

**Randolph Township Schools  
Randolph High School**

**Gender Studies**

*“I raise up my voice – not so I can shout, but so those without a voice can be heard ... we cannot succeed when half of us are held back.”*

-Malala Yousafzai

**Humanities Department**  
Dr. Amelia Wright, Supervisor

**Curriculum Committee**  
Katherine Burke  
Lena Wasyluk

**Curriculum Developed**  
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**February 19, 2019**

**Randolph Township Schools  
Department of Social Studies  
Gender Studies**

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## **Randolph Township Schools**

### **Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

### **Randolph Township Schools Affirmative Action Statement**

#### **Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

# **RANDOLPH TOWNSHIP BOARD OF EDUCATION**

## **EDUCATIONAL GOALS**

### **VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools**  
**Department of Social Studies**  
**Gender Studies**

**Introduction**

This is a semester-long course that aims to offer an introduction into gender studies, an interdisciplinary field. The course addresses challenging questions on the meanings of feminism, gender, and sexuality in society. The ultimate goal of this course is to familiarize students with questions, key issues, and debates, both historical and contemporary, in the world of gender studies. Because of the complexity of the topic, multiple disciplines will be explored in relation to the course including literature, history, political science, psychology, economics, sociology, anthropology, and media studies.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Curriculum Pacing Chart**  
**Gender Studies**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>4 weeks</b>	<b>I</b>	Introduction to Gender Studies and the Rise of Feminism
<b>5 weeks</b>	<b>II</b>	Gender and the Community
<b>4 weeks</b>	<b>III</b>	Power, Privilege, and Identity
<b>5 weeks</b>	<b>IV</b>	International Gender Policy

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**

**Gender Studies**

**UNIT I: Introduction to Gender Studies & the Rise of Feminism**

<b>TRANSFER:</b> Students will research and interact with contemporary and historical media to analyze gender stereotypes.		
<p><b>GOALS:</b></p> <p>6.1.P.D.1 - Describe characteristics of oneself, one’s family, and others.</p> <p>6.1.P.D.2 - Demonstrate an understanding of family roles and traditions.</p> <p>6.1.P.D.4 - Learn about and respect other cultures within the classroom and community.</p> <p>6.1.4.D.12 - Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.</p> <p>6.1.4.D.13 - Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.15 - Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p> <p>6.1.4.D.16 - Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> <p>6.1.12.A.1.b - Analyze how gender, property ownership, religion, and legal status affected political rights.</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Gender roles are social roles encompassing a range of behaviors and attitudes that are generally considered acceptable, appropriate, or desirable for people based on their actual or perceived sex or sexuality.	<ul style="list-style-type: none"> <li>To what extent does gender affect our daily life?</li> </ul>
	Feminism is the advocacy of women’s rights on the basis of the equality of the sexes.	<ul style="list-style-type: none"> <li>To what extent has feminism changed over the course of the last century?</li> </ul>
	The “waves” in which many historians categorize the feminist movement have spanned from the 19th century to today and have focused upon varying aspects of the female experience.	<ul style="list-style-type: none"> <li>Why is it important to understand the feminist movement?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>The three branches of gender studies are women’s studies, men’s studies, and queer studies.</p> <p>The feminist movement has benefited male society in a variety of different ways, ranging from destigmatizing sensitivity to the legal benefits of paternity leave.</p>	<p><b>Students will be able to:</b></p> <p>Identify and discuss the three branches of gender studies.</p> <p>Identify and explain the ways in which men have benefited from the feminism movements through discussion and writing.</p>

