



WOME 1100-YDF – Introduction to Women’s Studies
Department of Gender and Women’s Studies - Lakehead University
Fall 2021 - Winter 2022

Instructor: Dr. Jessica Jurgutis

Instruction: ONLINE

Office: Ryan Building (RB) 2048 (Thunder Bay Campus)

PLEASE NOTE: In line with department policy and COVID-19 public health guidelines, I am working remotely. The best way to connect is to send an email and we can schedule a time to chat virtually.

Office Hours: Wednesdays, 1-2pm

PLEASE NOTE: In line with department policy and current COVID-19 public health guidelines, my office hours will be held virtually, via Zoom. *I encourage you to log on if you have any questions or concerns about course material, assignments, or expectations.*

Link: <https://lakeheadu.zoom.us/j/97988287941?pwd=Sm1HbWpQZFFNL0l6bU5sNmJ3TUI5Zz09>

Meeting ID: 979 8828 7941

Passcode: 538470

Email: jessica.jurgutis@lakeheadu.ca

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.

Required Texts (Available in the LU Bookstore)

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

Course Learning Objectives

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

1. Articulate (orally and in writing) key concepts in Women’s and Gender Studies, including feminism(s), intersectionality, patriarchy, oppression, privilege, difference, identity, heteronormativity, decolonization, agency and resistance.

2. Identify and describe some of the ways women and members of LGBTQ2SIA communities have contributed to social change both historically and today.
3. Describe some of the qualities of feminist knowledge production, and their contributions to social life.
4. Understand, synthesize and contribute to scholarly discussions in Gender and Women's Studies through the research process and class discussions.
5. 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.

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

1. 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).
2. Conduct secondary scholarly research using a variety of scholarly resources.
3. Communicate research results in writing clearly and effectively.
4. Engage in oral discussion regarding key issues and debates in Women's Studies.

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 Zoom during my office hours (Wednesdays 1-2pm, or by appointment).

PLEASE NOTE: In line with current COVID-19 public health guidelines, office hours will be held virtually, via Zoom. *I encourage you to log on if you have any questions or concerns about course material, assignments, or expectations.*

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Course Assessments and Evaluation:

FALL Semester:

Assessment	Due Date	Weight
Participation	Ongoing	5%
Short Reflection Papers (3 x 10%)	Oct. 4-8 Nov. 1-5 Nov. 22-26	10% 10% <u>10%</u> 30%
Optional Bonus Assignment: complete Lakehead's Academic Integrity Matters (AIM) course	N/A	2.5% bonus
Midterm Exam (instructions to follow)	Dec. 9-11, 2021	15%
		TOTAL: 50%

WINTER Semester:

Assessment	Due Date	Weight
Participation	Ongoing	5%
Proposal & Annotated Bibliography	Jan. 31-Feb.4	10%
Research Paper	Mar. 21-25	20%
Final Exam (instructions to follow)	Apr. 11-13, 2022	15%
Optional Bonus Assignment: Learning Process Self-Reflection	Apr. 4-8	2.5% bonus
		TOTAL: 50%
<p>NOTE: Both exams will be held online through our class Desire2Learn (D2L) website. You do not need to write the exam in a particular location, you only need to have access to a secure internet connection.</p>		

***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 allow students to balance their deadlines with other commitments and university course requirements. They also ensure we avoid issues caused by multiple assignments across courses with the same deadline. If used correctly they can allow for 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. I recommend aiming for the beginning of the deadline window, so that if something unforeseen happens you have a buffer. Items will be graded in the order they are received.

A Note about COVID-19: The pandemic has produced many challenges and hardships for people and communities. One of those challenges has been transitioning to online learning. I recognize that some of you might be juggling working and learning from home, as well as helping children, siblings or others in your family complete their own schooling or manage other responsibilities. This can be difficult or stressful and existing uncertainty means we can't always anticipate what might come up. Your best practice for success is to be honest with yourself about what you need and what you can handle, and then to reach out and communicate with Dr. Jurgutis. More than anything, I want you to learn and be successful in this course, so I am open to working with you to find the best path to success.

Accessibility: In striving to make this course universally accessible, I will be happy to meet with students to discuss accommodation needs and course requirements. Students are encouraged to approach Dr. Jurgutis early on if you are concerned about your ability to fully engage in the course. If there are aspects of coursework or class discussion are difficult, uncomfortable or inaccessible for you, please connect with Dr. Jurgutis so we can speak about how we might mediate these barriers. Please see p. 10 for more information on Accessibility, Accommodation, and Support.

Assessments

NOTE: Full assignment guidelines for each of the following items will be made available in D2L and should be consulted by students to ensure they have a full understanding of the expectations for each of the following assignments.

