

Gender and Women's Studies 1100: Introduction to Women's and Gender Studies

Course Location: Asynchronous online.

Class Times: Asynchronous online.

Prerequisites: None.

To our Students: Should you require information or documents from our office in another format, please let us know. We are happy to help you. Contact your instructor or our Department Administrative Assistant.

Instructor Information

- Instructor: Dr. Holly Morgan
- Office: Zoom Room!
- Email: hmorgan@lakeheadu.ca
- Office Hours: Monday, 4:30 – 5:50 pm or by appointment (preferred). Office hours subject to change for Winter term. Zoom link to be shared on D2L.

Teaching Assistant (TA) Information:

- We will have teaching assistants joining us for the Fall and Winter terms. Contact information will be shared via MyCourseLink when available.

Course Description/Overview

Welcome to Gender and Women's Studies 1100! This course is an introduction to the interdisciplinary field of women's and gender studies. You will be introduced to theories of feminism, while exploring a variety of topics both historical and contemporary. Throughout the course, we examine how gender intersects with class, race, age, ability, and sexuality to shape our lives in complicated ways. We will explore how gender operates as an analytical category in conjunction with other categories, and study how what we consider 'normal' and permanent about gender is culturally, socially, and historically produced.

Land Acknowledgement:

As participants together in this course, we acknowledge that Lakehead Thunder Bay is located on the ancestral lands of the ᐱᓂᓴᖅᐱᓄᑦ (Anishinabe) people, signatories to the Robinson Superior Treaty of 1850, in particular Fort William First Nation. Lakehead Orillia is located on the traditional territory of Ojibwe, Odawa, and Pottawatomi nations, collectively known as the Three Fires Confederacy. We acknowledge the history these nations hold in the areas around our campuses, and are committed to relationships with

First Nations, Métis, and Inuit peoples based on the principles of mutual trust, respect, reciprocity, and collaboration. We recognize the continual commitment needed by non-Indigenous people and institutions to learn from and about Indigenous peoples and to reconcile this colonial relationship.

Course Objectives and/or Learner Outcomes

At the end of this course, you should be able to:

- Articulate (orally and in writing) the major concepts in Women's & Gender Studies, including feminism, queer theory, intersectionality, patriarchy, oppression, privilege, difference, identity, heteronormativity, decolonization, agency and resistance.
- Demonstrate an understanding of women's historical and contemporary participation and contribution to social change.
- Demonstrate an understanding of how Women's Studies generates new knowledge
- Understand, synthesize and contribute to scholarly discussions in Women's Studies through the research process and in class discussions
- Demonstrate an awareness of some of the ways gender and sex function as well as the relationship to other categories of analysis and identity (intersectionality)
- Conduct secondary scholarly research using a variety of scholarly resources
- Communicate research results in writing clearly and effectively
- Engage in discussion regarding key issues and debates in Women's Studies

Course Resources

Required Readings

Margaret Hobbs and Carla Rice, *Gender and Women's Studies in Canada: Critical Terrain, Second Edition* (Toronto: Women's Press, 2018).

Textbook Cost: \$115+ (digital), \$140+ (physical). Students are welcome to purchase their book in new, used, or digital versions. The first edition of the textbook does not contain all relevant readings and is therefore not recommended; students will require the textbook for take-home exams.

Additional readings, videos, news articles and editorials not listed on the course schedule will be posted on D2L site throughout the term. These will have no extra cost unless a student chooses to print them.

Course Website

- [Desire2Learn \(or myCourseLink\)](#)

Course Schedule

Below is the INTENDED course schedule. Small changes may be made at the discretion of the instructor to better facilitate student learning or to accommodate unanticipated events. Lectures will be posted weekly, no later than Tuesdays and Thursdays at 4:00 pm.

