

Gender Studies 12

District Number: 98

School Name: Vanier Catholic Secondary

Developed by:

District Name:	Vancouver
District Number:	#39
Developed By:	Debra Trca Teacher, Britannia Secondary
Date Developed:	1994
Extended & Rewritten:	Mary Filleul, 1997 Teacher Britannia Secondary
School Name:	Britannia Secondary
School Principal:	Randy Clark
Board Authority Authorized Course:	2004

Principal's Name: Edward Frison

Department Authorized Approval Date: June 2011

Department Signature:

Course Name: Gender Studies 12

Course Code:

Grade Level of Course: 11/12

Number of Course Credits: 4

Number of Hours of Instruction: 120 hours

Prerequisite: Studies 11 (may be co-requisite)

Course Synopsis:

This course provides students with an opportunity to explore how gender influences the structuring of social, economic and political relationships. As well it examines current issues of concern to young women and men about to join the adult world. Through guest speakers, film, video, and class discussion and readings, students will be encouraged to critically examine how men's and women's lives are shaped by their gender, and to thoughtfully reflect upon possibilities for their future lives. This course is open to both males and females in Grades 11 and 12.

Rationale:

Do women talk too much? Why do men talk about sports more than women do? Why do we study so few women in Social Studies? In many societies, why are women most often the victims of violence? Why are women 50% of the population and only 14% of parliamentarians? If students are curious about discussing the answers to the above and learning more about women and men in general, then this is the course for them.

Gender Studies 12 will provide students with an understanding of the ways in which their life choices and experiences are profoundly influenced by their gender. This course differs significantly from other secondary school classes in that it employs a multidisciplinary and cross-cultural examination to study social expectations. For example, across the curriculum, the contributions of women and the concerns and issues of women have generally been left out or received only passing reference. The reasons, both historical and sociological, for these omissions and other examples of gender discrimination will form part of our inquiry.

Males' experiences have also been profoundly influenced by a narrow band of stereotypical role possibilities. For males who are unable or unwilling to meet "Macho" social expectations, it may be that their school and life experiences can be both alienating and negative. Being willing to examine more complex roles and "life" models for men will assist students in challenging confining stereotypical patterns.

Every day students are bombarded with messages about gender roles by television, parents, peers, schooling, music and by other socialization stimuli. Most of those messages are so subtle that they can often be unaware of how our thoughts are being shaped. The need to recognize and to think critically about these messages and to reflect on how they impact on life's possibilities is what this course is all about.

Organizational Structure:

The course consists of nine major units as detailed in the table below. Each unit would be completed within a one month time frame, although this might vary depending on student interest and topical timeliness.

Unit Title

1. The Social Construction of Gender
2. Gendered Health Issues for Teenagers
3. Relationships
4. Whose History?
5. Law
6. Work and Economics
7. Cultural Perspectives
8. Education & Schooling
9. Arts and Literature

Learning Outcomes:**Unit One: The Social Construction of Gender**

In this unit students are introduced to the differences between sex as a physical-biological attribute and gender, a social historical construct. Students will understand that sexuality is constructed socially and historically and that it is constructed differently for women and men. Students will be introduced to media as a powerful socialization tool and the necessity of developing media literacy skills.

Curriculum Organizer-Sex and Gender- What's the Difference?

It is expected that students will be able to:

- Learn the differences between sex and gender as biological and social understandings

Curriculum Organizer-Social Expectations for Men and Women

It is expected that students will be able to:

- identify social expectations for females and males
- understand the origins and historically based context of these

Curriculum Organizer-Media and Image Construction - A Primer

It is expected that students will be able to:

- develop tools to understand the power of media messages
- critically analyze images of males and females as a construction, rather than a reality
- recognize the gendered messages of popular culture in the forms of film, advertisements, music videos and television

Unit Two: Gendered Health Issues for Teenagers

Here students examine major health issues of particular concern to teens. Dieting, eating disorders, steroid use and smoking all present major risks to volatile young people seeking the stereotypical beautiful body. This section attempts to build satisfaction with a healthy body, rather than a perfect one.

Curriculum Organizer- Self Image and Self Esteem - the interconnectedness

It is expected that students will be able to:

- Examine perceptions of themselves and balance those against societal constructions of conventional beauty and health
- Develop ways to create a positive self image
- Understand the peer pressure and find ways to resist negative conditioning
- Investigate the popularity of "makeovers" and cosmetic surgery

Curriculum Organizer- Weight Loss and Gain

It is expected that students will be able to:

- investigate the diet industry
- know and understand the diseases of anorexia and bulimia
- know and understand the risks of steroid use
- increase their awareness of the targeted advertising of tobacco and its health risks
- develop strategies to recognize and resist stereotypes around body image

Unit Three: Relationships

Many senior students are beginning romantic relationships. This section of the course identifies the need to preserve oneself in a relationship, the importance of communication and the potential dangers of unhealthy liaisons. The issue of violence against women in Canadian society is also examined.

