



**WOME 1100-YB – Introduction to Women’s Studies**

**Lakehead University**

**Fall 2019 / Winter 2020**

Department of Women’s Studies

Tuesdays & Thursdays, 10:00 - 11:30am

RC 1001/1002

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### **Course Description**

Welcome to Women’s Studies 1100! This course is an introduction to the interdisciplinary field of women’s and gender studies. In this course we examine how gender intersects with other forms of power and privilege, including race, class, colonialism, sexuality, age and ability, 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.

### **Course Learning Objectives**

By the end of the course students should be able to:

1. Identify, define, and critically engage (in oral and written form) key concepts in Women’s and Gender Studies, including feminism(s), intersectionality, patriarchy, oppression, privilege, difference, identity, heteronormativity, colonialism, decolonization, agency and resistance.
2. Name some central debates in Women’s and Gender Studies and describe their significance.
3. Identify and describe some of the ways women and members of LGTBQ2SIA communities have contributed to social change both historically and today.
4. Describe some of the qualities of feminist knowledge production, and their contributions to social life.

5. Build and develop research, writing and analytical skills that allow for clear communication, expression of ideas, and evidence of independent thought (oral and written).
6. Demonstrate proficiency with university standards of scholarship and academic integrity.

## Required Texts

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

## Classroom

During the term our class has been allocated two classrooms: RC1001 and RC1002. To avoid confusion we will meet in RC1001 unless otherwise announced.

## Contacting the Instructor

The best method of reaching me is by email. Please allow approximately 24 hours for a reply. If I have not replied in 48 hours, please feel free to send a follow up. I will be available by phone (no voicemail) during my office hours, or by appointment.

## Course Management

**Course Structure:** Generally we will use the Tuesday class as a lecture class and Thursdays class as an active learning class where we will be discussing and engaging with course content while also working together to develop foundational academic skills.

**Keeping on Track with Assigned Readings:** Students are encouraged to be diligent to keep up with the weekly readings. Keeping on track with the readings will make your job considerably easier as you complete prepare for your Midterm and Final Exam.

**Use of Technology in the Classroom:** In the past, students and faculty have found non-course related use of laptop computers and hand-held electronic devices during class to be distracting and, at times, disruptive. Consequently, during class, students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.

**Conflicting Course Schedules:** When scheduling your courses, be sure to avoid overlap or conflict that might compromise your attendance and participation in other classes. When re-scheduling tests, or exams be sure to avoid conflicts with other courses.

## Course Assessments and Evaluation:

*\*All details outlined under Assignments\**

Assessment	Due Date	Weight
1. Participation In-Class Participation (engagement, discussion + collaborative group work)	Ongoing	<b>10%</b>
2. Academic Skills “Mini Assignments” Active Reading Assignment Reflection Assignment Learning Process Self-Reflection	Sept. 24 - 28 Oct. 8 - 12 Nov. 26 - 30	5% 10% <u>5%</u> <b>20%</b>
3. Midterm Test (including Library skills)	Oct. 22	<b>15%</b>
4. Research Skills Assignments Annotated Bibliography Source Integration Assignment	Nov. 5 - 9 Nov. 19 - 23	15% <u>15%</u> <b>30%</b>
5. Final Exam	Exam Period *to be scheduled*	<b>25%</b>
		<b>TOTAL: 100%</b>

**\*IMPORTANT\* Sliding scale deadline policy:** In an effort to strive towards universal accessibility in the design of this course, I have implemented a sliding scale deadline policy. Sliding scale deadlines are intended to recognize the importance of completing assignments incrementally so that students are able to practice and build skills and receive feedback before moving on to the next assessment. At the same time, they allow students to balance their deadlines with other commitments and course requirements. They allow us to avoid issues caused by multiple assignments across courses with the same deadline and, if used correctly, ensure a more customizable, balanced and manageable workload for each individual student. This means that each student is responsible for mapping out their individual deadlines within the ‘window’ provided to ensure they are submitted on-time.