Week 1 (September 1)	Lecture One: Welcome and Course Overview
	<ul style="list-style-type: none"> No readings.
Week 2 (September 8)	Lecture Two: Defining Feminisms
	<ul style="list-style-type: none"> Chapter 1, Chapter 2, Snapshots and Soundwaves 1
Week 3 (September 15)	Lecture One: Expanding Feminisms
	<ul style="list-style-type: none"> Snapshot 2, Snapshot 3, Chapter 3, Chapter 4, Chapter 5
Week 4 (September 22)	Lecture Two: Expanding Feminisms and Defining Intersectionality
	<ul style="list-style-type: none"> Ahmed, "Feminist Killjoys and Other Willful Subjects" (D2L), Chapter 6, Chapter 7,
Week 5 (September 29)	Lecture One: Writing Skills
	<ul style="list-style-type: none"> Buck and Vaccino-Salvadore. "'Doing Research Is Fun; Citing Sources Is Not': Understanding the Fuzzy Definition of Plagiarism" (D2L), Stewart, "Weaving Personal Experience" (D2L)
Week 6 (October 6)	Lecture Two: Thursday: Reading Skills and Feminist Research
	<ul style="list-style-type: none"> Bunn, "How to Read Like a Writer", Lindberg, "Not my Sister." (D2L) ** NOTE: This is a longer reading. I have included it here as a reading we will use to help develop your reading and critical thinking skills, and I will share in the lecture how I want you to approach it.
Week 7 (October 13)	Lecture One: Expanding Intersectionality
	<ul style="list-style-type: none"> Chapter 8, Soundwave 5, Chapter 9 *Soundwave 4 will be included as a TedTalk, you if you prefer reading rather than watching, you may read the chapter instead.
Week 8 (October 20)	Lecture Two: Key Terms, Feminisms in Canada
	<ul style="list-style-type: none"> Chapter 10, Chapter 11, Soundwave 8
Week 9 (October 27)	Lecture One: Key Terms, Feminisms in Canada
	<ul style="list-style-type: none"> Film Screening – Status Quo
Week 10 (November 3)	Due to the September 30 th holiday (National Day for Truth and Reconciliation), there is just one lecture + film screening this week.
Week 11 (November 10)	Lecture One: Key Terms: Sex and Gender
	<ul style="list-style-type: none"> Chapter 12, Chapter 13, Chapter 14
Week 12 (November 17)	Lecture Two: AI Writing and Skills
	<ul style="list-style-type: none"> Baron, "Why Human Writing Is Worth Defending In the Age of ChatGPT" Possible additional writing text as needed.
Week 13 (November 24) Reading Week	
<ul style="list-style-type: none"> No new materials and no assignments due! 	
Week 14 (November 30)	Lecture One: Creating Differences
	<ul style="list-style-type: none"> Chapter 16, Chapter 17, Chapter 18
Week 15 (December 7)	Lecture Two: Stereotyping, Gender, and Identity
	<ul style="list-style-type: none"> Chapter 27, Chapter 28
Week 16 (December 14)	Lecture One: Masculinities are Also Constructed
	<ul style="list-style-type: none"> Snapshot 12, Snapshot 13, Snapshot 15