Curriculum Organizer- Healthy and Unhealthy Relationships

It is expected that students will be able to:

- identify the characteristics of positive interpersonal relationships
- understand that relationships are motivated by a variety of needs
- examine the perceived differing relationship needs of males and females
- discuss the changing nature of relationships and how to deal with change in a healthy way

Curriculum Organizer- Communication Peaceful Coexistence

It is expected that students will be able to:

- demonstrate an understanding of the differing communication styles between men and women
- learn ways to communicate and compromise in emotionally charged situations through role play
- investigate and practice non-violent means of resolving conflicts

Curriculum Organizer – Violence Against Women - the continuum

It is expected that students will be able to:

- recognize and protect themselves from sexual harassment
- examine the rates of physical & sexual violence against women in Canada
- develop skills to protect themselves from abusive relationships
- develop physical defense skills

Unit Four –Whose History?

This unit examines views of history and the absence of a history of women taught in conventional curriculum. Patriarchy and its evolution will be studied how that influences western culture today.

It is expected that students will be able to:

- analyze texts for traditional representations of women in history examine activities/events on which traditional history has focussed
- construct reasons for the omission/marginalization of women
- understand the components of a more gender balanced history curriculum

It is expected that students will be able to:

- know and understand the evolution of western patriarchy
- examine significant historical events for women's lives, such as the Witch Hunts, role of midwifery, etc.
- know and understand the history of the struggle for equal rights for women in the west

It is expected that students will be able to:

- research the lives of Canadian women who have made significant contributions to Canadian life
- increase their knowledge of the activities of Canadian women through class presentations

Unit Five - Law

This section examines how gender affects the exercise of rights and the taking of responsibility according to the law. It focuses on legal issues which might touch on the lives of ordinary young men and women.

Curriculum Organizer – Equity Laws

It is expected that students will be able to:

- develop an understanding of the differences between equality and equity laws
- explain the origins and rationale for the policy of Affirmative Action

It is expected that students will be able to

- examine formal and common law marriage rights
- know and understand key legal concepts in separation, divorce laws, child support and child custody cases

It is expected that students will be able to:

- describe and discuss laws related to reproduction such as contraception,
- reproductive rights and reproductive technology

Curriculum Organizer- Gender Patterns in Crime

It is expected that students will be able to:

- examine theories regarding the influence of gender on criminal behaviour, such as kinds of crimes committed
- know and understand rates of incarceration for males and females and the reasons behind them

Unit Six -Work and Economics

In this section students will understand the unique issues of men's and women's work and their evolution. Students will learn of real and perceived barriers to women's advancement in workplace equity.

Curriculum Organizer - Historical Perspectives on Work

It is expected that students will be able to:

- examine the historical perspective of women's paid work from the cottage industries to the present
- examine historical barriers to women's participation in the labour market beyond the home
- know and understand working conditions for men and women in early industrial times

Curriculum Organizer - The Sexual Division of Labour & Related Issues

It is expected that students will be able to:

- become familiar with work related topics such as full time and part time
- Opportunities;
- understand pay equity issues
- investigate the barriers to women's equality in the workplace
- learn how men's and women's lives are affected by globalization

Curriculum Organizer – The Politics of Families and Unpaid Work

It is expected that students will be able to:

- recognize the scope and value of women's unpaid work in the family and community
- recognize the changing role of men in the family
- identify ways to make running a home a more collaborative undertaking

Unit Seven – Cultural Perspectives

Students will become more familiar with cultural norms in the developing world. They will learn to think critically about how culture affects the life choices of men and women in non western settings.

Curriculum organizer- Defining Culture

It is expected that students will be able to:

- Know and understand the concept of culture and its changing mores
- Recognize the inter-relatedness of law and cultural practices
- Construct a definition of male and female culture
- Examine differences and similarities between female and male culture

Curriculum organizer – Gender in Non-Western Settings

It is expected that students will be able to:

- Investigate different cultural traditions around puberty and marriage
- Investigate the rights and other cultural practices of women and men in non- western settings
- Know and understand key gender issues for men and women in non-western settings

Unit Eight -Education

Students will examine the quality of school life for girls and boys, with real and perceived differences, including its impact, appropriateness and effectiveness.