## Assignments:

Full assignment guidelines for each assessment item will be made available in D2L. They must be consulted to access complete details about criteria, expectations, and additional resources for each of the following assignments.

### Participation (10%)

Class participation will be an important part of the work you do in this course. In class participation will not be based on attendance, but rather your overall engagement in class discussion and other in-class activities. Your grade will be based on not only the quantity, but *quality* of your contributions to our class discussion and classroom environment, including listening respectfully to your peers. Students will also be graded on their ability to engage the readings and interact with their peers in thoughtful and respectful dialogue.

**\*IMPORTANT\* Sensitive Material:** Please be aware that some of the material we are reading is of a sensitive nature. Some readings may be upsetting or disturbing. I ask that we all use respectful language and be sensitive of one another during our discussions. For example, personal attacks, gender and racial slurs, disrespectful comments on ability or able-bodiedness, or other such disrespectful behaviour will not be tolerated. Given this we may encounter historical language that is no longer appropriate. Together we will work towards creating a learning environment where everyone is valued and respected.

### Academic Skills Mini Assignments (20%)

These mini assignments are each designed to support students to develop their academic skills in a specified area.

- **Active Reading Assignment (5%):** This assignment will require using 'active reading' strategies discussed in class by applying them to a course reading. Students will be graded on their ability to identify and synthesize the most important elements of the reading using the structure provided, and to present it in an organized and clear way.
- **Reflection Assignment (10%):** In this reflection assignment students will be given an opportunity to write a semi-structured reflection in a short paper format. The reflection will be based on an in-class activity (TBA), should be 2-3 pages in length, and follow the criteria and prompts in the assignment guidelines.
- **Learning Process Self-Reflection (5%):** In this assignment students will be prompted to reflect on an experience in the course that was challenging and how this challenge was negotiated or overcome. Following a series of prompts provided in the assignment guidelines, students will be asked to reflect on what this experience taught them about how they learn and how they would like to grow as learners in the future.

### **Midterm Test (15%)**

The midterm test will primarily be based on course content (10%), as well as have a library skills component (5%). The midterm will be written in class on Tuesday, October 22, 2019 and will consist of short answer and matching questions. The library skills component will include multiple choice, short answer and matching questions. Midterm review will be covered in class before fall break.

### **Research Skills Assignments (30%)**

There are two research skills assignments in the course. These are intended to offer students an opportunity to further develop their academic research and writing skills. Through the assignments students will have the chance to practice and build upon skills covered in the in-class library session and their active reading assignment by practicing skills such as: reading comprehension, bibliographic formatting, citation, source integration, and summarization. The purpose of these assignments is to ensure students receive support and feedback on these foundational skills, as they will be integral for all future course work while at Lakehead.

- **Annotated Bibliography (15%):** In this assignment students will be asked to use their knowledge of the library to locate three (3) academic sources on a mock research topic of their choice. Students will be asked to list these sources in proper APA formatting and to them provide a structured summary of each source and its relevance.
- **Source Integration Assignment (15%):** In this assignment students will practice integrating sources into a mock proposal assignment. Students will primarily be graded on the correct use of each source integration techniques (to be covered in class), the quality of their citation formatting, and the clarity and organization of their writing skills.

### **Final Exam (25%)**

The final exam will take place during the university's scheduled exam period between December 5 -15, 2019.

**NOTE:** The exams will be scheduled by the registrar and cannot be changed for your personal plans. Do NOT make assumptions about holidays, travel or departure from Thunder Bay until the exam schedule is posted.

### **Course Policies:**

#### In-Class and Interpersonal Components

**Class Attendance and Engagement:** Class participation and engagement is an important component of this course and learning at university. Accordingly, students in this course are expected to attend and actively engage in class learning activities and contribute to the creation of a respectful and constructive learning environment. This class recognizes that active participation will look different for different students and

may change throughout the semester. To support class participation, the class will incorporate a variety of opportunities to engage with course content and each other, including discussion, small group work and individual activities.