	Lecture Two: Constructing Gendered Identities <ul style="list-style-type: none"> Chapter 19, Chapter 20, Soundwave 14
Week 10 (November 3)	Lecture One: Judith Butler's Work on Gender <ul style="list-style-type: none"> Chapter 22
	Lecture Two: Constructing and Understanding Sexuality <ul style="list-style-type: none"> Chapter 23, Chapter 24, Snapshot 16, Snapshot 17
Week 11 (November 10)	Lecture One: Race and Gender Intersecting <ul style="list-style-type: none"> Snapshot 19, Snapshot 20, Chapter 29, Chapter 30
	Lecture Two: Colonization and Feminisms <ul style="list-style-type: none"> Chapter 31, Chapter 34, Snapshot 21, Snapshot 22
Week 12 (November 17)	Lecture One: Gender and The Indian Act <ul style="list-style-type: none"> Chapter 33, Chapter 36
	Lecture Two: Indigenous Activisms – Politics <ul style="list-style-type: none"> Chapter 39, Chapter 40
Week 13 (November 24)	Lecture One: Indigenous Women's Resistances in Art <ul style="list-style-type: none"> Chapter 35, Chapter 38 Johnson, "A Red Girl's Reasoning" Activist Art 6 and 7
	Lecture Two: Beauty and Bodies <ul style="list-style-type: none"> Chapter 45, Chapter 46, Snapshot 30
Week 14 (December 1)	Lecture One: Mid-Term Review and Exam Format Overview <ul style="list-style-type: none"> No Readings
DECEMBER EXAM PERIOD (December 5-14) Good luck on your exams!	
Week 15 (January 5)	Lecture One: Welcome Back! + Writing, Citing, and Research Skills <ul style="list-style-type: none"> An additional reading may be added to address student skills needs.
	Lecture Two: Social Determinants of Health <ul style="list-style-type: none"> Chapter 48, Snapshot 32 and 33
Week 16 (January 12)	Lecture One: Health and Gender <ul style="list-style-type: none"> Chapter 47, Snapshot 31
	Lecture Two: Global Power and Health <ul style="list-style-type: none"> Chapter 49, Chapter 50
Week 17 (January 19)	Lecture One: Reproductive Rights in Canada <ul style="list-style-type: none"> Chapter 51, Chapter 52
	Lecture Two: Reproductive Rights around the World <ul style="list-style-type: none"> Chapter 54, Snapshot 34
Week 18 (January 26)	Lecture One: Feminism, Literature, Film <ul style="list-style-type: none"> Riley and Pearce, "Introduction" to <i>Feminism and Women's Writing</i> Chaudhuri, Shohini. "The Male Gaze."
	Lecture Two: Student Choice Film Screening <ul style="list-style-type: none"> Students will be provided with several options of films to watch this week that relate to course topics. You will choose one.
Week 19 (February 2)	Lecture One: The Inclusion of Girls in Feminist Spaces and Histories <ul style="list-style-type: none"> Riordan, Ellen. "Commodified Agents and Empowered Girls: Consuming and Producing Feminism."

	Lecture Two: Gender and Marketing <ul style="list-style-type: none"> Snapshots 23, 25, 26, and Chapter 41 Note: February 6th is the final day to withdraw from year-long classes via regular processes.
Week 20 (February 9)	Lecture One: Gender and Weight Bias <ul style="list-style-type: none"> Bordo, "Reading the Slender Body"
	Lecture Two: Peer Presentation Viewing <ul style="list-style-type: none"> No readings.
Week 21 (February 16)- Reading Week <ul style="list-style-type: none"> No new materials and no assignments due! 	
Week 22 (February 23)	Lecture One: Feminist Current Events <ul style="list-style-type: none"> Information and readings to be added based on current news cycles.
	Lecture Two: Revising and Editing <ul style="list-style-type: none"> Additional readings about writing may be added to support student needs.
Week 23 (March 2)	Lecture One: Sexual and Gender-based Violence <ul style="list-style-type: none"> Chapter 56, Snapshot 35
	Lecture Two: Sexual and Gender-based Violence (cont'd) <ul style="list-style-type: none"> Chapters 57 and 58, Snapshot 36
Week 24 (March 9)	Lecture One: Feminism and Economics Worldwide <ul style="list-style-type: none"> Chapter 60, Chapter 61, snapshots 38 and 39
	Lecture Two: Feminism and Economics in North America <ul style="list-style-type: none"> Chapters 67, 70
Week 25 (March 16)	Lecture One: Feminism and Economics in North America <ul style="list-style-type: none"> Chapters 71, 72 and 73, Snapshot 41
	Lecture Two: Sex Workers' Rights <ul style="list-style-type: none"> Chapters 68 and 69
Week 26 (March 23)	Lecture One: Recent Social Justice Movements in North America <ul style="list-style-type: none"> Snapshot 43, Snapshot 44, Chapter 74, Chapter 75
	Lecture Two: Changing Perceptions of Feminist Demographics <ul style="list-style-type: none"> Chapter 77, Chapter 78, Snapshot 45
Week 27 (March 30)	Lecture One: Feminist Futures <ul style="list-style-type: none"> Chapter 76, Chapter 79, Chapter 80
	Lecture Two: Course Conclusions! <ul style="list-style-type: none"> No new readings
Final Exam Period (April 10-19)	Good luck on your final exams!