<p>6.1.12.D.2.d - Analyze arguments for new women’s roles and rights, and explain why 18th-century society limited women’s aspirations.</p> <p>6.1.12.D.5.d - Relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.</p> <p>6.1.12.D.6.c - Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.</p> <p>6.1.12.C.8.b - Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.</p> <p>6.1.12.D.10.c - Explain how key individuals, including minorities and women (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt), shaped the core ideologies and policies of the New Deal.</p> <p>6.2.12.D.2.d - Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p>6.2.12.A.3.d - Compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America and evaluate the degree to which each movement achieved its goals.</p> <p>6.2.12.D.3.d - Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.</p>	<p>Feminism has gone through several waves, or evolutions, in American history.</p> <p>First-wave feminism (occurring during the 19<sup>th</sup> and early 20<sup>th</sup> century) focused mostly on suffrage and the expansion of legal rights for women, with specific exclusions for women of color and women in poverty.</p> <p>Second-wave feminism (occurring during the early 1960s and lasting for roughly two decades) aimed to increase equality for women.</p> <p>Third-wave feminism (occurring during the 1990s and early 2000s) was led by those born during the second wave and focused upon what was seen as the unfinished work of that wave.</p> <p>The third-wave of feminism was made possible by the greater economic and professional power and status achieved by the second-wave.</p> <p>The third-wave of feminism was dedicated to supporting groups and individuals working toward gender, racial, economic, and social justice.</p> <p>Third-wave feminists sought to question, reclaim, and redefine ideas, words, and media that have transmitted ideas about womanhood, gender, beauty, sexuality, femininity, and masculinity, among other things.</p> <p>Fourth-wave feminism (beginning around 2012) is the resurgence of an interest in feminism and is associated with the use of social media and networking sites.</p>	<p>Trace the evolution of the first, second, third, and fourth waves of feminism.</p> <p>Analyze the ways in which feminism has progressed and transformed through the 19<sup>th</sup> and early 20<sup>th</sup> century.</p> <p>Evaluate the effectiveness of the second wave feminism movement in terms of gaining equality for women.</p> <p>Compare the first, second, and third waves of feminism after listening to, reading about, and discussing the topic.</p> <p>Determine the factors that necessitated a new wave of feminism in the 1990s and 2000s.</p> <p>Determine the goals of the third wave of feminism.</p> <p>Compare the goals of third wave feminists to previous movements.</p> <p>Distinguish the reasoning as to why there has been an increased interest in feminism.</p>
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<p>6.2.12.D.4.j - Analyze how the social, economic, and political roles of women were transformed during this time period.</p> <p>6.2.12.D.5.c - Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.</p> <p>6.2.12.D.5.d - Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.</p> <p>6.3.8.A.3 - Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.</p> <p>6.3.12.D.1 - Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.</p>	<p>Social media and networking sites have allowed the women's movement to adapt in real time and to easily organize around current issues.</p> <p>Historic and contemporary poems, speeches and articles about feminism/femininity are some of the most widely regarded pieces of literature in American culture.</p> <p><b>KEY TERMS:</b>  feminism, gender roles, sex, gender, Pankhurst Family, Lucretia Coffin Mott, Elizabeth Cady Stanton, Lucy Stone, Susan B. Anthony, Alice Paul, Sojourner Truth, Seneca Falls, suffrage, 19<sup>th</sup> Amendment, Baby Boomers, Betty Friedan, Equal Pay Act of 1963, Equal Rights Amendment, Title IX, Gloria Steinem, chauvinism, Generation X, Rebecca Walker, Elizabeth Evans, womanism, sex positivity, *</p> <p><i>*all vocabulary in this course is recognized by gender scholars and utilized in class for academic purposes</i></p>	<p>Evaluate the role of social media's impact on the women's movement in modern society.</p> <p>Read, listen, and analyze the meanings of various speeches, poems, and articles regarding the topic of feminism.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning in a formative and summative manner by:</b></p> <ul style="list-style-type: none"> <li>• Collecting and presenting data on gender stereotypes in the media.</li> <li>• Researching examples of unit themes and identifying key factors to demonstrate an understanding of media literacy.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Students will analyze the function of gender roles and discuss the positive and negative connotations associated with them.</li> <li>• Students will read, watch, and ultimately analyze various texts; students will discuss and/or write about the connection of the text to gender studies issues explored in class.</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Gender Studies**  
**Unit I: Introduction to Gender Studies and the Rise of Feminism**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>4 Weeks</b>	<ul style="list-style-type: none"> <li>● Team Building &amp; Introductions</li>   <li>● Three Branches of Gender Studies               <ul style="list-style-type: none"> <li>○ Women’s Studies</li> <li>○ Men’s Studies</li> <li>○ Queer Studies</li> </ul> </li>   <li>● Progression of the Feminist Movement               <ul style="list-style-type: none"> <li>○ First Wave (19<sup>th</sup> and early 20<sup>th</sup> century)</li> <li>○ Second Wave (1963-1990s)</li> <li>○ Third Wave (mid 1990s-early 2000s)</li> <li>○ Fourth Wave (2012-present)</li> </ul> </li>   <li>● The Modern Woman &amp; Man</li> </ul>	<p>Adichie, Chimamanda Ngozi. <i>We Should All Be Feminists</i>. New York City: Anchor Books, 2012.</p> <p>Angelou, Maya. “Phenomenal Woman by Maya Angelou.” <i>Poetry Foundation</i>, Poetry Foundation, 2018, <a href="http://www.poetryfoundation.org/poems/48985/phenomenal-woman">www.poetryfoundation.org/poems/48985/phenomenal-woman</a>.</p> <p>Braithwaite, Ann and Catherine M. Orr. <i>Everyday Women’s and Gender Studies</i>. New York City: Routledge Taylor &amp; Francis Group, 2017.</p> <p>Connell, Raewyn and Rebecca Pearse. <i>Short Introductions to Gender in World Perspectives: Third Edition</i>. Cambridge: Polity Press, 2015.</p> <p>Friedan, Betty. <i>The Feminine Mystique</i>. New York City: WW Norton &amp; Co, 1963.</p> <p>Gay, Roxanne. <i>Bad Feminist: Essays</i>. New York City: Harper Perennial, 2014.</p> <p><i>Gender Revolution</i>. Presented by Katie Couric. 2017; National Geographic. DVD.</p> <p>Hooks, Bell. <i>Ain’t I a Woman: 2<sup>nd</sup> Edition</i>. Abingdon, UK: Routledge, 2014.</p> <p><i>Killing Us Softly 4: Advertisings Image of Women</i>. Written by Jean Kilbourne. 2010. DVD.</p>

