

Glendale Unified School District

High School

October 12, 2021

Department: History/Social Science

Course Title: Women's Studies

Course Code: 6163D/6164D

School(s)
Course Offered: Glendale High School

UC/CSU
Approved: Yes, (G) College-Preparatory Elective

Course Credits: 10

Recommended
Prerequisite: N/A

Recommended
Textbook: *Feminist Frontiers*, Taylor, Whittier, & Rupp

Course Overview: The goal of Women's Studies is to provide students with the skills and knowledge necessary to think critically about the diverse experiences of women around the world. This includes the intersection of race, class, gender, and other areas of one's identity. To accomplish this, we must first understand the social construction of gender. We will also focus on diversity and differences, representation, reproductive justice, activism/social change, and popular culture.

Course Content

Unit 1: Social Construct of Gender

Students will develop an analytical framework for understanding the social construction of gender and the ways in which gender intersects with other areas of identity, privilege, and oppression, such as race, class, ethnicity, physical ability, age, and sexual identity. Students will be introduced to the idea of women's and gender studies, diversity among women, and varying definitions of feminism. Next, they will be introduced to current thinking about social constructionism, that is, how expectations of gender are created by society.

Assignment: Autoethnography

Students will write an autoethnography essay, drawing on their readings and reflecting on how their lives have been shaped by their family's understanding of gender as well as current societal understandings of gender

Unit 2: Waves of Feminism

Students will examine the historical events that have occurred in the women's movement with special emphasis on the Third Wave of the movement. We will analyze elements of organization and leadership and what makes for successful campaigns for change. We will also examine the historical marginalization of LGBTQ and women of color and the divisions within the women's movement with a focus on intersectionality.

Assignment: Gallery Walk

With a partner, students will research one prominent historical figure from the women's movement and one contemporary woman from the women's movement. As a class they will put together a gallery walk of images, quotes, and brief biographies. They will write a reflective essay, poem, or song that expresses their impressions and thoughts of the gallery walk.

Unit 3: Systems of Privilege and Oppression

The primary focus of this unit is to examine systems of privilege and oppression including race, class, sex, ethnicity, physical ability, age, and sexual identity, and how they interact with each other in individuals or group. Students will be asked to apply this understanding within institutions of their daily lives, including schools and work. Finally, we will examine ways in which individuals and groups respond to and resist this oppression, and how ally behaviors can be learned.

Assignment: Feminist Manifesto

Students will analyze how various feminist manifestos tackle the intersecting systems of oppression, including the "Redstockings Manifesto," "Combahee River Collective Statement," "The Black Woman's Manifesto," "The Woman Identified Woman," and "Manifesto for Young Asian Women." They will create a one-page personal manifesto that reflects what they learned in the unit and the intersectionality of their own lives.

Unit 4: Gendered Institutions/Gendered Society

This unit will examine the ways gender plays out in a variety of institutions. We will first look at how we learn about gender in families, and the manner in which gender roles are reinforced from childhood through adulthood, especially in cultural expectations of children in family, school, and work. Next we will look at gender specifically in schools, the changing understandings and expectations of young women and men as students, and legal attempts to level the playing field with legislations such as Title IX. We will also examine gender in the workplace and politics, and the evolving roles of women and men. Finally we will look at the ways in which race, class, and gender play out in the military and prison systems.

Assignment: Oral History of Working Women

Students will read recent oral histories to learn about oral history as a historical tool. They will be given direct instruction on oral history methodology and interview techniques. Students will interview three working women over the age of 40, ideally of different racial, ethnic, and class backgrounds, to assess their various experiences as women within the workplace and how they compare to what students have learned in class. Students will write a 750-word reflective essay analyzing the responses, contextualizing them based on readings done in this unit as well as in the past units about gender and intersectionality.

Unit 5: Women and Media & Popular Culture

Students will examine the portrayal of women in film, television, popular music, newspapers, magazines, advertisements, video games, fashion, and sports broadcasting. Students will evaluate the sensitization of gender in the media that can imply inequality between men and women. Through brainstorming, discussion, and reflection, students will begin to see how believing in stereotypes can lead to violence towards oneself and others.

Assignment: Body Image Collage

Students will produce a two part collage. The first half will be images of women portrayed in popular media sources. The second half will be a creation of the women they know in their own lives and admire.

Unit 6: Violence Against Women

Students will become familiar with law regarding sexual harassment, the dangers of sexual assault, domestic violence, human trafficking, and the increased rates of violence against marginalized groups. Special emphasis and exploration of knowledge will be placed on the increased risk of sexual assault on college campuses. Additionally, students will examine the resources available within their community for victims of violence as well as safety and prevention resources.

Assignment: Community Engagement

Working in pairs, students will seek out community organizations that serve victims of violence. They will do their research and put together a presentation on the organization. Through this project, students will learn about the importance of community building and resources.

Unit 7: Women's Health and The State

Students will study women's reproductive rights throughout the world. Students will look closely at the relationship between society and the law and how political systems and courts are used in society to both control and protect women's bodies as well as their rights and safety.

Assignment: The Student Becomes the Teacher

Students will research a topic of their choice that is related to women's health and rights and will create a lesson to teach to the class. Emphasis should be placed on rights, court cases, or legislation somewhere in the world -- including, but not limited to, the U.S., Latin America, or the Middle East. A written lesson plan and all corresponding materials will be produced by the student to use while teaching their lesson.