Assignments and Evaluation

Guidelines for each assignment will be posted on MyCourseLink no later than two weeks before the assignment is due (and often much earlier). Students are responsible for reading assignment instructions carefully and for understanding the grading criteria for each assignment.

Table of Assignments

Assignment	Date	Weight	Brief Description
General Engagement	Ongoing	3%	<p>Engage in ungraded forums and access class materials to earn these marks.</p> <p>When we have discussion boards, you may wish to post follow-up messages! These messages prove to me you have read and engaged with the material of your peers, and make up 3% of your over all grade. Aim to read most comments, and post at least one response beyond your graded posts to earn full marks.</p>
Participation Tasks	Ongoing; Approximately every 2 nd Friday. Available for minimum 1 week.	20%	<p>12 small tasks x 2%, drop the lowest 2. Every second week, you will have a quiz, discussion post, or short assignments based on recent content.</p> <p>It is easy to achieve a high score on these tasks, but due to the design of the course and the dropping of low scores, extensions are not typically given, nor are replacement tasks. If you miss too many, there will be a negative impact on your grade.</p>
Feminist Reflection	October 2	12%	800-word reflection on your position as a scholar thinking about feminism.
Summarizing and Reading Task	October 30	4%	You will compare an AI-generated summary against your own assessment of a reading to work on developing your reading and summarizing skills. Written submission approx. 650 words.
Mid-term Test	December Exam Period	12%	A 24-hour take-home exam comprised of short and long answer questions.
Essay Proposal	Jan 22	6%	A combination of annotated bibliography and overview of the argument for your major paper.

Asynchronous Presentation	February 11	8%	A recorded presentation where you share with your peers the basic premise of your essay (builds on your proposal).
Presentation Response Paper	February 26	4%	A short reflection piece in which you engage with the peer presentations that you viewed. Approx. 500 words.
Essay	March 5	21%	A persuasive essay of approx. 1800 words, looking at a topic related to feminist thought.
Final Reflection	March 31	10%	A short paper where you answer questions looking back at the course. Approx. 1000 words.

Assignment Policies

- All assignments are individual assignments and cannot be completed collaboratively. Generative AI use is also prohibited – your words should be your own.
- Assignments are due by 11:59 pm on the dates indicated, and all due dates are set for Eastern Daylight Time (local to Thunder Bay and Orillia).
- If you require an extension, you must ask for one BEFORE the due date.
- Unless you ask for (and receive) an extension, late assignments will be penalized by 3% per day (to a maximum of 30%) and will not typically be accepted if they are more than 10 days late.
 - Extensions will not typically be given on small weekly tasks as there is flexibility built in by dropping the two lowest scores for each student. Ensure you plan your time accordingly to complete these tasks.
- The mid-term exam must be written on the date scheduled, so ensure your plans include adequate and reliable internet access.
- All assignments must be in MLA or APA format, double spaced, with 1" margins, and in 12 point font.
- Exceptions to these policies are allowed only with a doctor's note or other appropriate documentation.
- The use of generative AI such as (but not limited to) ChatGPT, Microsoft CoPilot, or Google Gemini is prohibited for the writing of all exams and assignments for this course and may result in a grade of 0 or accusations of violations of academic integrity (plagiarism). Students with questions about whether or not other AI platforms are allowed must contact their instructor in advance.

Extended Statement on AI Usage

GenAI Use:

Generative artificial intelligence (Generative AI or GenAI) is a category of AI systems capable of generating text, images, or other media in response to prompts. These systems include ChatGPT and its variant Bing (built by OpenAI) and Bard (built by Google) among several others. Other Generative AI models include artificial intelligence art systems such as Stable Diffusion, Midjourney, and DALL-E. GenAI tools can provide valuable assistance and support in academic work. However, it is essential to use them responsibly and ethically. The following information and guidelines apply to the use of AI-

based tools in this course:

a) **Student Responsibility** – It is the responsibility of the student to understand the limitations of AI-based tools. While these tools can provide suggestions and insights, final decisions and critical thinking should come from the student's own understanding and effort. Before submitting, review your work with this in mind. If you don't understand what type of GenAI usage is appropriate, ask the course instructor for clarification.