In striving to make this course universally accessible, I am also happy to meet with students to discuss accommodation needs and course requirements. Students are encouraged to approach the instructor early on if you are concerned about your ability to be physically, intellectually, and/or emotionally present or to fully engage in the course. If there are aspects of group work or class discussion are difficult, uncomfortable or inaccessible for you, please connect with the instructor so we can speak about how we might mediate these barriers.

\*If you have reason to believe your attendance or participation in class will be compromised, please come speak to me as soon as possible so that we can discuss how to best address the situation.\*

**In-Class Group/Collaborative Learning Activities:** For group activities, ALL students in the group must strive to be contributing members. The expectation is that each student will be an active, supportive and respectful member of their group and contribute to the task at hand in a fair and equitable way. Group work is sometimes challenging, but it can also be rewarding in a number of ways, including providing you with opportunities to develop valuable teamwork skills and the benefit of learning from peers.

Please consult the [Code of Student Behavior and Disciplinary Procedures](#) for further information about university expectations for student conduct.

### Online and Electronic Course Components:

**Desire2Learn:** In this course we will be using Desire2Learn (D2L) for the online components of the course (also known as mycourselink). Students should be aware that when they access the electronic component of this course, private information such as first and last names and program affiliation, may become apparent to all other users in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions of concerns about such disclosure please discuss this with the course instructor.

**Digital Submissions:** The written assignments in this course will be submitted via the digital Drop-Box function on D2L, found under the Assessments tab. Many file types are compatible with the submission system, including **Microsoft Word, WordPerfect, PostScript, Adobe Acrobat (.pdf), or Rich Text (.rtf) files**. If your word processing program uses a file type not listed here, please review the following details about file formats and troubleshooting:

1. Pages documents will be accepted but generally can't be read from within D2L. So, save Pages documents as .doc or download and install Word.
2. HTML documents should be zipped in order to avoid code being stripped.
3. If you have a Word document with tables, save the document as .pdf to ensure that the tables display properly when previewing the file in the grading window.
4. If you are uploading one of the supported file types, but are receiving an "Oops your file could not be uploaded" error message, please see [this post](#).
5. If you are uploading one of the supported file types, but are receiving a "Your submitted files do not meet the file restrictions for this assignment." Please make sure your file is less than 40 MB and is one of the following file types: html, doc, docx, hwp, odt, rtf, wpd, txt, ps, pdf, pptx, ppt, ppsx, pps, xls, xlsx, gdoc" error message, please see [this post](#).

**Submitting Assignments Electronically:** Individual assignments submitted electronically must include your last name in the filename: e.g. Ahmed\_ActiveReadingAssignment.doc.

**Written Assignments:** All written assignments or components of assignments are to be typed and double-spaced using 12pt, Times New Roman font, with 1-inch margins. Please include a title page with your name, student number and email address, the title of the assignment and the date submitted.

**Late Submissions:** A late penalty of **3% per day** will apply after the due date (weekends included) unless prior arrangements have been made with the instructor or TA. *Assignments will be marked and returned in the order they were submitted.*

**Email Policy:** The email policy states that university email accounts are the official means of communication between faculty, staff, and students. Although I will do my best to reply to any student emails promptly, you can expect a general response time of approximately 24 hours (to a maximum of 48 hours during busy periods). If you have not received a reply in this timeframe, please send me a quick reminder message and I will get back to you as soon as possible.

**D2L Mail:** Please use your Lakehead e-mail account—not the mail function on D2L—to contact the instructor or TAs. Prompt response times cannot be guaranteed unless the instructor or TA is contacted by email.

### **University Policies and Regulations:**

Please consult the [Academic Calendar](#) to access general information about student responsibilities while registered at Lakehead University.