		<p>Pilcher, Jane and Imelda Whelehan. <i>Key Concepts in Gender Studies: 2<sup>nd</sup> Edition</i>. London: SAGE Publications Ltd, 2017.</p> <p>Schrupp, Antje. <i>A Brief History of Feminism</i>. Cambridge: The Massachusetts Institute of Technology Press, 2017.</p> <p><i>Tough Guise 2: Violence, Manhood, and American Culture</i>. Written by Jackson Katz. Directed/Produced by Jeremy Earp. 2013; A Media Education Foundation Production. DVD.</p> <p>Watson, Emma. "Gender Equality Is Your Issue Too." <i>UN Women</i>, United Nations, 2016, <a href="http://www.unwomen.org/en/news/stories/2014/9/emma-watson-gender-equality-is-your-issue-too">www.unwomen.org/en/news/stories/2014/9/emma-watson-gender-equality-is-your-issue-too</a>.</p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**

**Gender Studies**

**UNIT II: Gender and the Community**

<b>TRANSFER:</b> Students will analyze a choice read, novel, and/or other example of media using feminist and/or queer literary and historical theories.		
<p><b>GOALS:</b></p> <p>6.1.P.D.1 - Describe characteristics of oneself, one’s family, and others.</p> <p>6.1.P.D.2 - Demonstrate an understanding of family roles and traditions.</p> <p>6.1.P.D.4 - Learn about and respect other cultures within the classroom and community.</p> <p>6.1.4.D.12 - Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.</p> <p>6.1.4.D.13 - Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.15 - Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Gender inequality can have a profound effect on the mental, physical, and social well-being of individuals.	<ul style="list-style-type: none"> <li>To what extent does gender inequality affect the way sexes view themselves?</li> </ul>
	All people, regardless of race, religion, sex or gender, are important, valuable, and contribute to society in a meaningful way.	<ul style="list-style-type: none"> <li>Why is it important that women and men view themselves as equal?</li> </ul>
	Sexuality and identity is loosely identifiable by specific means or measurements and differs from culture to culture, sometimes varying within the same culture.	<ul style="list-style-type: none"> <li>To what extent does the spectrum of sexuality differ among societies?</li> </ul>
	Transformations in the social organization of gender and sexuality is a pivotal movement in American history in regard to legality.	<ul style="list-style-type: none"> <li>To what extent do women’s and LGBTQ+ histories contribute to the American story?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>

