

AP Seminar Rubric 2016-17: Performance Task 1

Component 1 of 2: Individual Research Report

28
30
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Row	Content Area/ Proficiency	Performance Levels			Points (Max)
		Low	Medium	High	
1	Understand and Analyze Context	The report identifies an overly broad or simplistic area of investigation and/or shows little evidence of research. A simplistic connection or no connection is made to the overall problem or issue.	The report identifies an adequately focused area of investigation in the research and shows some variety in source selection. It makes some reference to the overall problem or issue.	The report situates the student's investigation of the complexities of a problem or issue in research that draws upon a wide variety of appropriate sources. It makes clear the significance to a larger context.	6
		2	4	6	
2	Understand and Analyze Argument	The report restates or misstates information from sources. It doesn't address reasoning in the sources or it does so in a very simplistic way.	The report summarizes information and in places offers effective explanation of the reasoning within the sources' argument (but does so inconsistently).	The report demonstrates an understanding of the reasoning and validity of the sources' arguments.* This can be evidenced by direct explanation or through purposeful use of the reasoning and conclusions.	6
		2	4	6	
3	Evaluate Sources and Evidence	The report identifies evidence from chosen sources. It makes very simplistic, illogical, or no reference to the credibility of sources and evidence, and their relevance to the inquiry.	The report in places offers some effective explanation of the chosen sources and evidence in terms of their credibility and relevance to the inquiry (but does so inconsistently).	The report demonstrates evaluation of credibility of the sources and selection of relevant evidence from the sources. Both can be evidenced by direct explanation or through purposeful use.	6
		2	4	6	
4	Understand and Analyze Perspective	The report identifies few and/or oversimplified perspectives from sources.**	The report identifies multiple perspectives from sources, making some general connections among those perspectives.**	The report discusses a range of perspectives and draws explicit and relevant connections among those perspectives.**	6

Aadi, overall a very well written paper. I am trying to understand the alignment between the POC & the research. While the IRR amply discusses the effects of toxic masculinity on a few different age groups & both the genders, I didn't see the 'long-term' addressed. I also would like to see the scientific lens more in play with the inclusion of sources that maybe shed light into these effects and how to counter them. Overall, it's well done: you incorporated your sources well through effective commentary, and did a fine job of placing them in conversation with each other.

AP Seminar Rubric 2016-17: Performance Task 1

Component 1 of 2: Individual Research Report (continued)

Row	Content Area/ Proficiency	Performance Levels			Points (Max)
		Low	Medium	High	
5	Apply Conventions	The report includes many errors in attribution and citation OR the bibliography is inconsistent in style and format and/or incomplete. 1	The report attributes or cites sources used but not always accurately. The bibliography references sources using a consistent style. 2	The report attributes and accurately cites the sources used. The bibliography accurately references sources using a consistent style. 3	3
6	Apply Conventions	The report contains many flaws in grammar that often interfere with communication to the reader. The written style is not appropriate for an academic audience. 1	The report is generally clear but contains some flaws in grammar that occasionally interfere with communication to the reader. The written style is inconsistent and not always appropriate for an academic audience. 2	The report communicates clearly to the reader (although may not be free of errors in grammar and style). The written style is consistently appropriate for an academic audience. 3	3

*For the purposes of AP Seminar, “validity” is defined in the glossary of the CED as “the extent to which an argument or claim is logical.”

** For the purposes of AP Seminar, “perspective” is defined in the glossary of the CED as “a point of view conveyed through an argument.”

Additional Scores

In addition to the scores represented on the rubrics, readers can also assign scores of **0** (zero) and **NR** (No Response).

0 (Zero)

- A score of **0** is assigned to a single row of the rubric when the response displays a below-minimum level of quality as identified in that row of the rubric. For rows 1 to 4, if there is no evidence of any research (i.e. it is all opinion and there is nothing in the bibliography, no citation or attributed phrases in the response) then a score of **0** should be assigned.
- Scores of **0** are assigned to all rows of the rubric when the response is off-topic; a repetition of a prompt; entirely crossed-out; a drawing or other markings; or a response in a language other than English.

NR (No Response)

A score of **NR** is assigned to responses that are blank.

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AP Seminar

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The Science Behind the Effects of Misogyny in Targeted Media Upon Young People Today

According to a research study conducted by the U.S. think tank Demos regarding content recommended to UK Twitter users over a three-week period, “6,500 unique users were targeted by 10,000 explicitly aggressive and misogynistic tweets. Internationally, over 200,000 aggressive tweets using the same terms were sent to 80,000 people in the same three weeks” (Demos).

Commenting on the findings, Alex Krasodonski-Jones, Researcher at the Center for the Analysis of Social Media at Demos, stated, “It is clear that just as the digital world has created new opportunities for public debate and social interaction, it has also built new battlegrounds for the worst aspects of human behavior...it’s important to note that misogyny is prevalent across all social media...” (Demos). Nowadays, the existence of targeted media has led to a vast increase in a variety of discriminatory biases, and more prominently, gendered biases such as misogyny. Due to the nature of misogynistic content throughout media, it is impactful on many of those in younger generations today, including children gaining an understanding of gender roles, male adolescents conforming with societal definitions of masculinity, and young women when faced with the more violent characteristics of people engaging with misogyny. However, although it is clear that misogynistic content continues to propagate throughout targeted media, one question remains: how does continued exposure to misogynistic content in targeted media affect younger generations over long time periods?