Participation (5% + 5% = 10%)

Class discussion is a significant component of the course, and will be facilitated online through discussion forums. Students are expected to contribute to and participate in lively and thoughtful discussions based on the readings and topics for each week. Each semester, students will be required to make at least 5 posts to the online discussion. Students may choose whatever weeks they are most interested in. A number of questions related to the readings, lecture, and/or videos will be posted every week. Students are required to respond to at least one of these questions. You certainly may post more if you wish!

Each post, should include some background and explanation to contextualize the response. Posts will be evaluated on their relevancy to course material, thoughtfulness and creativity. This exercise helps students evaluate and analyze course material, and learn to develop thoughtful, focused questions, like those you might ask in a research essay. A good discussion post will answer the question in full, be descriptive, analytical and reflective. Discussion will be centred on the readings listed for each week on the course page. Readings are complementary to other course components (lectures, assignments, etc.). Students are encouraged to relate material in the readings to each other, contemporary or historical events, and/or real-life examples from their experience. Ultimately, a discussion should become a forum for the analysis and expression of ideas based on evidence from the readings, and for integrating the information/ideas presented in the varied components of the course.

In evaluating the readings consider the following:

- What are the key points or ideas? Can you identify the author's main argument?
- Can you describe (in your own words) what the reading is about?
- How do the readings fit together? What are some common themes present in the readings?
- How do they complement this week's lectures? How do they fit with other readings/lectures from the course?

Remember, your voice is important. Your grade will be based on not only the quantity or length, but *quality* of your contributions to our online discussion forum including listening and responding respectfully to your peers. Students will be graded on their ability to respond to the questions and engage the readings and their peers in thoughtful and respectful dialogue.

A note on participation and discussions: Like in-person discussions, online discussions require that everyone participates (posts and listens) in an engaged and respectful way. Disagreement and debate are inevitable and a valuable part of learning together. When we are open to listening and considering points of view that are different from our own, we can strengthen our understanding of a situation, event, or issue, and strengthen our own viewpoints as a result. Productive discussion requires us to be respectful of each other at all times and to hold space for one another as we grow and learn.

Being respectful of each other will require using respectful language. University is also an opportunity to learn to communicate in a professional manner. This means that communicating with one another should in no way include any of the following: personal attacks, gender and

racial slurs, disrespectful comments based on ability, and so on. In this course we will learn about and discuss many sensitive issues and may encounter historical language that is no longer appropriate. Please remember that respect for each other also means respect for people whose experiences we will encounter in our course. If you are unsure about what words or language to use when referring to a particular person or identity group, please do not hesitate to ask one another or the instructor. Learning together requires openness and willingness to think critically about our own assumptions and viewpoints and to offer each other space to (un)learn as we build community together in our course.

***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 and/or relatable to our own experiences. I ask that we all use respectful language and be sensitive of one another during our discussions, which includes keeping in mind that your classmates may have direct and lived experience with the issues discussed in the course. While thoughtful reflection is encouraged, students should be mindful that class discussions are public and therefore may not be the best place to disclose. Please feel free to reach out to Dr. Jurgutis and/or course Teaching Assistants for support, or consult the campus resources listed on page 12.

Short Reflection Papers (3 x 10%)

Throughout the fall semester, students will write three short reflection papers, based on the week's readings and supplementary material provided for the weeks listed below. These assignments are designed to help students learn to develop key academic skills, such as writing, analysis and source integration. Through these assignments we'll be focusing in on these skills to prepare for the proposal and research essay due in the winter term.

A good reflection paper will:

1. Address a key point in that week's reading
2. Connect it to the supplementary material (news article, blog post, video, etc.)
3. Offer your viewpoint
4. Provide a question (or series of questions) for further discussion
5. Address the source integration requirements of focus for that assignment.

Students will have the option to choose between two class topics for each reflection paper. This will offer students some choice so that they can choose the topic that best fits their interest. The class topics and due dates for the reflection papers are as follows:

Paper 1: Feminisms and Diversity OR Accounting for Inequalities

Due: Oct. 4-8, 2021

Paper 2: Making "Difference" and Inequalities OR Gender Construction and Performativity

Due: Nov. 1-5, 2021

Paper 3: Gendered Identities OR Histories and Legacies of Colonialism and Imperialism

Due: Nov. 22-26, 2021

Each reflection paper will be worth 10%, for a total of 30%. Check course page for a more detailed description of assignment expectations, including which academic skills will be the focus of each assignment.

***Optional Bonus Assignment* Lakehead's Academic Integrity Matters (AIM) course**

The Academic Integrity Matters (AIM) course is a self-guided, professional-development course designed to help students develop an understanding of what academic integrity is, why it matters, how to avoid academic misconduct, and the key components of the LU Student Code of Conduct - Academic Integrity policy. The course has 8 modules, each consisting of a short video and a text-based summary of the same material from the video. Students have the option to either watch the video, read the text, or do both, and then complete a short, 5-question quiz to test their acquired knowledge. Students must score 100% on the related quizzes to pass each of the modules. Once students have successfully completed all 8 quizzes, they will be awarded a Certificate of Completion- Academic Integrity Matters.