"It is the responsibility of each student registered at Lakehead University to be familiar with, and comply with all the terms, requirements, regulations, policies and conditions in the Lakehead University Academic Calendar. This includes, but is not

limited to, Academic Program Requirements, Academic Schedule of Dates, University and Faculty/School Policies and Regulations and the Fees and Refund Policies and Schedules.”

All University Policies can be found [here](#). Pay particular attention to those found under the Category of “Regulations” and “Student-Related”. If you have a question, please let me know by email or in-class.

### **Academic Integrity:**

Students are expected to be familiar with Lakehead’s regulations and policies regarding Academic Misconduct and Academic Dishonesty.

**University Policy on Academic Dishonesty:** You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences.

**Avoiding Academic Dishonesty:** It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#) and [Resources for Academic Integrity](#).

The following illustrates only three forms of academic dishonesty:

1. Submitting work that is not your own.
2. Submitting your own material for which other credit has already been obtained in another course.
3. Using another writer’s sentences, phrasing, or writing structure without properly indicating this by using quotation marks.
4. Neglecting to properly cite or source your ideas.
5. Improper collaboration in group work.
6. Copying or using unauthorized aids in tests and examinations.
7. Requesting accommodation or exceptions in bad faith or under false pretenses.

Plagiarism is defined in [University Regulation IX](#) with additional examples in Article I, Section 1 of The Code. Sanctions associated with Academic Misconduct are defined in Article II of The Code and Enforcement Procedures are outlined in Article III of The Code.

Students wishing to learn more about Academic Misconduct are encouraged to read the [University and relevant Faculty Regulations](#) and The Code (noted above) and access other resources on the [Teaching Commons](#) website.

**Academic Citation Style:** You should prepare your in-text citations and reference lists according to the formatting guidelines of the American Psychological Association (APA). Other formatting guidelines such as MLA and Chicago-Turabian are also commonly used. You may choose whatever style you are most comfortable with, as long as you are consistent.

**Originality Checking:** For some assignments in this course we may be using a web-based service (Turnitin.com) to reveal plagiarism. If this is required you will be notified by the instructor in advance of the deadline. Students who do not wish to submit their work to Turnitin.com have the right to arrange, with the instructor, an alternate submission method that bypasses Turnitin without penalty. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g. online search, etc).

### **Accessibility, Accommodation, and Support:**

**Accessibility and Equity:** Lakehead University embraces equity and diversity as integral to its academic mission and seeks to build an inclusive community on campus since it fosters academic excellence and innovation in research and scholarship. This course takes these values seriously, recognizes that students learn and express their knowledge in different ways, and is committed to creating an accessible environment of mutual respect and full participation. Students in this course are expected to actively participate in welcome diverse engagement styles and identifying and mediating classroom accessibility barriers to enhance access for themselves and their classmates. For further information on accessibility at Lakehead visit [Student Accessibility Services](#) and [Lakehead's Diversity Policy](#).

If there are aspects of the design or delivery of this course that result in barriers to your learning or inclusion, please be in touch with the course instructor as soon as possible to discuss ways to mitigate these. Students with disabilities are also welcome to connect with Student Accessibility Services to discuss how individual academic accommodations can support their learning.

**Academic Accommodation of Students with Disabilities:** Students who require academic accommodation can consult [Student Accessibility Services](#) (SAS) to register as soon as possible. Student Accessibility Services (SAS) can be contacted [here](#) (SC0003, 807-343-8047, or at [sas@lakeheadu.ca](mailto:sas@lakeheadu.ca)). For further information consult Lakehead University's policy on [Accommodations and Access for Students with Disabilities/Medical Conditions](#).

### **Accommodation related to Religious and Spiritual Observances**

Students requiring academic accommodation for exams based on “for religious or creed-based holidays, leaves and ritual observances” should refer to the [Creed and Religious Accommodation Agreement](#). If you require related accommodations for religious, indigenous or other spiritual observances for other course work that is outside

of the exam period, please do not hesitate to contact the instructor in advance to make arrangements.

