

Introduction to Women's and Gender Studies 1100 YA – 2019-2020

**Class: Mondays and Wednesdays
11:30 am – 1:00 pm: Room BB-2006**

Instructor: Dr. Jan Oakley

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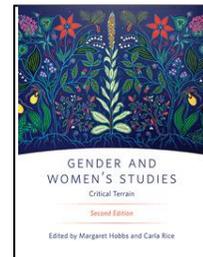
Office hours: Mondays, 10:00-11:00 (or before/after class, or by appointment), Bora Laskin (Education) Building: BL-1027



Welcome to Women's Studies 1100: an introduction to the interdisciplinary field of women's and gender studies. In this course we examine how gender intersects with class, race, age, ability and sexuality to shape our lives in complicated ways. Together we will explore how gender operates as analytical category in conjunction with other categories, and study how what we consider "normal" and permanent about gender is culturally and historically produced.

REQUIRED TEXT (AVAILABLE AT THE BOOKSTORE)

Margaret Hobbs and Carla Rice, *Gender and Women's Studies in Canada: Critical Terrain* – 2nd edition (Toronto: Women's Press, 2018).



ASSIGNMENTS

Fall Semester Assignments:

Participation	5%	Evaluated throughout the semester
Short Reflection Papers (3 x 10%)	30%	DUE: October 2, October 30, November 27
End-of-Term Exam	15%	Scheduled by the university*

Winter Semester Assignments:

Participation	5%	Evaluated throughout the semester
Paper Proposal and Bibliography	15%	DUE: February 5
Research Paper	15%	DUE: March 18
End-of-Term Exam	15%	Scheduled by the university*

*NOTE: The end-of-term exams in the Fall and Winter terms will be scheduled by the Enrolment Services office and cannot be changed for your personal plans. Please do not make any travel plans until the exam schedule is posted.

LEARNING OBJECTIVES

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

- articulate (orally and in writing) the major concepts in Women's Studies, including feminism, intersectionality, patriarchy, oppression, privilege, difference, identity, social location, heteronormativity, decolonization, agency and resistance
- demonstrate an understanding of women's historical and contemporary participation and contributions 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 lectures, in-class discussions and tutorials
- 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

COURSE WEBSITE

This course has an online website that can be accessed through the Desire2Learn (D2L) platform at <https://mycourselink.lakeheadu.ca/d2l/home>.

The functions we will use on our D2L site are:

- Main page/Announcements: where course updates will be posted; please check it often
- Assignments: use the Assignments function to submit your reflection papers

Please spend some time familiarizing yourself with these components of the website. You may wish to review the "Important Links" information under the tab menu item entitled "More."

ASSIGNMENT GUIDELINES

PARTICIPATION (5% PER TERM – FALL AND WINTER)

Your voice is important! Our class style will consist of lectures, discussions, and tutorials. Our focus, during each class, will be on unpacking and considering (critically, personally, politically, locally, globally) the ideas in the readings and designated themes each week. Our learning will be enhanced by participation and therefore, attending class, completing the readings each week, and participating in class is crucial.

Tutorial discussions, which will also count toward your participation mark, will be held both terms (details forthcoming). Each student will be placed in a discussion group for these discussions, which will be based on the week's assigned readings.

To prepare for participation in the lectures and tutorial discussions, aim to understand the following in each reading:

- What is the thesis or central argument?
- What points or information does the author use to prove the argument(s)?
- Does the author have an obvious perspective or purpose for writing the article? What is it?
- What are some of the similarities and differences between the readings regarding time period, place, argument, and evidence?
- How do the readings fit together? What are some common themes of the readings? How do they complement the weekly lecture? How do they fit with other readings/lectures from the course?

Note: If you cannot attend tutorials for a legitimate reason (e.g., illness or other reason supported by documentation), you can write a 1.5-page summary of the week's readings to receive marks in lieu of tutorial participation. The summary must be handed in within one week of the tutorial date.

A note on participation and discussions: Discussions require that everyone participates (speaks and listens) in a meaningful and civil way. While there will be lots of disagreements and debates, everyone is expected to participate in a way that is respectful to everyone in the class and their ideas. Personal attacks, gender and racial slurs, disrespectful comments or other disrespectful behaviour will not be tolerated. Please keep in mind that this is a scholarly environment and professionalism is expected at all times. In this course we will deal with many sensitive issues and will encounter historical language that is no longer appropriate. Please be reminded that respect for the people we study and other students is essential to a productive discussion.

SHORT REFLECTION PAPERS (3x 10% EACH)

Due October 2, October 30, and November 27 by 11:59 PM on each day (online submission)

During the fall semester you will write three short reflection papers. These papers provide me with evidence that you have read and reflected on the readings, including how they connect (or not) to your own experiences. It is hoped that these papers will help to facilitate our in-class discussions, as well as tutorial discussions.