<p>6.1.4.D.16 - Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> <p>6.1.12.A.1.b - Analyze how gender, property ownership, religion, and legal status affected political rights.</p> <p>6.1.12.D.2.d - Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.</p> <p>6.1.12.D.5.d - Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p> <p>6.1.12.D.6.c - Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.</p> <p>6.1.12.C.8.b - Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.</p> <p>6.1.12.D.10.c - Explain how key individuals, including minorities and women (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt), shaped the core ideologies and policies of the New Deal.</p> <p>6.2.12.D.2.d - Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p>6.2.12.A.3.d - Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.</p>	<p><b>Students will know:</b></p> <p>Feminist criticism is a literary and historical criticism informed by feminist theory, or more broadly, by the politics of feminism. Queer theory is a field of critical theory that emerged in the early 1990s out of the fields of queer studies and women's studies.</p> <p>The importance of gender within a society has changed over time, with new definitions of what it means to be masculine and feminine evolving over the course of the last century.</p> <p>Biological sex, gender identity, gender expression/presentation, and sexual orientation all differ.</p> <p>The United States has had a history of discrimination against the LGBTQ+ community, both legally and in society.</p> <p>The LGBTQ+ movement in the United States began with the actions of two trans women of color in New York City, Marsha P Johnson, and Sylvia Rivera.</p> <p>The AIDS Crisis specifically impacted the LGBTQ+ community in the United States, with impacts still felt today.</p> <p>The legality of being gay in the United States has shifted with the passage of important laws and with Supreme Court decisions.</p> <p>Women in the United States have increased their legal standing.</p>	<p><b>Students will be able to:</b></p> <p>Read and analyze multiple media and texts, both fiction and nonfiction, with a critical literary lens.</p> <p>Research the importance placed on gender in societies around the world.</p> <p>Describe how gender is a fluid term.</p> <p>Trace the history of discrimination against the LGBTQ+ community.</p> <p>Describe the progression of the LGBTQ+ movement.</p> <p>Analyze the ways in which the LGBTQ+ community has been impacted by medical crises.</p> <p>Explain the importance of legal decisions by the courts of the United States of America that have impacted the LGBTQ+ community.</p> <p>Discuss the decisions made by the Supreme Court that have impacted women.</p>
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<p>6.2.12.D.3.d - Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.</p> <p>6.2.12.D.4.j - Analyze how the social, economic, and political roles of women were transformed during this time period.</p> <p>6.2.12.D.5.c - Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.</p> <p>6.2.12.D.5.d - Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.</p> <p>6.3.8.A.3 - Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.</p> <p>6.3.12.D.1 - Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.</p>	<p>Minoritized groups in the United States hold a tenuous position in the ever-changing political climate.</p> <p>The LGBTQ+ community in the United States is continually working for truly equal rights and protections in the modern world.</p> <p>The LGBTQ+ community has had a major impact on pop music</p> <p><b>KEY TERMS:</b>  masculine, feminine, gender identity, binary, non-binary, transgender, assigned sex, androgyny, genderfluid, culturally specific gender identity, lesbian, gay, straight, bisexual, ally, biphobia, heterosexism, heterosexual, homosexual, homophobia, sexual identity, transphobia, trans-man, trans-woman, two-spirit, advocate, heteronormativity, feminine-of-center, masculine-of-center, gender non-conforming, PGPs (preferred gender pronouns), SAAB (sex assigned at birth), sexual orientation, sexual preference, SRS (sex reassignment surgery), third gender, transition/transitioning. *</p> <p><i>*all vocabulary in this course is recognized by gender scholars and utilized in class for academic purposes</i></p>	<p>Define minoritized groups and explain why they have been so greatly affected by politics.</p> <p>Outline the progress made by the LGBTQ+ community toward equal rights and protections under the law.</p> <p>Listen to the music of artists embraced and supported by the LGBT+ community and analyze the lyrics that have made these artists so popular.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning in a formative and summative manner by:</b></p> <ul style="list-style-type: none"> <li>Analyzing Supreme Court cases that focus on gender issues facing the United States.</li> <li>Researching examples of unit themes and identifying key factors to demonstrate an understanding of media literacy.</li> </ul>		