One of the most impressionable groups who often face the effects of targeted media is children, especially those developing their perceptions of gender roles. According to Dr. Susan D. Witt, retired Professor from the University of Akron, “Children's ideas about how the world works come from their experiences and from the attitudes and behaviors they see around them.” (Witt). Children at this age are at the point in their lives where they are learning deeply about their environment. Given a source of content, they will consume it and retain not only the source’s information but also its biases. As such, if they view misogynistic content, misogynistic biases will remain with them. A research report released by Common Sense Media, an organization dedicated to providing information about the suitability of media for children, backed these findings, additionally stating, “children’s media use is a significant force contributing to their beliefs about femininity and masculinity and shaping their other belief systems, preferences, and decision making.” The report references the idea that gender stereotypes present in children can affect them significantly in the future by influencing their job choice, risk-taking behavior, and emotional control (Common Sense Media). Not only are the biases that children pick up throughout their childhood challenging to remove, but they are also detrimental to children’s social, emotional, and decision-making capabilities and can dramatically affect how children perceive themselves, even affecting the child far into the future.

But children aren’t the only group heavily influenced by misogynistic content in targeted media. Many adolescents and young adults, particularly men, are drawn to misogynistic content via media containing toxic masculinity. Toxic masculinity teaches boys that to be masculine, they must not express emotion beyond anger. It teaches boys that being expressive, even during times of emotional upheaval, is feminine or weak. Toxic masculinity has links to aggression and violence and has proven to be harmful to both the men who exhibit it and the people around

them, as its assertion has severe emotional consequences. Michael Salter of the Atlantic acknowledges the detriments of toxic masculinity but argues that toxic masculinity isn't inherently toxic. He states, "By focusing on culture, people who oppose toxic masculinity can inadvertently collude with institutions that perpetuate it" (Salter). In other words, he says toxic masculinity is blamed as the cause of many harmful events when they were caused by unrelated factors. However, Thorsberg disagrees with this sentiment, stating that men engage in toxic masculinity since they see "a society where a man's identity might no longer be intertwined with one's professional and social status (especially relative to women) — as a devaluation of their masculinity" (Thorsberg). In other words, men who engage in toxic masculinity are often misogynistic ^{in order} to combat their fear of becoming inferior due to women's rising professional and social status. They are aggressive towards women, which is perpetuated throughout targeted media. In agreement, Maria Jacobson, author of *Young People and Gendered Media Messages*, adds, "Within the media context, masculine power is often constructed using aggressiveness of all kinds... There is no doubt that masculinity is depicted as superior to femininity." (Jacobson). It is undoubtedly true that toxic masculinity has led to a large amount of female-oriented hatred and oppression, along with behaviors that end up hurting men, not just women. Although these people may believe that they are simply becoming more masculine, their behavior is psychologically damaging. Due to the prevalence of toxic masculinity in targeted media, it holds much influence over many male adolescents and young adults today.

In addition to the derisiveness men engaging in toxic masculinity display towards women, they also become far more likely to harass or get violent with women, which can have extreme effects on women's mental health. As stated by Dr. Debbie Ging, Associate Professor of Digital Media and Gender at Dublin City University, a 2017 Pew Research Center survey

indicated that “21% of women aged 18 to 29 reported being sexually harassed online, more than twice the percentage of men in the same age group (9%)” (Ging). Similarly, a 2014 EU survey found that “1 in 10 women in the European Union report having experienced cyber-harassment since the age of 15” (Ging). Unfortunately, the disparity between the treatment of men and women runs rampant, even in terms of harassment and especially in targeted media. According to the American Psychological Association, this behavior can cause young women to experience intense fear responses, leading to “acute and chronic mental and physical health consequences” (APA). Jacobson concurs, noting that in addition to the effects caused by the fear response in the face of male aggression, the pressures of gender stereotypes and expectations set by toxic masculinity can cause young women to feel inadequate (Jacobson). The responses that young women develop and show in the face of the threat of violence, especially those caused by toxic masculinity, can become a core piece of their instinctive reactions. The stress caused by the necessity for these reactions can have damaging effects that remain for the rest of their lives.

A potential solution to diminish the effects of misogyny in targeted media is to remove misogyny from targeted advertising entirely. However, due to the nature of advertising companies and the amount of effort it would require for most of them to truly change their advertising policies, this idea is not viable. Instead, many social scientists recommend that parents do the following: point out bigotry in media to their children if and when it becomes clear to them, and allow their children to engage in activities that affirm healthy gender stereotypes so that targeted media becomes less effective at redefining their gender stereotypes than it generally is. Thus, even if their children remain susceptible to the biases of targeted media, they are still likely to understand how not to be influenced by it.

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