Length Guideline: The suggested length guideline for each of these papers is approximately 3 pages, double-spaced, plus a References/Works Cited page. Please use a 12-point font, e.g., Times New Roman, with normal margins. Note: It is okay to go slightly over, or slightly under (if you are an extremely concise writer). Content counts more than reaching a particular length or page count!

Content: For each paper, select **two chapters** from one of the following theme weeks of our course (see the [Readings By Week](#) section of this course outline for weekly themes). Note that it is important that you select Chapters, and *not* Snapshots & Soundwaves, from our course text.

Reflection paper 1: Due October 2

Please select **two** chapters from one of the following weeks/themes:

“Feminist Waves and Diversity” (Chapters 3, 4, 5) *OR*

“Intersectionality” (Chapters 6, 7, 8, 9)

Reflection paper 2: Due October 30

Please select **two** chapters from one of the following weeks/themes:

“Constructions of Sex and Gender” (Chapters 12, 13, 14) *OR*

“Making of ‘Difference’ and Inequalities” (Chapters 16, 17, 18)

Reflection paper 3: Due November 27

Please select **two** chapters, from one of the following weeks/themes:

“Gendered Identities” (Chapters 27, 28, 29, 30) *OR*

“Histories and Legacies of Colonialism and Imperialism” (Chapters 31, 32, 33, 34)

Write a brief paper that summarizes and responds to those chapters, based on the following guidelines:

In the first half of your paper, summarize the overall gist of the two chapters under consideration, in relation to the theme of the week. To do this, you might answer some of the following questions: What are the authors’ main claims? How do the authors develop or support their claims? How do the chapters connect to the weekly theme, and what you have learned about it? Aim to write concisely, with an emphasis on summarizing and paraphrasing (*not* quoting the author).

In the second half of your paper, comment on something that especially appealed to you or intrigued you. Consider: what was it about the reading that moved you? How does it connect (or not connect) with your own social location, and your experiences? Why do you think that it’s important? Please don’t comment on everything; rather, try to develop one thought in some depth.

Suggested Organization: Here is a suggested organization for your paper:

- Page 1 – in the top left-hand corner, include: your name and course number. Underneath that, identify the two chapters and the weekly theme. (For example: “Chapters: 7 and 8. Theme: Intersectionality.”). Note that you do NOT need to include a title page for these assignments.
- Summary of first selected chapter: 1 or more detailed paragraphs
- Summary of second selected chapter: 1 or more detailed paragraphs
- Your commentary: the remainder of the paper
- References or Works Cited page - in APA or MLA style

Submission Process: Please submit this assignment in MS Word (not as a PDF), through the “Assignment” tab on our course website. Note: if you do not have access to Word, it is okay to submit a PDF. Please do *not* submit “Pages” documents – my computer can’t open them.

Evaluation: A rubric (posted on our website) will be used to evaluate your paper. Please check it out to understand what is valued in the marking process. Sample reflection paper assignments will also be shared, along with links to APA/MLA style guides for your References/Works Cited page.

PAPER PROPOSAL AND ANNOTATED BIBLIOGRAPHY (15%)

Due February 5 by 11:59 PM (online submission)

This is a two-part assignment, in which you will (1) develop a paper proposal for the research essay due in March, and (2) prepare an annotated bibliography (a list of potential sources, with a short description of the relevancy of each source).

To complete this assignment, pick a topic of interest related to the field of Women’s Studies: this might be a topic we’ve covered in class, or one not discussed in class (note: if you go with the second option here, it’s a good idea to make an appointment with the instructor or your TA to discuss your topic and ideas). This topic can be global or local in orientation as well as either historical or contemporary – but do ensure the scope is narrow and tight enough that you can write a research paper about it.

Paper Proposal: Develop a detailed 1-2 page outline of your paper including: (a) an introductory statement/short description of the chosen topic, (b) your research question, (c) a preliminary thesis statement, and (d) the key points you intend to use to prove your thesis. A good paper will have 3-4 key points used to prove the thesis. Together, these four components of your proposal will form the preliminary “skeleton” for your research essay.

Annotated Bibliography: In addition to the paper proposal, provide an annotated bibliography of potential sources to be used in your research essay. Using the library, you will find a variety of sources (including, but not limited to, books, journal articles, and internet sites) that could be useful in writing your paper. This requires that you critically think about the sources you find in order to evaluate whether or not they will be useful for your paper. The sources you identify should be provided in proper bibliographic style (APA or MLA citation style). Your annotation should include 4-5 sentences briefly describing the source and indicating how you think it works to prove your thesis.

You are encouraged to search broadly for potential sources. You need to ensure that all of your sources have a connection to your topic and that they are scholarly, academic sources. Each bibliography must include (at least):

- 2 books
- 2 journal articles
- 2 online sites (specific, educational sites related to your topic – not Wikipedia or the like. Look for websites ending in .edu and .org or containing .gov OR reputable newspaper and magazine articles relevant to your topic)

Please note: Course materials cannot be used for this assignment.