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Research and collect data on issues focusing on gender inequality.
- Outline the importance of the LGBTQ+ movement and discuss the current struggles within the community.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Gender Studies**  
**UNIT II: Gender and the Community**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>4 Weeks</b>	<p>Introduction to Gender &amp; Sexuality Studies</p> <ul style="list-style-type: none"> <li>• Changing Views of Gender &amp; Sexuality               <ul style="list-style-type: none"> <li>○ The Gender Binary</li> <li>○ Femininity</li> <li>○ Toxic Masculinity</li> <li>○ Gender in Other Cultures</li> <li>○ The Gendered Lens</li> </ul> </li> <li>• The Kinsey Scale</li> </ul> <p>Introduction to LGBTQ+ Studies</p> <ul style="list-style-type: none"> <li>• The Community</li> <li>• History of the LGBTQ+ Movement in America               <ul style="list-style-type: none"> <li>○ The Medical Model of Homosexuality</li> <li>○ Life in Cold War America</li> <li>○ The Stonewall Riot</li> <li>○ The Birth of the LGBTQ+ Movement – America After Stonewall</li> <li>○ The AIDS Crisis</li> <li>○ Changing Legal Status of Homosexuality</li> <li>○ Visibility, Media, Culture</li> <li>○ Defining Marriage</li> </ul> </li> </ul>	<p>Examples of Choice Media:</p> <p><i>But I'm a Cheerleader</i> (1999)  <i>Milk</i> (2008)  <i>Carol</i> (2015)  <i>Weekend</i> (2011)  <i>Happy Together</i> (1997)  <i>Paris is Burning</i> (1990)  <i>All About My Mother</i> (1999)  <i>Tangerine</i> (2015)  <i>Love, Simon</i> (2018)  <i>House on Mango Street</i> by Sandra Cisneros  <i>Scarlet Letter</i> by Nathaniel Hawthorne  <i>Room</i> by Emma Donoghue  <i>The Kite Runner</i> by Khaled Hosseini  <i>Thousand Splendid Suns</i> by Khaled Hosseini  <i>Handmaid's Tale</i> by Margaret Atwood  <i>Lord of the Flies</i> by William Golding  <i>Canterbury Tales</i> by Geoffrey Chaucer  <i>Cyrano de Bergerac</i> by Edmond Rostand  <i>Will Grayson, Will Grayson</i> by David Levithan and John Green  <i>The Danish Girl</i> by David Ebershoff  <i>History is All You Left Me</i> by Adam Silvera  <i>Rubyfruit Jungle</i> by Rita Mae Brown  <i>How to Repair a Mechanical Heart</i> by JC Lillis  <i>Fun Home</i> by Alison Bechdel  <i>Aristotle and Dante Discover the Secrets of the Universe</i> by Benjamin Alire Saenz  <i>The Miseducation of Cameron Post</i> by Emily M Danforth  <i>Not Otherwise Specified</i> by Hannah Moskowitz</p>

		<p> <i>I am J</i> by Cris Beam  <i>Annie on My Mind</i> by Nancy Garden  <i>Boy Erased</i> by Garrard Conley  <i>Eleanor and Hick</i> by Susan Quinn  <i>On Being Different</i> by Merle Miller  <i>Take Me With You</i> by Andrea Gibson  <i>The Life and Death of Sophie Stark</i> by Anna North  <i>The Rules Do Not Apply</i> by Ariel Levy  <i>A Brief History of Seven Killings</i> by Marlon James </p> <p> <i>The Death and Life of Marsha P Johnson</i>. Directed by David France. 2017; Public Square Films. DVD. </p> <p> <i>The Mask You Live In</i>. Directed/Produced by Jennifer Siebel Newsom. 2015; The Representation Project. DVD. </p> <p> <i>Miss Representation</i>. Directed/Produced by Jennifer Siebel Newsom. 2011; Girls' Club Entertainment. DVD. </p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**

**Gender Studies**

**Unit III: Power, Privilege, and Identity**

<b>TRANSFER:</b> Students will debate the effects of privilege on minoritized groups citing specific evidence from local and global sources.		
<p><b>GOALS:</b></p> <p>6.1.P.D.1 - Describe characteristics of oneself, one’s family, and others.</p> <p>6.1.P.D.2 - Demonstrate an understanding of family roles and traditions.</p> <p>6.1.P.D.4 - Learn about and respect other cultures within the classroom and community.</p> <p>6.1.4.D.12 - Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.</p> <p>6.1.4.D.13 - Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.15 - Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p> <p>6.1.4.D.16 - Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> <p>6.1.12.A.1.b - Analyze how gender, property ownership, religion, and legal status affected political rights.</p> <p>6.1.12.D.2.d - Analyze arguments for new women’s roles and rights, and explain why</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Gender shapes power, from the relationships of a household to the highest levels of political decision making.	<ul style="list-style-type: none"> <li>To what extent does gender influence power?</li> </ul>
	Privilege is sometimes unnoticed and unacknowledged.	<ul style="list-style-type: none"> <li>To what extent does privilege benefit social groups in the United States?</li> </ul>
	Identity politics refers to political positions based on the interests and perspectives of social groups with which people identify.	<ul style="list-style-type: none"> <li>To what extent do politics affect identity?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>Privilege is a special right, advantage, or immunity granted or available only to a particular person or group of people.</p> <p>Agency is the capacity of individuals to act independently and to make their own free choices; in contrast, “structure” is those factors of influence (such as social class, religion,</p>	<p><b>Students will be able to:</b></p> <p>Define privilege as it relates to gender studies.</p> <p>Compare agency and structure through writing and/or speaking.</p>

