



ISEA Professional Development Academy  
In partnership with Iowa Safe Schools

## **On Wednesdays We Wear Pink: Understanding the Politics of Girl World**

**Number of Credits:** 1\*

**Course Instructors:** Mark Busch & Becky Smith

### **Course Description:**

In schools every year, young women are facing an increasing number of pressures at an alarmingly young age. According to several youth climate surveys, girls are now reporting higher rates of bullying victimization than boys. Nationwide, 8 in 10 girls have experienced sexual harassment at school and rates of dating violence are increasing. Bullying and other pressures interfere with a student's ability to successfully participate in academic and social activities. All students have the right to a safe and inclusive learning environment, but additional efforts must be made to address bullying among young women and their peer groups.

This course will examine the social pressures that women are subjected to on a daily basis and explore the educational environment through the lens of adolescent girls and their peers. Topics include the socially constructed standards of body image, teen pregnancy, the inner-politics of cliques, gossip, cyber-bullying, healthy relationships, and successful methods for confronting bullying behavior.

Activities in this course include the analysis of issues affecting teenage girls in today's school systems, the application of evidence-based methods for confronting dating violence and relationships, and the development of resources for managing bullying behavior amongst female students and social groups.

### **Learning Objectives:**

Upon completion of this course, students will be able to:

- Understand, analyze and explain the social issues affecting adolescent women within the school environment and in society at large
- Identify the characteristics of relational aggression, peer isolation, harassment, and other traits of bullying within teen social groups
- Develop techniques and resources for anti-bullying, specifically amongst women in the secondary school setting. Techniques include responses for intervention,

reporting measures, and empowering students to overcome the role of bystander through awareness and other activities.

**\* Course Requirements:**

To receive full credit for the course, participants must complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

**Other Course Information:**

**Getting Started**

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with log in instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

**Participation**

- You are not required to be present (i.e. online) specific days or times. You will work at your own pace. The course is structured in 3 Weekly Units, however all assignments will not be due until the final day of the course.
- All responses will be posted online. Large documents, files, photographs or PowerPoint presentations may be attached as part of your response by using the "Attachment" option.
- You may work collaboratively and submit similar responses on all assignments except the Implementation Paper, which must be individually authored.

**INTASC Standards that are addressed in this course:**

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.

- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.
- 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

### **How Does This Course Support The Iowa Core?**

Issues impacting girls and gender-based issues are shown to affect the school learning environment in a variety of ways and is a major mental health issue afflicting students today. There are evidence based protocols and programs that have research substantiating effective practices when dealing with these issues.

Within this 21st century skill framework, learning skills have been identified for students to be successful and productive citizens. They are: critical thinking and problem solving; collaboration and leadership; agility and adaptability; initiative and entrepreneurialism; effective oral and written communication; accessing and analyzing information; and curiosity and imagination. Issues including bullying can interfere with acquiring all of these skills and affects the entire school community. This course provides educators and support personnel with knowledge and strategies to help students and to better understand the politics of girls today and develop proficient 21st century learning skills.

### **Assignment List/Timeline**

This assignment list with estimated times for completion is meant to serve as a helpful checklist for you as a learner in completing all the assignments! This is a recommended amount of time to review all articles, webinars, videos, and other materials associated with each assignment. You may take longer or shorter to complete each assignment and times are only estimates based on past learners experiences.

<b>Week</b>	<b>Topic/Activity</b>	<b>In Class</b>	<b>Out of Class</b>
	<b>Getting to Know the Class; Additional Readings:</b> Take the time to get to know the class layout, read over the Help Section, and review any other materials present in the class to get started. Take your time!		3 hours
<b>1</b>	<b><u>I'm Every Woman: The Pressure to be Perfect</u></b>		
	<b>Discussion:</b> Introductions – Participants will introduce themselves to their class, and discuss what they hope to gain from the course.	1 hour	2 hours
	<b>Discussion:</b> Gender...Now that's that one thing, right? – Participants will watch a TedX Talk on gender, and discuss the concepts of gender, and how stereotypes and social constructs can affect perceptions of gender.	1 hour	2 hours
	<b>Discussion:</b> Feminism – Participants will review materials about feminism today, as well as articles on women's movements in the United States. After reviewing all materials, participants will discuss concepts of feminism, and how it has impacted different areas of society.	1 hour	2 hours
	<b>Discussion:</b> Miss Representation – Participants will watch a number of clips from the film Miss Representation, and dissect the different impacts that media has had on girls and their self-image.	1 hour	2 hours
	<b>Discussion:</b> Sex on Campus – She Can Play That Game Too – Participants will read various class materials designed to spark conversation on sex culture and the positive and negative things that come from hookup culture.	1 hour	2 hours
<b>2</b>	<b><u>Mean Girls and the Politics of Girl World</u></b>		
	<b>Discussion:</b> Queen Bee & Her Court – Participants will read a chapter from the book <u>Queen Bees &amp; Wannabes</u> by Rosalind Wiseman, and discuss with other participants themes of the chapter and how they relate to today's girl.	1 hour	2 hours
	<b>Discussion:</b> Gossip – Participants will read from <u>Queen Bees &amp; Wannabes</u> and discuss impacts of gossip and bullying on girls in today's schools.	1 hour	2.5 hours
	<b>Discussion:</b> Is the Advancement of the Internet Making Girls Meaner? – Participants will watch a video and review several articles on cyber-bullying	1 hour	2 hours