In most cases, students should contact their professor or academic advisor as soon as possible to arrange accommodations for classes, assignments, tests and examinations that might be affected by a religious holiday or spiritual observance.

**Additional Supports on Campus:** There are many supports available on campus to assist students with any number of concerns:

- [Health and Wellness](#)
- [Student Success Centre](#)
- [Aboriginal Cultural and Support Services](#)
- [Aboriginal Initiatives](#)
- [International Student Centre \(including the English Language Centre\)](#)
- [Student Accessibility Centre](#)
- [Library](#)
- [Academic Support Zone \(Writing and Math Tutoring Centre\)](#)
- [Sexual Violence Reporting and Support Services \(See also the Sexual and Gender Based Violence Response Policy\)](#)

**The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her Lakehead email and course websites weekly during the term and to note any changes**

## Course Schedule

Week/Theme:	Readings:	Due:
<b>Week 1</b> – Sept. 3 & 5 Welcome and Course Introduction Why Gender and Women’s Studies? What Is Feminism?	Course syllabus.  Chapter 1, Chapter 2, Snapshots & Soundwaves 1	<i>Participation (10%) begins</i>
<b>Week 2</b> – Sept. 10 & 12 Feminisms & Diversity	Chapter 3, Snapshots & Soundwaves 2 & 3, Chapter 4, Chapter 5	
<b>Week 3</b> – Sept. 17 & 19 Intersectionality	Chapter 6, Snapshots & Soundwaves 4, Chapter 7, Chapter 8, Snapshots & Soundwaves 5 & 6, Chapter 9	
<b>Week 4</b> – Sept. 24 & 26 Accounting for Inequalities	Chapter 10, Snapshots & Soundwaves 7, Chapter 11, Snapshots & Soundwaves 8	<i>Active Reading Assignment (5%) – due Sept. 24-28</i>
<b>Week 5</b> – Oct. 1 & 3 Constructions of Sex & Gender	Chapter 12, Activist Art 1, Chapter 13, Chapter 14, Snapshots & Soundwaves 9, Chapter 15	
<b>Week 6</b> – Oct. 8 & 10 The Making of “Difference” and Inequalities	Chapter 16, Chapter 17, Snapshots & Soundwaves 10, Activist Art 2, Snapshots & Soundwaves 11, Chapter 18, Activist Art 3	<i>Reflection Assignment (10%) – due Oct. 8-12</i>
<b>**Fall Break – no scheduled readings**</b>		
<b>Week 7</b> – Oct. 22 & 24 Gender Construction and Performativity	Chapter 19, Snapshots & Soundwaves 12 & 13, Chapter 20, Snapshots & Soundwaves 14 & 15, Chapter 22	<i>Midterm Test (15%) – in class</i>

	*Please note: Chapter 21 is NOT required reading, though it is recommended*	
<b>Week 8</b> – Oct. 29 & 31 The Construction of Sexuality	Readings: Chapter 23, Snapshots & Soundwaves 16, Chapter 24, Snapshots & Soundwaves 17, Chapter 25, Chapter 26	
<b>Week 9</b> – Nov. 5 & 7 Gendered Identities	Chapter 27, Chapter 28, Activist Art 4, Snapshots & Soundwaves 19, Chapter 29, Chapter 30, Snapshots & Soundwaves 20	<i>Annotated Bibliography (15%) – due Nov. 5-9</i>
<b>Week 10</b> – Nov. 12 & 14 Histories & 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	
<b>Week 11</b> – Nov. 19 & 21 Indigenous Women, Resistance and Resurgence	Chapter 35, Chapter 36, Chapter 37, Chapter 38, Chapter 39, Chapter 40	<i>Source Integration Assignment (15%) – due Nov. 19-23</i>
<b>Week 12</b> - Nov. 26 & 28 Exam Review	No readings	<i>Learning Process Self-Reflection (5%) – due Nov. 26-30</i>
<b>**Final Exam (25%) – Date TBA – to be scheduled during the Exam Period: December 5-15**</b>		