Curriculum Organizer – Defining Gender Equity in Schools

It is expected that students will be able to:

- Understand the difference between equality and equity in school

Curriculum Organizer – Educational changes in the 20th Century

It is expected that students will be able to:

- Examine the evolution of changes in girls & boys schooling over the century in terms of content, achievement, leadership and inclusion

Curriculum Organizer - Issues of Gender Equity in Schools

It is expected that students will be able to:

- identify and challenge pertinent gender issues in schools and their causes in the areas of curriculum, participation, safety, etc.
- consider ways to develop of a gender fair school culture

Unit Nine - Arts and Literature

Students will examine how women and men have been portrayed in Arts and Literature and whose work is considered culturally valued. Students will challenge traditional presentations of cultural content for gender inclusiveness.

Curriculum Organizer - Women's Voice, Men's Voice, and Legitimacy Issues

It is expected that students will be able to:

- Examine factors which relate to cultural values formation
- Identify traditional foci of culture for gender inclusiveness

Curriculum Organizer - Women in Western Cultural Arts

It is expected that students will be able to:

- Analyze popular cultural forms produced by men and women for differences
- Study the portrayal of women and men in current film and literature
- Become familiar with artists who represent a gender inclusive perspective

Instructional Components

- direct instruction
- whole class discussions
- small group work/discussions
- role plays
- class formal debate
- video viewing & questions
- class presentations by peers
- current events reports
- independent research
- collective research projects
- independent reading and writing learning assignments

Assessment Component:

The assessment structure below applies to each unit. Each unit has individual unit tests, on time quizzes, and reflective journal topics. Each student is also required to prepare and present an individual research topic related to the term's content in each term. There is no final examination in this course.

I Students will engage in a variety of assessment activities through out the course. Each term will include an individual research project of a topic mutually agreed upon by student and teacher. This format can be a written essay or creative visual, such as a poster or video documentary. Students will present their research findings formally to the class.

II. Participation is critical in this course. Students will discuss old and new ideas, challenge stereotypes, question and defend their ideas and beliefs. All students contribute to creating the learning environment, not just the teacher. A willingness to actively participate in these discussions is essential.

To make this comfortable for all, a supportive environment must prevail. Students and teacher must keep in mind the importance of turn taking, of listening to each person and respecting all class members, even when you disagree most vehemently. Basic courtesies such as not interrupting or putting others down must be the norm. Everyone's contribution must be valued.

Attendance is an integral component to participation. If students are not here, they cannot participate or earn marks. Skipping classes will result in a substantial loss of marks.

III Students must complete all homework assignments. There will also be tests at the end of each unit as well as regular quizzes.

IV Students will be asked to keep a journal throughout the year which will be submitted for marking one or more times per term. It is expected that students will write at least once per week in their journals. Some writing will be assigned for homework and some journal writing will be done in class. Entries should consist of 2 or more pages and must be kept together in a notebook not in loose pages. Students will lose substantial marks if they do not have a journal in a bound notebook of some kind.

Reflective journals will be evaluated for students critical powers of observation, thoughts and ideas. Journal topics generally will be assigned but students can occasionally write on other issues of interest to them. As a general guideline students will be asked to write what you think and why you think it, what is observed in society all around, and why and how this relates to course content.

Mark Breakdown (per term)

Participation& Attendance	30%
Reflective Journal	20%
Homework & Tests	20%
Project & Class Presentation	30%

Learning Resources:

A wide variety of resources are utilized including text and video. There is no global textbook but content is drawn from the resources below as well as popular media of press, internet, magazines, etc.

Texts:

- Hofmann Nemiroff, Greta. Matters of Gender. Toronto. McGraw-Hill. Ryerson Limited. 1996
- Hofmann Nemiroff, Greta. Gender Issues. Toronto. McGraw-Hill, Ryerson Limited 1993.
- Quinlan, Don. Senior Editor. Women Changing Canada. Don Mills, Ontario. Oxford University Press Canada. 1997
- Duncan, Barry, et al. Mass Media and Popular Culture. Toronto. Harcourt Canada. 1996

Videos.

- The Burning Times. NFB. 1992
- The Human Race Series. "Gods of our Fathers". Gwynne Dyer. Director. NFB. 1994
- It's Not Like I Hit Her The May Street Group Film, Video and Animation Ltd. Producers.2003
- Unbalanced Scales: Gender Bias In The Justice System. Producer: Public Legal Education Society. 1999
- When Women Kill. Barbara Doran, Director. NFB. 1994
- Women: A True Story. Videos I -6. Susan Sarandon, Narrator. Canadian Television Productions. 1997