Please use the following instructions to access the Academic Integrity Matters (AIM) course:

1. Go to MyCourseLink (<https://mycourselink.lakeheadu.ca>)
2. Log in using your Lakehead username and password
3. Click the "Self Registration: Academic Support and Training" near the top-right of the page
4. Select "Academic Integrity Matters (AIM)" from the list
5. Follow the steps presented until it confirms that you've been registered
6. Complete the modules (approx. 1 hour time commitment)
7. Upload your completion certificate to the Assignments folder on D2L titled 'AIM course certificate – bonus assignment'

Midterm Exam (15%)

The midterm exam will take place from December 9-11, 2021 and will take place online through our D2L course site. Students will be given a window of time within which to complete the midterm. The midterm exam will be made up of short answer questions and a long answer/essay question. The midterm will be cumulative from the beginning of the course and will incorporate all learning from lectures, readings, discussion, and assignments. A detailed overview of the exam will be done during the last week of class in December.

Proposal and Annotated Bibliography (15%)

For this assignment, students will develop a proposal for the research essay (due in March), create a list of potential sources, and provide a short description of the relevancy of each source. Students will pick a topic of interest related to the field of Gender and 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 you will need to make an appointment with Dr. Jurgutis or your TA to discuss your topic and ideas).

Your proposal should be 1-2 pages in length and include the following: introductory statement, short description of the chosen topic, your research question, preliminary thesis statement, and 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.) The proposal should form the preliminary "skeleton" for your research essay. A good research question is on a subject that will sustain your interest over the course of the research, is specific enough to limit to research so that you are able to complete in a reasonable timeframe. Your research can be global or local in orientation as well as either historical or contemporary. The question should reflect both a time period and a place or when and where things happened. This will inform your research and evaluation of the sources.

This preliminary assignment is designed to get you thinking about and exploring the resources for your final paper. This research will form the basis of your final paper and therefore you need to perform this research carefully and seriously. It requires research done primarily through the library website and in the library. (Note: You can connect to the library website off campus using

the proxy server. On the Library homepage click on Connect from Home and login using your LU email address and password.)

In addition to the paper proposal, students will also provide an annotated bibliography of potential sources to be used in the research essay. Using the library, you will find a variety of sources (including, but not limited to books, journal articles, and internet sites) that will be useful in writing your paper. This still requires that you critically think about the sources you find in order to evaluate whether or not they will be useful in conducting your research. The sources you identify should be provided in proper APA citation style format. 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 any 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)

Course materials can't be used for this assignment, but they can be included in your final paper.

Another purpose of this assignment is to provide you with some feedback on your research question and thesis statement prior to the writing of the research essay. Pay close attention to the suggestions provided by the grader and work to incorporate them into your final essay.

Research Paper (20%)

Your final research paper builds upon the proposal and annotated 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. Please note: changes of research paper topic after the proposal and bibliography are submitted is highly discouraged. Your paper should be about 2000 words (6-8pgs double spaced), 12-point font, one-inch margins, a works cited page including all sources used in the essay in proper APA format.

Your research paper should follow the same format as identified for your outline. The introductory section should include an introductory hook, a clearly stated research question, a thesis statement (your main argument) 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.

As noted in the general guidelines above, 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. APA format

should be used. 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.

Leave sufficient time before the due date to carefully proofread and edit your paper. Pay particular attention to spelling and grammar. Use your computer spellcheck as a first step, but remember that the computer program will not catch most grammatical errors, nor will it catch many common spelling errors. For example, the spell check program will not flag words for which spelling is context dependent, such as “principal” and “principle,” or “their” and “there.” You will need to do your own careful proofreading to catch such errors. If you are uncertain about a word spelling, please take a few seconds and consult an online dictionary to get the correct spelling and usage. Similarly, online grammar sources or reference texts in the LU library should be consulted for questions of grammar. Assistance can also be found at the Student Success Centre, however, during busy term time, there may be delays in accessing help.

Final Exam (15%)

The final exam will take place from April 11-13, 2022 and will take place online through our D2L course site. Students will be given a window of time within which to complete the midterm. The midterm exam will be made up of short answer questions and a long answer/essay question. The midterm will be cumulative from the beginning of the course and will incorporate all learning from lectures, readings, discussion, and assignments. A detailed overview of the exam will be done during the last week of class in April.

***Optional Bonus Assignment* Learning Process Self-Reflection**

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.

Course Policies:

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

Email Policy: The LU email policy states that university email accounts are the official means of communication between faculty, staff, and students. 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.

