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**Course: Gender Studies, Grade 11 (**HSG3M)

**Grade:** 11

**Credit:** 1.0

**Prerequisite:** None

**Instructor:** Ms. Sandra Birkett

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Wiki: www.tpshome.wikispaces.com

Extra Help is available every day from 9am – 9:55am

**Abstract:**

This course enables students to explore the social construction of gender. Students will learn about the dynamic nature of gender roles and norms; sexism and power relations; and the impact of representations of women and men in the media, popular culture, and the arts. Students will analyze a range of gender equity issues, including gender-based violence and workplace equity, in both Canadian and global contexts. Students will develop and apply research skills and will design and implement a social action initiative relating to gender equity.

**Units:**

Unit I Introduction – The Social Construction of Gender 15 hours

Unit II Gender Rights Issues and Movements, Home and Away 25 hours

Unit III Gender and Social Institutions 25 hours

Unit IV Gender and the Media 25 hours

Unit V Independent Research and Inquiry Project (Initiative) 20 hours

Total: 110 hours

*Unit Descriptions*

**Unit I: Introduction to the Social Construct of Gender**

In this unit, the class will examine the foundations of the study of gender, including major concepts and terminology, investigate how gender norms are constructed and maintained, find connections between gender norms and other markers of identity, compare gender roles between a number of cultural groups, and begin to analyze power relationships in social groups through the gender lens. They will write a unit test, and organize a short presentation on gender roles in a country/culture of their choice.

**Unit II – Gender Rights Issues and Movements**

In this unit, students will describe the relevant social context of and issues of concern to contemporary and historical women’s movements, and evaluate the objectives of various men’s movements. They will then analyse a range of social and political issues relating to gender equity in both Canadian and global contexts, and describe the effects of globalization and international trade and economic policies on gender-related issues in both Canadian and global contexts. Students will write a short unit test, and have a formal round table seminar.

**Unit III – Gender and Social Institutions**

Each student will be responsible for an investigation of a specific institution in society, its historical norms and structures regarding gender roles, and an evaluation of the changes that have occurred in recent decades. They will explore issues of gender equity, especially how gender minorities have struggled for recognition and equality, both home and abroad. Students will analyse the ways in which power and privilege are unequally distributed between and among males and females in homes, schools, workplaces, and community settings. There will also be a unit test.

**Unit IV – Gender and the Media**

Students will explore the representations of gender in the media, both produced for a North American audience, and for a selection of other countries. They will analyse representation of gender in media, evaluate images of female and male bodies and representations of beauty and fashion in media and popular culture, and describe how visual art works, literature, and film can raise awareness of gender equity and changing gender expectations in society. They will have a formal presentation and a unit test. There will be a film study, a short project, and a short unit test.

**Unit V – Independent Study – Student Made Initiative**

In this unit, students will be working to implement change. Each student will identify a specific need related to gender equity or gender-based violence, and design an initiative to address this need. They will begin by exploring a range of organizations who carry out similar initiatives (both at home and abroad), analyze their methods and results, and evaluate their strategies. They will then design and implement their own initiatives, and reflect on their own skills and strategies.

**Overall Expectations**

**Research and Inquiry**

**Exploring:** explore topics related to gender studies, and formulate questions to guide their research.

**Investigating:** create research plans, and locate and select information relevant to their chosen  topics, using appropriate social science research and inquiry methods.

**Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry.

**Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

**Foundations**

**The Social Construction of Gender:** demonstrate an understanding of how attitudes, behaviours, roles, and norms relating to gender are socially constructed, and of the complexity of gender as a concept and as a lived experience.

**Power Relations, Sex, and Gender:** analyse sexism and the dynamics of power relations with respect to sex and gender in a variety of contexts.

**Representations of Gender:** analyse representations of women and men in media, popular culture, and the arts, and assess the effects of these representations.

**Gender Issues and Gender Related Policy in Context**

**Securing Rights and Social Supports:** demonstrate an understanding of concerns and objectives of women’s rights movements and men’s movements, and explain issues related to the rights of sexual minorities.

**Local and Global Challenges:** analyse a range of social, political, economic, and environmental issues relating to gender in Canadian and global contexts.

**Gender-Based Violence and Its Prevention:** demonstrate an understanding of homophobic and gender-based violence in both Canadian and global contexts, and of violence-prevention strategies.

**Implementing Change**

**Changes in the Workplace:** demonstrate an understanding of changes in occupations and the workplace with respect to gender issues, and of the reasons for continuing occupational segregation.

**Agents of Change:** describe strategies, initiatives, and accomplishments of individuals and organizations, including both Canadian and international organizations, with respect to equity.