Evaluation: A rubric (posted on our website) will be used to evaluate your paper. Please check it out to understand what is valued in the marking process. Sample reflection paper assignments will also be shared, along with links to APA/MLA style guides for your References/Works Cited page.

RESEARCH PAPER (15%)

Due March 18 by 11:59 PM (online submission)

Your final research paper builds upon the proposal and bibliography submitted earlier in the term. Be sure to pay close attention to the feedback that you received from that assignment to ensure that you are able to produce your best work. (Note: changing your research paper topic after the proposal and bibliography are submitted is HIGHLY DISCOURAGED.)

The suggested length guideline for your research paper is approximately 2,000 words (6-8 pages, double-spaced), plus a References/Works Cited page. Please use a 12-point font, e.g., Times New Roman, with normal margins.

Your research paper should follow a similar format as identified in your paper proposal. The introductory section should include an introductory hook, a clearly stated research question, a thesis statement (what your main argument will be) and an indication of the key points or subtopics that will be addressed in the paper. In the main body of the paper, you should sequentially develop your key points, providing evidence throughout from the books and academic articles you have read on your topic.

Each major topic should be a separate paragraph and all information in that paragraph should clearly link to the topic. Your paper should end with a strong conclusion that restates your main points and ties up your argument.

Proper referencing is mandatory for academic research papers. References must be given for all information you have taken from other sources, whether you are directly quoting or paraphrasing in your own words. Carefully check that all of your sources are fully cited in the body of the paper (author, year of publication and page number) and also that all of your sources are listed alphabetically and with full information in the bibliography.

Evaluation: A rubric (posted on our website) will be used to evaluate your paper. Please check it out to understand what is valued in the marking process. Sample reflection paper assignments will also be shared, along with links to APA/MLA style guides for your References/Works Cited page.

END-OF-TERM EXAM (2x 15% – FALL AND WINTER TERMS)

Dates to be determined: sometime in December 2019 and April 2020

The exams will incorporate all learning from lectures, readings, discussion, and assignments. These exams will not be multiple choice. They will be scheduled in the University Gym and will be three hours in duration. (Note: you are required to stay for one full hour of the exam and may, of course, stay for the full three hours). If you have learning accommodations, you may be scheduled to write your exam elsewhere in the University, at the same time as the rest of the class.

OTHER IMPORTANT COURSE INFORMATION

Assignment due dates: All assignments must be handed in by the specified due dates. If you have trouble meeting a due date, please discuss it with me **at least one week prior** to your due date and, if accepted, we will negotiate a new due date. Missing due dates without prior approval will result in a deduction of 5% per day.

Final drop date: The final date for course withdrawal without academic penalty is Friday, February 7, 2020. By then you will have a good sense of how you are faring in this course.

Accessibility and Learning Accommodations: Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities and/or 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 and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible – see <http://studentaccessibility.lakeheadu.ca> or contact sas@lakeheadu.ca). If you have special needs regarding the format or the due dates for the assignments, please inform me.

Student Success Centre: Additional help regarding academic matters, including how to change your Major or how to declare a Minor, can be found at the Student Success Centre located in SC 0008 or phone 343-8018 or online at - <https://www.lakeheadu.ca/current-students/student-success-centre>

Academic dishonesty and plagiarism: Plagiarism is a *serious* academic offence. Presenting an idea, words, or an exact phrase of another author as your own work constitutes plagiarism, even

if it is done by accident. Other instances of Academic Dishonesty, including but not limited to double submission (submitting your own work across courses, or within the same course), purchasing of assignments (either online or from another student on campus), or copying of assignments, will be dealt with in accordance to the University regulations on Academic Dishonesty. All students are required to know what constitutes plagiarism and how to avoid it. Click [this link](#) to review the policy. **Please do your own work.**

Your mental health is important! If you require immediate support regarding a mental health crisis, call Crisis Response at 346-8282 (24 hours/day). For non-crisis issues, please call Good To Talk at [1-866-925-5454](tel:1-866-925-5454). For additional community resources, please call 211.

READINGS BY WEEK

Important! Please come to class and tutorials having already read the assigned readings.