<p>18th-century society limited women's aspirations.</p> <p>6.1.12.D.5.d - Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p> <p>6.1.12.D.6.c - Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.</p> <p>6.1.12.C.8.b - Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.</p> <p>6.1.12.D.10.c - Explain how key individuals, including minorities and women (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt), shaped the core ideologies and policies of the New Deal.</p> <p>6.2.12.D.2.d - Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p>6.2.12.A.3.d - Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.</p> <p>6.2.12.D.3.d - Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.</p> <p>6.2.12.D.4.j - Analyze how the social, economic, and political roles of women were transformed during this time period.</p>	<p>gender, ethnicity, ability, customs, etc.) that may determine or limit an agent and the agent's decisions.</p> <p>The patriarchy is a social system in which males hold primary power, and males are predominate in roles of political leadership, moral authority, social privilege, and control of property.</p> <p>The matriarchy is a system of society or government ruled by a woman or women in which descent and relationships are reckoned through the female line.</p> <p>Matriarchal cultures and systems have existed throughout history and continue to exist in parts of the modern world.</p> <p>Power and privilege varies widely around the world, within the United States, and within the individual experiences of all people.</p> <p><b>KEY TERMS:</b>  stratification, structure, agency, competitive individualism, culture of poverty, privilege, patriarchy, patriarchal programming, power, feminist critical theory, cultural productions, biological essentialism, sexism, traditional masculine gender roles, traditional feminine gender roles, marginalization, objectification, queer theory, matriarchy, male dominance, male identification, gender analysis, paradigm shift, *</p> <p><i>*all vocabulary in this course is recognized by gender scholars and utilized in class for academic purposes</i></p>	<p>Cooperatively outline the rise of the patriarchy as a social system.</p> <p>Define the matriarchy and compare it to the patriarchy.</p> <p>Research matriarchal cultures and compare their functionality as a society.</p> <p>Debate how the effect of privilege impacts our community and the surrounding areas.</p>
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6.2.12.D.5.c - Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

6.2.12.D.5.d - Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

6.3.8.A.3 - Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

6.3.12.D.1 - Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.

**ASSESSMENT EVIDENCE: Students will show their learning in a formative and summative manner by:**

- Analyzing Supreme Court cases that focus on gender issues facing the United States.
- Researching examples of unit themes and identifying key factors to demonstrate an understanding of media literacy.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Research and collect data on issues focusing on gender inequality.
- Outline the importance of LGBTQ+ movement and discuss the current struggles within the community.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Gender Studies**  
**Unit III: Power, Privilege, and Identity**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>4 Weeks</b>	<p>The Patriarchy</p> <ul style="list-style-type: none"> <li>• Development of the Patriarchy</li> <li>• Agency &amp; Power within a Patriarchy</li> <li>• Political Ramifications</li> </ul> <p>The Matriarchy</p> <ul style="list-style-type: none"> <li>• History of Matriarchal Societies</li> <li>• Agency &amp; Power within a Matriarchy</li> <li>• Political Ramifications</li> </ul>	<p>Braithwaite, Ann and Catherine M. Orr. <i>Everyday Women's and Gender Studies</i>. New York City: Routledge Taylor &amp; Francis Group, 2017.</p> <p><i>Explained</i>. VOX. 2018; Netflix. DVD.</p> <p><i>The Hunting Ground</i>. Directed by Kirby Dick. 2015; The Weinstein Company. DVD.</p> <p>Pilcher, Jane and Imelda Whelehan. <i>Key Concepts in Gender Studies: 2<sup>nd</sup> Edition</i>. London: SAGE Publications Ltd, 2017.</p> <p>Sensoy, Ozlem and Robin DiAngelo. <i>Is everyone really equal? An Introduction to Key Concepts in Social Justice Education</i>. New York: Teachers College, Columbia University, 2012.</p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**

**Gender Studies**

**UNIT IV: International Gender Policy**

**TRANSFER:** Students will create a policy brief for a professional, political, and media audience, and orally deliver its contents and recommendations. This will prepare students to tailor both formatting and message to a specific audience and purpose.