	and gender, and discuss the differences (if any) of bullying between boys and girls.		
	<b>Discussion:</b> Relational Aggression – Participants will review materials on relational aggression, and its impacts in school. They will then discuss what their take on relational aggression is, and be asked to think about relational aggression in their schools.	2 hour	2 hours
<b>3</b>	<b><u>Hollaback: Putting It All Together</u></b>		
	<b>Discussion:</b> Killing Us Softly – Participants will watch <i>Killing Us Softly</i> from Jean Kilbourne, and discuss themes of the video. They are also asked to dig deeper into the concept of objectifying women for advertising, and give their feedback.	1 hour	2 hours
	<b>Discussion:</b> Intimate Partner Violence Among Teens – Participants will review articles and videos about intimate partner violence, and be asked to report back on information from each article. They will also be asked to link concepts from previous discussions to intimate partner violence, and how the themes are interconnected.	1 hour	2 hours
	<b>Discussion:</b> Supporting Students Day to Day – Participants will review information on how to spot students who may be in relationships that are potentially unhealthy, and how to be supportive of those students. They will then discuss the materials and answer critical thinking questions on how to be a positive entity in a student’s life.	1 hour	2 hours
	<b>Final:</b> Implementation Plan – Participants will submit a paper on how they will use the information they gained in the course in their educational setting. They will be asked to give specific examples of how they will work to improve the lives of their students, or motivate their colleagues to do the same.	2 hour	3 hours 30 minutes
	<b>Total Class Time</b>	<b>15 hours</b>	<b>30 hours</b>

### Coursework

Participants can earn up to 85 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
12 Discussions (5 points each)	60
Final Implementation Plan/Paper	25
<b>Total</b>	<b>85</b>

### Grading Scale – Graduate Credit

100-90% (85-76 points)	A
89-80% (75-68 points)	B
79-70% (67-50 points)	C
69-60% (59-51 points)	D
59%-Below (<50 points)	F

### Grading Scale - License Renewal Credit

100-80% (85-64 points)	P
79%-Below (<63 points)	NP

### Student Requirements

Students are required to:

- Participate in all discussion forums
- Complete a final implementation plan

### Americans with Disabilities Act:

If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

## Grading Rubrics for Individual Activities

### **Discussion Forums (80 points possible)**

Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

<b>Grading Rubric for Discussion Forums</b>		
		<b>Points</b>
<b>Critical Thinking</b>	Makes connections to the other content and real-life that are supported by reference(s) and example(s)	1
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
<b>Assignment Specific Criteria</b>	Addresses all parts of the assignment, cites sources	1
<b>Participation (Responses to at least 2 peer posts)</b>	Responds to other posts (when available)	1
<b>Total Points Possible</b>		<b>5</b>

### **Implementation Plan (25 points possible)**

The implementation plan is a critical part of this course. Participants must complete a one-page implementation plan. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the Implementation Plan, but additional details will be provided within the course.

<b>Grading Rubric for Implementation Plan</b>		
		<b>Points</b>
<b>Critical Thinking</b>	Highlights any new knowledge gained as a result of course.	5
	Offers new ideas, connections, or applications	5
	Expresses and justifies personal opinion	3
	Discusses Overall Implications	2
<b>Assignment Specific Criteria</b>	Addresses all parts of the assignment, cites sources	2
<b>Mechanics</b>	Writing is clear, well developed, and organized, No or few grammar and spelling errors	2
<b>Implementation</b>	Clearly states ideas to use in the future	2
	States resources to be used	2
	Is realistic in their approach – understands limitations may exist	2
<b>Total Points Possible</b>		<b>25</b>



## **Course Bibliography**

The following are selected readings, videos, websites, resources, webinars, and other materials that will be used in the course.

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