

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE ON

COURSE OUTLINE

COURSE TITLE: Gender Issues

CODE NO.: SSC 109

SEMESTER: Fall

PROGRAM: General Arts and Science

AUTHOR: Judith Rose, Social Sciences Department

DATE: August 1997

PREVIOUS OUTLINE DATED: June 1997

APPROVED:

WJ

DATE:

TOTAL CREDITS: 3

PREREQUISITES: None

LENGTH OF COURSE: 3 hours/week TOTAL CREDIT HOURS

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I. COURSE DESCRIPTION:

This course focuses on the multifaceted nature of the relationship of women and men. Engaging students in dialogue about sex and gender, subjects that affect all aspects of a person's life will be explored. Important and sensitive issues will be introduced to expose students to perspectives that may challenge their beliefs and assumptions and shape their consciousness of themselves as thinkers and agents for change.

General Education:

As a social science course, Gender Issues meets a College-wide requirement in goal areas of social understanding (understand relationships among individuals and society) and personal development (gain greater self-awareness, intellectual growth, well-being and understanding of others).

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A. Learning Outcomes:

1. Define and use the basic terminology common to gender issues
2. Explain how social behaviour (gender) is patterned and created by a social context
3. Describe how the individual, gender, socialization, culture, social structure and society are interrelated

B. Learning Outcomes and Elements of the Performance:

Upon successful completion of this course, students will demonstrate the ability to:

1. Define and use the basic terminology common to gender issues.

Potential elements of the performance:

- define sex and gender and the distinction between male and female based on sex and gender
- define what is the biological perspective of gender
- define what is the sociological perspective of gender
- define what is the psychological perspective of gender
- define the feminist perspective of gender relationships
- define what are gender stereotypes
- define the complementary nature of gender relationships

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE (Continued):

2. Explain how social behaviour (gender) is patterned and created by a social context.

Potential elements of the performance:

- describe rites of passage from childhood into the more complex world of adult sexuality
- describe the uses and abuses of the male and female body in relationship to fitting into the societal ideal image
- explain why domestic violence occurs

3. Describe how the individual, gender, socialization, culture, social structure and society are interrelated.

Potential elements of the performance:

- describe political action as a way of challenging gender stereotypes
- describe how the women's movement, men's movement and gay rights movement have emerged to challenge prevailing cultural beliefs
- describe the scope and consequences of sexual harassment
- describe differing perspectives on pornography
- explore homophobia
- discuss the changing nature of relationships
- evaluate the future of the family

III. TOPICS:

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

1. A Definition of Gender
2. Initiation (Rites of Passage): Discovering Sexuality
3. Gender Stereotypes
4. Fitting into Images of the Ideal Body
5. Political Calls to Action
6. Violent Exchanges: Conflicts and Choices
7. The Future of the Family

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Complements (1995) by Katsvos, Anna; Wheeler, Elizabeth, McGraw-Hill Book Company

IV. REQUIRED RESOURCES / TEXTS / MATERIALS (Continued):

Instructional Methods / Class Activities:

Lectures, class discussion, group activities, video tape presentations and assigned readings are designed to provide the student with opportunities to gain an understanding of gender issues. A review of personal and social experiences will be complemented by instruction on how to analyze what happens to us in the social world. The text which is required reading will provide the themes of study. All tests are based on this text, class lectures and notes. Supplementary reading is encouraged for individual topic assignments.

V. EVALUATION PROCESS / GRADING SYSTEM MAJOR ASSIGNMENTS AND TESTING:

TIME FRAME

Gender Issues SSC 109-3 meets three periods per week during the semester. Students are expected to attend classes and to participate in collaborative group activities and class discussion.

GRADING

1. Tests: Tests are a combination of short answer, essay and objective	30%
Final take home examination	20%
2. Assignments:	
Presentation of researched gender issue to the rest of class and handed in as a research essay	20%
Group presentations of gender-issue reading selection and development of a test question	15%
Reflective thought response paper/social analysis paper	15%

NOTE: Failure to complete any graded component of the course will result in an "R" grade.

The presentation must be made on the day assigned and submitted in proper format for evaluation. The final exam must be submitted to the instructor during the last week of scheduled classes.

V. EVALUATION PROCESS / GRADING SYSTEM (Continued):

NOTE: Students who miss a test must notify the professor in advance if possible or at the earliest opportunity to request a rewrite. Allowing the rewrite is at the professor's discretion if the student has provided a reasonable excuse for the absence. Requests for rewrites will be denied if made one week or more after the test date.

METHOD OF ASSESSMENT (GRADING METHOD):

A+	Consistently outstanding	(90%-100%)
A	Outstanding achievement	(80% - 89%)
B	Consistently above average achievement	(70% - 79%)
C	Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%)
R	Repeat - The student has not achieved the objectives of the course, and the course must be repeated	(less than 60%)
CR	Credit exemption	
X	A temporary grade, limited to situations with extenuating circumstances, giving a student additional time to complete course requirements	

NOTE: Students may be assigned an "R" grade early in the course for unsatisfactory performance.

VI. SPECIAL NOTES:

Special Needs

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities), are encouraged to discuss required accommodations with the professor and/or contact the Special Needs Office.

Plagiarism

Students should refer to the definition of "academic dishonesty" in the "Statement of Student Rights and Responsibilities."

Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to an including expulsion from the course.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

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VII. PRIOR LEARNING ASSESSMENT

Students who have related employment-centered experience should see the Prior Learning Assessment (PLA) Coordinator.