**Social Action and Personal Engagement** design, implement, and evaluate an initiative to address an issue related to gender equity or gender-based violence awareness/prevention.

**Assessment and Evaluation**  
  
Term Work: 70%  
Course Culminating Tasks: 30%   
(Independent Project (15% and Final Exam 15%)  
Total: 100%  
  
All of your work will be marked according to the following categories at a breakdown of:  
  
Knowledge and Understanding 40%  
Thinking 20%  
Communication 15%  
Application 25%

**Our Classroom**  
**Attendance**  
You are expected to be in our classroom and prepared for class on time.   
  
**Classroom Procedures**

*Respect each other.*

A classroom should be a place where everyone feels comfortable asking questions and expressing their views. Any failure to respect one another will result in a poorer classroom experience for everyone.

*Stay on top of the course material.*

In a semestered environment it is easy to fall behind very quickly. If you are away for any reason, it is recommended that you speak to either myself or a classmate to determine what you missed. It is also a good idea to always check the course Wiki.

*Do not miss important test dates or presentation dates.*

It is very difficult to accommodate multiple test dates and so every student should do everything possible to write tests or perform presentations on the assigned dates. If a test or presentation is missed, the student must bring a note from a parent or guardian stating the reason for the absence.

*Participation in the class is essential.*

Staying focused in the classroom is imperative. This, of course, means that music players, cell phones and portable gaming devices are not permitted in the classroom.

This also means that you should only be using your computers for tasks related to your learning. Abuse of this privilege will result in your computer being confiscated for the duration of the period.

*Have fun.*

As much as this is a classroom and you are a student, this does not mean that you are not permitted to enjoy yourself. Ask lots of questions and try to find a way to let the material inspire your curiosities.

**Academic Due Date Policy**  
All homework, assignments and projects will have a due date.  
The due date is the beginning of the period for that given class. For example if a project is due for the Period One class, it must be submitted at 10:00 AM, if it is due for the Period Four class on a Wednesday, then it is due at 2:49 PM. Submitting it after the start time of the class constitutes a late penalty.  
IF YOU MISS A CLASS, CHECK THE WIKI. YOUR WORK IS EXPECTED TO BE COMPLETED FOR THE DATE IT IS DUE (with reasonable exceptions, of course!).  
  
The due date represents the date in which the homework/assignment/project is due. Students should submit the homework/assignment/project to their subject teacher on the due date. If a student does not submit the task on the due date the subject teacher will contact the parents/guardian to notify them of the outstanding work that day.  
Late marks will be deducted on late assignments. This strategy is in keeping with the Ministry’s policy document “Growing Success”. Late projects / assignments will be assessed at a reduction of 5% per day for the first two days and 10% per day after that to a maximum of 50%. Each project will be assessed for the 100% of its original value, and late marks will be clearly stated on the final evaluation. After 6 school days, a student will receive a zero. Students are strongly encouraged to still hand in late projects for assessment and written feedback. A  
Saturday Club inclusion will be made within the 6 days.  
Projects/assignments turned into the teacher after they have been marked and returned to students, will not be awarded a grade if the project/assignment is one the teacher believes can be copied from peers (at teacher’s discretion), however, written feedback on the assignment will be given (journals, reflection pieces, etc).  
***Extension Request Form***  
There is a procedure for students to seek relief from a due date and extend a deadline without an academic penalty. In extraordinary circumstances, **extensions may be granted, if an Extension Request Form is filled out by the student and signed by a parent and approved by the teacher at least one day before the due date.** It is up to the discretion of the teacher and the school administration whether or not to accept the extension request. A student may request an extension to the **maximum of two times in each course and for no more than three days**. After the allotted time has passed and the assignment has not been submitted, then late marks will be assigned. Our policy recognizes that extenuating circumstances may legitimately prevent a student from meeting a due date. The Extension  
Request Form may be garnered from the principal or the vice-principal.

**Illness/Doctor’s Notes**  
If a student is absent on the due date, a doctor’s note (or parental note in case of a family emergency) must be provided to the teacher in order for the student to submit the assignment. The assignment must be submitted upon the **first day** the student returns.  
**Parental Communication**  
Parents will be contacted if the assignment/project is not submitted on the due date.  
**E-mail Receipt of Assignments**  
Since weekend days will be included in the late policy, the submitted time and date will be based on the time that the assignment arrives in the teacher’s e-mail inbox  
Plagiarism is a serious academic offence, and includes copying, paraphrasing, or using the unreferenced quotations the work of another person. Any submitted work that is plagiarised will be given a mark of zero. Please check your student Code of Conduct for more information. Need help citing a source, or unsure about a point you’re making? Ask for help!