b) **Formative Usage** – In this class, you may use GenAI for formative, but not summative, work. That means it can be used as a “possibility engine” (brainstorm tool), a “study buddy,” a “collaboration coach,” a “guide on the side,” a “personal tutor,” a “co-designer,” etc. to help you learn course content, but it cannot be used as the primary vehicle for any work that is submitted for marks or evaluation.

c) **Error & Bias** – AI content is created by computer algorithms that have been trained using large amounts of data. The AI learns from patterns and examples in the data to generate new content that resembles what it has been trained on. If the training data used to train the AI model is biased or limited in scope, the AI may reproduce content that is inaccurate, incomplete, offensive, and/or biased. Students should weigh this as they consider material produced by AI.

d) **Trustworthiness** – Generative AI can be vulnerable to manipulation and misuse. It can be used to generate fake news, misinformation, or deepfake content, which can have harmful consequences. Students should check AI generated content against reputable sources.

e) **Plagiarism** – Since writing and critical thinking ability are learning outcomes of this course, all work submitted for evaluation must be the student's original work. Using the work of others (including content curated/generated by AI) without proper citation is considered plagiarism.

f) **Citation of Sources** – If you use material generated by an AI program for an assignment in this course, it must be cited like any other source (with due consideration for the quality of the source, which may be judged as poor). Failure to do so will be considered a violation of academic integrity.

Details of Assignments

A detailed overview of each assignment will be provided on MyCourseLink and assignment instructions will be covered in the lecture.

Writing Support Statement

Your ability to write clearly and with purpose is crucial to your academic success. Because the writing process takes time and expectations vary across disciplines (and

from one instructor to another), it is important to manage this process carefully. The following guidelines will help you do that:

1. Start early – The writing process involves several steps: prewriting, drafting, revising, and editing. You will do your best work when you follow all the steps. Prewriting involves thinking about what you've learned on a topic, often assisted by note-taking, so that your reflections become your writing. It is often the longest and most important step!
2. Read the guidelines – Every assignment has a specific purpose, audience, length, and format. Pay close attention to these specifications and revisit them as you work on the assignment. Also, remember that different academic disciplines use different styles of documentation. In this course, we will use MLA or APA, information about which may be found via the Lakehead University Library website.
3. Seek support – Writing is hard work, but you are not alone. Your instructor is there to help you. Don't be afraid to ask for guidance or drop in during office hours.
4. Put in the time – Writing is a valuable skill, and any time spent developing your writing ability will contribute to your success, both in university and in your personal career.
5. Visit the Academic Support Zone – The Academic Support Zone's writing coaches will work with you at any stage of the writing process from interpreting the guidelines and finding sources to composing and editing drafts. Rather than editing your work for you, writing coaches will engage you in conversation about your writing and help you develop your skills in alignment with assignment expectations and course objectives.

Find Lakehead University's free writing support at [Academic Support Zone](#)ⁱⁱ and visit mysuccess.lakeheadu.caⁱⁱⁱ to book an appointment.

Marking Standards

All assignments will be marked in accordance with the rubrics provided and in line with Lakehead University's policies pertaining to academic integrity.

Academic Integrity

A breach of Academic Integrity is a serious offence. The principle of Academic Integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students are strongly advised to familiarize themselves with the Student Code of Conduct - Academic Integrity ("[The Code](#)")^{iv} - and, in particular, sections 26 and 83 through 85. Non-compliance with the Code will NOT be tolerated in this course and the Code will be adhered to in terms of disciplinary action. The Code provides a full description of academic offences, procedures when Academic Integrity breaches are suspected and sanctions for breaches of Academic Integrity.

Course Policies

- Generative AI use, including the use of paraphrasing software, is strictly prohibited in this course. The written work that you submit, including discussion

board posts, exams, and essays, should be written entirely by you. If you are unsure if the tools you wish to use are allowed or ethical, please contact your professor.

- Students are expected to complete assigned readings and make notes before listening to the lecture. Questions on exams and assignments may come from readings and lecture material, so it is important that you are familiar with all elements of the course.