<p><b>GOALS:</b></p> <p>6.1.P.D.1 - Describe characteristics of oneself, one’s family, and others.</p> <p>6.1.P.D.2 - Demonstrate an understanding of family roles and traditions.</p> <p>6.1.P.D.4 - Learn about and respect other cultures within the classroom and community.</p> <p>6.1.4.D.12 - Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.</p> <p>6.1.4.D.13 - Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.15 - Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p> <p>6.1.4.D.16 - Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p>	<p><b>ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>
	<p>Sexism is prejudice or discrimination based on a person’s sex or gender, and may be expressed in such ways as sexual assault and sexual harassment.</p>	<ul style="list-style-type: none"> <li>• To what extent is sexism normalized in American culture and around the world?</li> </ul>
	<p>To best understand the comparative gendered lens, it is best to use both quantitative and qualitative methods.</p>	<ul style="list-style-type: none"> <li>• To what extent does research and data affect politics?</li> </ul>
	<p><b>KNOWLEDGE</b></p>	<p><b>SKILLS</b></p>
	<p><b>Students will know:</b></p> <p>Acts of violence are often motivated by beliefs about what is considered acceptable behavior for women and is also closely associated with conceptions of family honor.</p>	<p><b>Students will be able to:</b></p> <p>Analyze accepted cultural beliefs from around the globe and compare them to those of the United States.</p> <p>Read first-hand accounts of violent acts and then hypothesize, through reflective writing, speaking, and question formation, why they have become a part of certain cultures.</p>