Unit 8: Activism Around the World

Students will examine feminist activism in both our nation and in other nations and compare and contrast goals and outcomes to come to an understanding of the ways in which the change occurs. Finally, the class will identify current issues of concern for students related to gender equality.

Assignment: Creative Outlets as Activism

Students will use a creative outlet to share knowledge of a specific issue that they have observed in their community. This could be at their high school, in their neighborhood, in their own home, or in California as a whole. Students will research the issue, and produce a poem, song, painting, monologue, or some other creative work to demonstrate their understanding of an issue that is close to them, as a form of activism. A 250-word written explanation will accompany the work. For example, a song about gender roles in their family, or a children's book about activism around the world.

First Semester

Unit 1: Social Construct of Gender

(5 weeks)

- A. **CCSS.ELA-LITERACY.W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

ELD. Part I. 11b. Justifying/arguing. Express attitude and opinions or temper statements with familiar modal expressions.

ELD. Part I. 12a. Selecting language resources. Use familiar general academic and domain-specific words to create clear spoken and written texts.

- B. Students will write an autoethnography essay, drawing on their readings and reflecting on how their lives have been shaped by their family's understanding of gender as well as current societal understandings of gender.

Unit 2: Waves of Feminism

(4 weeks)

- A. **CCSS.ELA-LITERACY.W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ELD. Part I. 1. Exchanging information/ideas. Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant questions, affirming others, providing additional information, and paraphrasing key ideas.
- B. With a partner, students will research one prominent historical figure from the women's movement and one contemporary woman from the women's movement. As a class they will put together a gallery walk of images, quotes, and brief biographies. They will write a reflective essay, poem, or song that expresses their impressions and thoughts of the gallery walk.

Unit 3: Systems of Privilege and Oppression

(5 weeks)

- A. **CCSS.ELA-LITERACY.RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
ELD. Part I. 8. Analyzing language choices. Explain how a writer's choice of phrasing or specific words produces nuances or different effects on the audience.

- B. Students will analyze how various feminist manifestos tackle the intersecting systems of oppression, including the "Redstockings Manifesto," "Combahee River Collective Statement," "The Black Woman's Manifesto," "The Woman Identified Woman," and "Manifesto for Young Asian Women." They will create a one-page personal manifesto that reflects what they learned in the unit and the intersectionality of their own lives.

Unit 4: Gendered Institutions/Gendered Society

(5 weeks)

- A. **CCSS.ELA-LITERACY.W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-LITERACY.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- B. Students will read recent oral histories to learn about oral history as a historical tool. They will be given direct instruction on oral history methodology and interview techniques. Students will interview three working women over the age of 40, ideally of different racial, ethnic, and class backgrounds, to assess their various experiences as women within the workplace and how they compare to what students have learned in class. Students will write a 750-word reflective essay analyzing the responses, contextualizing them based on readings done in this unit as well as in the past units about gender and intersectionality.

Second Semester

Unit 5: Women and Media & Popular Culture

(5 weeks)

- A. **CCSS.ELA-LITERACY.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
ELD. Part I. 1. Exchanging information/ideas. Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant questions, affirming others, providing additional information, and paraphrasing key ideas.

- B. Students will produce a two part collage. The first half will be images of women portrayed in popular media sources. The second half will be a creation of the women they know in their own lives and admire.

Unit 6: Violence Against Women

(4 weeks)

- A. **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks

ELD. Part I. 1. Exchanging information/ideas. Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant questions, affirming others, providing additional information, and paraphrasing key ideas.

- B. Working in pairs, students will seek out community organizations that serve victims of violence. They will do their research and put together a presentation on the organization. Through this project, students will learn about the importance of community building and resources.

Unit 7: Women's Health and The State

(5 weeks)

- A. **CCSS.ELA-LITERACY.W.11-12.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the narrow or broaden the inquiry when appropriate; synthesize multiple inquiry when appropriate; demonstrating understanding of the subject under investigation

CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks

ELD. Part I. 11b. Justifying/arguing. Express attitude and opinions or temper statements with familiar modal expressions.

- B. Students will research a topic of their choice that is related to women's health and rights and will create a lesson to teach to the class. Emphasis should be placed on rights, court cases, or legislation somewhere in the world -- including, but not limited to, the U.S., Latin America, or the Middle East. A written lesson plan and all corresponding materials will be produced by the student to use while teaching their lesson.

Unit 8: Activism Around the World

(4 weeks)

- A. **CCSS.ELA-LITERACY.W.11-12.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the narrow or broaden the inquiry when appropriate; synthesize multiple inquiry when appropriate; demonstrating understanding of the subject under investigation
ELD. Part I. 11b. Justifying/arguing. Express attitude and opinions or temper statements with familiar modal expressions.
- B. Students will use a creative outlet to share knowledge of a specific issue that they have observed in their community. This could be at their high school, in their neighborhood, in their own home, or in California as a whole. Students will research the issue, and produce a poem, song, painting, monologue, or some other creative work to demonstrate their understanding of an issue that is close to them, as a form of activism. A 250-word written explanation will accompany the work. For example, a song about gender roles in their family, or a children's book about activism around the world.