University Policies

- Students in this course are expected to conform to the [Student Code of Conduct](#)^v.

Lakehead's Accommodation Statement

Lakehead University is committed to achieving full accessibility for persons with disabilities/medical conditions. Part of this commitment includes arranging academic accommodations for students with disabilities/medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability/medical condition and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please email sas@lakeheadu.ca or visit <https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>

This course outline is available online through the [Desire2Learn or My Courselink](#)ⁱ site for the course.

Land Acknowledgement

Lakehead University respectfully acknowledges its campuses are located on the traditional lands of Indigenous peoples.

Lakehead Thunder Bay is located on the traditional lands of the Fort William First Nation, Signatory to the Robinson Superior Treaty of 1850. Lakehead Orillia is located on the traditional territory of the Anishinaabeg. The Anishinaabeg include the Ojibwe, Odawa, and Pottawatomi nations, collectively known as the Three Fires Confederacy.

Lakehead University acknowledges the history that many nations hold in the areas around our campuses, and is committed to a relationship with First Nations, Métis, and Inuit peoples based on the principles of mutual trust, respect, reciprocity, and collaboration in the spirit of reconciliation.

A Note on Email Communication

Email is an official means of communication for academic and administrative purposes at Lakehead University. You are responsible for frequently checking your Lakehead email account, and this is the account that you should be using for all communication related to our course.

Unless otherwise indicated, I will respond to all student emails within two business days (week days). I am happy to engage with you to explain concepts, assignments, or for general course information, but also encourage you to learn to seek the answers you need.

Before contacting me via email, ask yourself the following:

1. Is the answer to my question on the syllabus, academic calendar, or D2L?
Information about due dates, institutional policies, and readings can be found on the syllabus and academic calendar.
2. Does my email have a clearly indicated subject? Use the subject line to give me information about what you need. "Assignment" is quite vague but "1100 response paper" clearly tells me what you require help with.
3. Does my email have an appropriate greeting or address and closing remark? As professional communication, your emails should begin with an address ("Dear [name], Hello [name], Hi [Name]) and conclude with your name.
4. Would my needs be better met by a meeting? Often, students want to discuss ideas about assignments, and email is not the best means to do this. Instead, consider sending an email to set up an oral meeting via Zoom, where we can engage in a proper dialogue about your concerns

A Note on Respect

Some of the materials in this course may evoke strong reactions based on your personal beliefs or experiences. It is important to remember that we all come to this space from different backgrounds and we must maintain a respectful and professional environment at all times. This means that no one is discriminated against for any reason, including but not limited to race, class, gender, sexual orientation, ability, age, or religion. There is no need to repeat specific words if you know them to be offensive – even in quotation, those passages do little to enhance your argument and can be paraphrased in discussion to minimize harm. It is important that we engage with ideas and concepts in such a way that both our tone and diction remain respectful, even as we recognize and learn about the evolution of ideas over time.

Moreover, some of the materials on this course may present you with information that is incongruent with your own beliefs. In some cases, hateful or dated language is included in our readings (in context). If material in the lecture or additional viewings is particularly challenging, I aim to issue a content warning before posting. Please be mindful of the

issues that are likely to come up in assigned course readings (body image, violence, colonialism, racism, and sexual violence). When a topic is briefly mentioned or to be expected based on the title of the reading and topic we are discussing, a warning will not be provided. Avail yourself of campus supports if you are sensitive to discussing these issues – I will post reminders about services available if we have lectures that are expected to be specifically challenging, but emotional responses to materials are individual and personal.

You will not be assessed based on your personal beliefs or experiences, but you must be respectful of those of others, be mindful of the existence of opposing views, and demonstrate understandings of the texts and issues being considered.

ⁱ <https://mycounselink.lakeheadu.ca/d2l/home>

ⁱⁱ <https://www.lakeheadu.ca/students/academic-success/student-success-centre/academic-support-zone>

ⁱⁱⁱ <https://mysuccess.lakeheadu.ca/home.htm>

^{iv} <https://www.lakeheadu.ca/students/student-life/student-conduct>

^v <https://www.lakeheadu.ca/students/student-life/student-conduct>