<p>6.1.12.A.1.b - Analyze how gender, property ownership, religion, and legal status affected political rights.</p> <p>6.1.12.D.2.d - Analyze arguments for new women's roles and rights and explain why 18th-century society limited women's aspirations.</p> <p>6.1.12.D.5.d - Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p> <p>6.1.12.D.6.c - Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.</p> <p>6.1.12.C.8.b - Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.</p> <p>6.1.12.D.10.c - Explain how key individuals, including minorities and women (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt), shaped the core ideologies and policies of the New Deal.</p> <p>6.2.12.D.2.d - Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p>6.2.12.A.3.d - Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.</p> <p>6.2.12.D.3.d - Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.</p>	<p>15 million girls are married before the age of 18 each year.</p> <p>The concept of male guardianship limits women in many nations from true economic and social freedom, as they are required to have a male guardian who can give permission for them to engage in a variety of activities. These activities may include studying at a school, traveling, applying for a passport, getting married, or leaving prison.</p> <p>Maternal mortality is unacceptably high both in the United States and around the world, as about 830 women die from preventable causes related to pregnancy and childbirth each day.</p> <p>Homosexuality is criminalized in over 70 nations across the globe and can be punishable by death.</p> <p>Toxic masculinity is the gender framework that teaches boys and men to reject anything perceived to be feminine such as emotional depth, physical intimacy, intellectual curiosity, and cooperation.</p> <p>Individuals from vulnerable or minoritized groups are at a greater risk internationally for state-sanctioned violence, kidnappings, or murder.</p> <p>Femicide exists in both the developed and developing world.</p>	<p>Examine child marriages and the parental loophole by reading and analyzing research, statistics, and articles.</p> <p>Debate the concept of male guardianship and its effect on female independence.</p> <p>Through writing and discussion, evaluate the reasons why women around the world die from preventable causes related to pregnancy and childbirth.</p> <p>Analyze the reasons why homosexuality is criminalized around the world and through discussion hypothesize why punishments have so greatly varied by country.</p> <p>Define toxic masculinity and evaluate its effect on American and world cultures.</p> <p>Determine the risk factors of state sanctioned violence for minoritized groups through reading first-hand accounts and news reports.</p> <p>Propose solutions to lessen, or eliminate, hate crimes around the world.</p>
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<p>6.2.12.D.4.j - Analyze how the social, economic, and political roles of women were transformed during this time period.</p> <p>6.2.12.D.5.c - Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.</p> <p>6.2.12.D.5.d - Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.</p> <p>6.3.8.A.3 - Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.</p> <p>6.3.12.D.1 - Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.</p>	<p>The completion rates and learning levels of girls are lower than those of boys around the world: participation of girls in school decreases as they progress through the educational system.</p> <p>The United States is the only industrialized nation without mandated paid maternity leave.</p> <p>The number of nations around the world with a female elected or appointed head-of-state has increased in recent years.</p> <p>It is estimated that up to 70% of women have experienced sexual violence, harassment, or rape in their lifetimes, with higher rates among more vulnerable social groups.</p> <p>The “glass ceiling” is an unofficially acknowledged barrier to advancement in a profession, especially affecting women and members of minorities.</p> <p>General perceptions of men and women who have similar personality traits usually favor the men’s character while women are often derogatorily described.</p> <p>Feminism, while always seeking equality, often takes on different priorities among women of varying cultures and different socio-economic classes.</p> <p><b>VOCABULARY:</b> child marriage, honor killing, abortion, marital rape, FGM (female genital mutilation), criminalization, legality,</p>	<p>Compare the education of boys and girls around the world and hypothesize the reasons for the disparity.</p> <p>Evaluate, through class discussion and reading analysis, the reasons as to why the United States is the only industrialized nation without paid maternity leave.</p> <p>Discuss the conditions that have fostered a culture that embraces women in a leadership role.</p> <p>Analyze the societal and cultural conditions in which violence against women is normalized.</p> <p>Define “glass ceiling” and research examples of women who have overcome it.</p> <p>Analyze the personality traits of men and women globally and explain the reasons why they are perceived so differently by society.</p> <p>Compare the ways in which feminism is explained among different groups of women.</p>
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	<p>femicide, parental loophole, child marriages, maternity leave, glass ceiling, toxic masculinity, state sanctioned violence, sexual violence, sexual harassment, rape, sex-based hate crime, public sphere, private sphere, gender division of labor, occupational segregation, gender socialization *</p> <p><i>*all vocabulary in this course is recognized by gender scholars and utilized in class for academic purposes</i></p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning in a formative and summative manner by:</b></p> <ul style="list-style-type: none"> <li>• Researching examples of unit themes and identifying key factors to demonstrate an understanding of media literacy.</li> <li>• Completing a personally driven gender-centered topic, research and present to the class.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Research and collect data on issues focusing on gender inequality.</li> <li>• Compare and contrast laws around the world that pertain to gender issues such as, maternity leave and homosexuality.</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Gender Studies**  
**Unit IV: International Gender Policy**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>5 Weeks</b>	<p>Gender Policy Around the World</p> <ul style="list-style-type: none"> <li>• Compare Domestic &amp; International Attitudes</li> <li>• Global Violence Against Women</li> <li>• Legality of Homosexuality Internationally</li> <li>• Case Studies               <ul style="list-style-type: none"> <li>○ Application of previous theory (Feminist Theory, Queer Theory, etc.)</li> </ul> </li> <li>• Inquiry Projects               <ul style="list-style-type: none"> <li>○ Application of skills including media analysis, gendered lens, and theory</li> </ul> </li> </ul>	<p>Braithwaite, Ann and Catherine M. Orr. <i>Everyday Women's and Gender Studies</i>. New York City: Routledge Taylor &amp; Francis Group, 2017.</p> <p><i>Girl Rising</i>. Directed by Richard E Robbins. 2013; The Documentary Group. DVD.</p> <p><i>The Invisible War</i>. Directed by Kirby Dick. 2012; Chain Camera Pictures. DVD.</p> <p>Olorunshola, Yosola. "10 Ridiculously Sexist Laws That Have No Place in the 21<sup>st</sup> Century." Global Citizen.  <a href="https://www.globalcitizen.org/en/content/10-ridiculously-sexist-laws-you-wont-believe-still/">https://www.globalcitizen.org/en/content/10-ridiculously-sexist-laws-you-wont-believe-still/</a>.</p> <p>Pilcher, Jane and Imelda Whelehan. <i>Key Concepts in Gender Studies: 2<sup>nd</sup> Edition</i>. London: SAGE Publications Ltd, 2017.</p> <p><i>Two Spirits: Sexuality, Gender, and the Murder of Fred Martinez</i>. Directed/Produced by Lydia Nibley. 2009. DVD.</p>