: girls may be encouraged towards obedience, neatness and emotional sensitivity, while assertive and risk-taking behaviours are discouraged.~~

Separate

Separate argument

Incoherent. Too many different ideas in a single paragraph. No proper argumentation and analysis. No evidence that validates your points.

~~From teacher interactions to peer regulation, what is considered appropriate female conduct, positioning care, compliance and self-restraints as desirable traits for girls. In this way education functions as not only a site for learning but~~

also a mechanism for producing gendered identities

Gender Expectations imposed on women function as powerful social norms that shapes behaviour, identity, and self-perception from an early age. Women are often are expected

to be nurturing, caring, emotionally sensitive with social roles tied

to domestic responsibility rather than autonomy or ambition. At the

same time cultural norms impose strict expectations regarding

appearance and sexuality, requiring women to be attractive but not

excessive confident yet modest, and independent while remaining

accommodating. These contradictory demands create persistent pressure

for self-regulation and conformity, discouraging deviation through

social judgement or sanction.

Family, religion and media plays a central role in shaping the gender identity by transmitting

expectations about what it means to be a woman. Woman's first

lesson starts with its own family

Gender
Structure

Repetitive

Maintain a consistent paragraph length throughout the essay. Same thing was discussed in previous paragraph.

No Analysis

How do these norms shape identity of woman.

Repetitive

reinforcing femininity through differential treatments like role modeling, expectations around behaviours, appearance and responsibilities, like performing household chores, taking care of family, self-sacrificing, dress modest, talk lightly, in soft voice these all are first lesson which she learned in the beginning. Further comes a religion, it shapes the whole idea of womanhood or femininity, women rights in inheritance to no power in deciding for lives. They are held in the bubble of being soft, weak and to be protected by men and all decisions should be taken on her behalf. Religion not only promote the ideals of modesty, obedience, purity and self-sacrificing but also framing them as moral or divinely sanctioned. Similarly, media further amplifies these messages by circulating narrow representations of femininity that emphasise beauty, romantic fulfilment and emotional about while marginalizing alternative expressions of womanhood. Together, these forces normalizes specific gender roles and present them as natural or inevitable, limiting women's perceived

Repetition

Repetition
No Analysis

You are only highlighting expectations not elaborating how they shape the identity of woman.

W

possibilities and reinforcing the social processes through which girls are taught to "become" women.

Simone de Beauvoir concept of 'other' in the second sex explains man as subject and women as relating to men. As man represents autonomy, assertiveness, decision maker of the house, whereas women are considered as dependent and secondary. In patriarchal society, the status of women is undermined, not self-determining and immature. She is considered as the 2nd class gender as regard to males. As it not only undermines the freedom, choice of living their lives the way they want, but also ignores them in other spheres of life. As the 'other' women is expected to serve, support and reflect the subject rather than herself, shapes their identities within system that prioritizes male experiences and authorities while rendering women contingent and subordinate.

Social Institutions like families, religion, education system, society

DATE: ___/___/___

DAY: ___/___/___

as a whole define women she becomes wife, daughter, mother or an object of desire to its counterpart 'men'. Society defines how each role will be played. Marriage and motherhood becomes the markers of female identity, signaling that a woman's values is tied to her ability to nurture, maintain relationships and reproduce, rather than to her individual achievements or desires. Religion and legal systems frequently reinforce these roles, prescribing moral codes and prescribing values that prioritize women subordination. Similarly, media and popular culture further perpetuates the notion of women as object of desire, framing femininity around beauty, sexuality and the capacity to attract male attention. Together, these institutions constructs the social realities in which women's identities are measured not by their own subjectivity but their utility.

Women also have to experience through their body through menstruation, sexuality, pregnancy. They lived through social expectations that dictate what is appropriate, desirable

That's not
social

DATE: ___/___/___

DAY: ___/___/___

or permissible influencing. Women perceive themselves and interact with the world. For instance, women bearing child of a man has to go through 9 months of pregnancy, bear the societal pressure of having a first child as boy and if after 9 months if a child born is a girl, on which she don't have any autonomy on deciding gender, will get blamed on giving birth to a girl. This societal pressure not only undermines the freedom of over their body, but also the choice reproduce or not. This society constraints limits women's ability to embrace individuality and sole decision makers of their life.

Lastly, Simone de Beauvoir's claim has also been critiqued and refined by modern feminists and intersectional theorists. The second sex mainly looks at the experiences of white, middle class, Western women but intersectional analysis shows that becoming a woman is different for everyone. Factors like race, class, colonial history and economic situation affects how gender

expectations are experienced and resisted. For instance, women of color often do not fit the traditional ideals of femininity and develop their own ways of resisting these norms. Modern feminists emphasises that women are just passive recipients of social rules, they actively question, negotiate and redefine them.

Similarly Judith Butler's theory of gender performativity adds to this by showing that gender is created through repeated actions, which allow people to challenge and change it. Transgender and nonbinary identities also shows that becoming women can involve actively choosing one's identity and resisting assigned categories. Altogether these ideas show that womanhood is not fixed but it is a flexible ongoing process shaped by society, personal choice and acts of resistance.

In Conclusion, de Beauvoir's assertion that 'one is not born but becomes women' provides a critical framework of understanding gender as socially constructed and culturally mediated.

GENERAL FEEDBACK FOR ESSAYS

Content (40%)

Your interpretation should be in depth, comprehensive and academic. Always address the asked part. It should be evident in your outline, which should be self-explanatory in nature. Essays/Outlines that give related information without addressing the asked part do not qualify. The whole essay should be relevant. Even if 1-2 arguments are irrelevant the essay will not pass. Distribution of topic should be according to the demand of the topic statement i.e. if there is one scoring point it should be given more weight, if there are 2 or more scoring points all should be given equal weight. All claims made in the essay must be substantiated. Out of 15-17 arguments at least 9-10 should be academically backed with proper references. The rest should be backed by either case studies or generally known information. Evidence must be authentic and come from proper and authentic academic sources. Newspapers do not qualify as an academic source. Illustrations and vague mentions of events do not qualify as academic evidence. Essays that are lacking in evidence do not qualify.

LANGUAGE (25%)

Focus on enhancing your grammar as any essay with 4-5 grammatical mistakes does not pass. Your essay must be in the tone and tense of the topic statements. Essays that fail to comply do not pass. Your sentence structure should be simple, yet clear and diversified. Vocabulary used should be simple, clear and concise. Expression should always be formal and academic. You are never to write in 1st and 2nd person pronouns. You must always use the given keywords and your topic for your thesis statements and main headings in your outline.

STRUCTURE (20%)

Your essay must follow the selected pattern and that structure should be maintained throughout. **INTRODUCTION:** The introduction is the longest paragraph of the essay, at least 200 words. It should start with a hook, must give the glimpse of what's to come and must have a thesis statement. Besides hook, your introduction should not have any sort of information and reference. Avoid definitions in introduction. **BODY PARAGRAPHS:** Approximately 150 words at most and all the body paragraphs must be consistent in length. Should follow the proper structure of an academic paragraph i.e. it must have a topic sentence, supporting point, evidence and concluding sentence. The topic sentence and concluding sentence must align with each other. There should be no new information in the concluding sentence. One paragraph represents one subheading in the outline and consists of one idea. **CONCLUSION:** Must start with the concluding phrase. There should be no new information in the conclusion. It should recap the arguments. Conclusion does not have any examples and information. If you are ending it on a hopeful note, remember that solutions and hope are not the same.

COHERENCE (15%)