Fall Term

Dates	Topic	Readings:
Sept. 4	Welcome and Introduction	No assigned readings
Sept. 9, 11	Why Gender and Women’s Studies? Why Feminism?	Chapter 1, Chapter 2, Snapshots & Soundwaves 1
Sept. 16, 18	Feminist Waves and Diversity	Chapter 3, Snapshots & Soundwaves 2, Snapshots & Soundwaves 3, Chapter 4, Chapter 5
Sept. 23, 25	Intersectionality	Chapter 6, Snapshots & Soundwaves 4, Chapter 7, Chapter 8, Snapshots & Soundwaves 5, Snapshots & Soundwaves 6, Chapter 9
Sept. 30/Oct 2	Accounting for Inequalities	Chapter 10, Snapshots & Soundwaves 7, Chapter 11, Snapshots & Soundwaves 8 (Note: Reflection Paper 1 due October 2)
Oct. 7, 9	Constructions of Sex and Gender	Chapter 12, Activist Art 1, Chapter 13, Chapter 14, Snapshots & Soundwaves 9

READING WEEK: NO CLASSES OCTOBER 14-18

Oct. 21, 23	The Making of “Difference” and Inequalities	Chapter 16, Chapter 17, Snapshots & Soundwaves 10, Activist Art 2, Snapshots & Soundwaves 11, Chapter 18, Activist Art 3
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Oct. 28, 30	Gender Construction and Performativity	Chapter 19, Snapshots & Soundwaves 12, Snapshots & Soundwaves 13, Chapter 20, Snapshots & Soundwaves 14, Snapshots & Soundwaves 15, Chapter 22 (Note: Reflection Paper 2 due October 30)
Nov. 4, 6	The Construction of Sexuality	Chapter 23, Snapshots & Soundwaves 16, Chapter 24, Snapshots & Soundwaves 17, Chapter 25, Chapter 26
Nov. 11, 13	Gendered Identities	Chapters 27, Chapter 28, Activist Art 4, Snapshots & Soundwaves 19, Chapter 29, Chapter 30, Snapshots & Soundwaves 20
Nov. 18, 20	Histories and Legacies of Colonialism and Imperialism	Chapter 31, Activist Art 5, Chapter 32, Chapter 33, Snapshots & Soundwaves 21, Activist Art 6, Chapter 34, Snapshots & Soundwaves 22, Activist Art 7
Nov. 25, 27	Indigenous Women: Resistance and Resurgence	Chapter 35, Chapter 36, Chapter 37, Chapter 38, Chapter 39, Chapter 40 (Note: Reflection Paper 3 due Nov. 27)
Dec. 2	Midterm Exam Review	No assigned readings

Winter Term

Dates	Topic	Readings:
Jan. 6, 8	Cultural Representations and the Creation of Desire	Snapshots & Soundwaves 23, Snapshots & Soundwaves 24, Snapshots & Soundwaves 25, Chapter 41, Snapshots & Soundwaves 26, Chapter 42, Snapshots & Soundwaves 27
Jan. 13, 15	Regulating Bodies and Desires	Snapshots & Soundwaves 28, Chapter 43, Activist Art 8, Chapter 44, Snapshots & Soundwaves 29
Jan. 20, 22	Beauty Projects: Conformity and Resistance	Chapter 45, Snapshots & Soundwaves 30, Chapter 46
Jan. 27, 29	Politics of Health: From Medicalization to Health Care Reform	Chapter 47, Snapshots & Soundwaves 31, Chapter 48, Snapshots & Soundwaves 32, Snapshots & Soundwaves 33, Chapter 49, Chapter 50
Feb. 3, 5	Reproductive Rights and Justice	Chapter 51, Chapter 52, Chapter 53, Chapter 54, Snapshots & Soundwaves 34 (Note: Paper Proposal and Annotated Bibliography due February 5)

Feb. 10, 12	Gender Violence	Chapter 55, Chapter 56, Snapshots & Soundwaves 35, Chapter 57, Chapter 58, Snapshots & Soundwaves 36, Activist Art 9, Snapshots & Soundwaves 37
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READING WEEK: NO CLASSES FEBRUARY 17-21

Feb. 24, 26	Gender and Globalization	Snapshots & Soundwaves 38, Snapshots & Soundwaves 39, Chapter 59, Chapter 60, Chapter 61, Chapter 62
March 2, 4	Gender, Migration and Citizenship	Snapshots & Soundwaves 40, Chapter 63, Chapter 64, Chapter 65, Chapter 66
March 9, 11	Poverty and Homelessness in Canada	Chapter 68, Chapter 69, Chapter 70, Chapter 71, Snapshots & Soundwaves 41, Snapshots & Soundwaves 42, Chapter 72, Chapter 73
March 16, 18	Feminist and Social Justice Movements in North America	Snapshots & Soundwaves 43, Chapter 74, Chapter 75, Snapshots & Soundwaves 44, Snapshots & Soundwaves 45, Chapter 76, Snapshots & Soundwaves 46 <i>(Note: Research Paper due March 18)</i>
March 23, 25	Transnational Feminisms: Challenges and Possibilities	Chapter 77, Chapter 78, Chapter 79, Activist Art 10, Chapter 80, Snapshots & Soundwaves 47
March 30, April 1	Course Reflections and Exam Review	No assigned readings

Looking forward to a great year together!