Email Etiquette: Email inquiries should be courteous and respectful. They should include: 1) A salutation (i.e. “hello”, “dear”, “To”, etc.); 2) a detailed question or polite request; 3) a signature (i.e. name and student number). Emails should be titled with the course code and give some indication of the subject of the email (i.e. WOME-1100 reflection assignment question). Unfortunately, due to the large volume of emails I receive, emails that do not follow this format will not be answered. Although I will do my best to reply to student emails promptly, you can expect a general response time of approximately 24 to 48 hours (excluding weekends). 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.

Desire2Learn (D2L): In this course we will be using Desire2Learn (D2L), 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.

Assignment Submissions: The written assignments in this course will be submitted via the digital Drop-Box function on D2L, found under the “Assignments” tab. Each assignment will have its own designated folder and students are asked to submit in the appropriate folder. Many file types are compatible with the submission system, including Microsoft Word, WordPerfect, PostScript, Adobe Acrobat (.pdf), or Rich Text (.rtf) files, **however the best file formats are .doc or .pdf.** 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](#).

Individual assignments submitted electronically must include your last name in the filename: e.g. Ahmed_ActiveReadingAssignment.doc. You should receive confirmation that your assignment has successfully submitted. If you do not receive confirmation, it is a sign that there may be a problem. If this happens, please contact the instructor or your TA to ensure your assignment is properly uploaded. Improper uploading will not be accepted as an excuse for late papers.

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. Requests for extension **MUST** be made prior to the due date and will **ONLY** be given in extenuating circumstances and may require approval from Student Accessibility Services. Extensions will not be granted where good time management skills could have avoided the problem. The sliding scale deadline policy in this course should ensure there is enough latitude for students who may have conflicting deadlines across courses or who have chosen to take an overload of classes.

Assignments will be marked and returned in the order they were submitted.

Referencing: Assignments must be entirely your own work. If the exact words or phrases of another author are used, they must be in quotation marks with accompanying reference.

Material that paraphrased – that is, an idea from another author put in your own words – must also be accompanied by a correctly formatted citation. In this course we will be using American Psychological Association citation format. You should prepare your in-text citations and reference lists according to [APA formatting guidelines](#). Other formatting guidelines such as MLA and Chicago-Turabian are also commonly used, however we will be using APA in this course so that you can receive detailed instruction and feedback on citation formatting from your instructor and graders.

Please note, in-text citations and complete bibliographies are essential and have four purposes: (1) they indicate the source of the quotations; (2) acknowledge the interpretations and ideas of others, (3) provide authority for facts which might be challenged or result from the research of others; and (4) point to other sources about the same topic. Referencing acknowledges the work of others and ensures you avoid plagiarism. Failure to provide adequate references is one of the ways plagiarism is committed. Also see the section on ‘Academic Integrity’ below.

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.

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 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). 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.

Mental Health

As a university student, you may sometimes experience mental health concerns or stressful events that interfere with your academic performance and negatively impact your daily activities.

All of us can benefit from support during times of struggle. If you or anyone you know experiences academic stress, difficult life events or feelings of anxiety or depression, Student Health and Wellness is here to help. Their services are free for Lakehead Students and appointments are available. You can learn more about confidential mental health services available on and off campus at lakeheadu.ca/shw.

Remember that getting help is a smart and courageous thing to do - for yourself, for those you care about, and for those who care about you. Asking for support sooner rather than later is almost always helpful.

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

- [How to Ask for Help at Lakehead Guide](#)
- [Health and Wellness](#)
- [Good 2 Talk](#): free, confidential 24/7 post-secondary student helpline. Call 1-866-925-5454 or text GOOD2TALKON to 686868.
- [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 their Lakehead email and course websites weekly during the term and to note any changes.

Course Schedule

Week/Theme:	Readings:	Due:
Week 1 – Sept. 7-10 Welcome and Course Introduction Why Gender and Women’s Studies? What Is Feminism?	Course syllabus. Chapter 1, Chapter 2, Snapshots & Soundwaves 1	<i>Participation (5%) begins</i>
Week 2 – Sept. 13-17 Feminisms & Diversity	Chapter 3, Snapshots & Soundwaves 2 & 3, Chapter 4, Chapter 5	
Week 3 – Sept. 20-24 Intersectionality	Chapter 6, Snapshots & Soundwaves 4, Chapter 7, Chapter 8, Snapshots & Soundwaves 5 & 6, Chapter 9	
Week 4 – Sept. 27-30 Accounting for Inequalities	Chapter 10, Snapshots & Soundwaves 7, Chapter 11, Snapshots & Soundwaves 8	
Week 5 – Oct. 4-8 Constructions of Sex & Gender	Chapter 12, Activist Art 1, Chapter 13, Chapter 14, Snapshots & Soundwaves 9, Chapter 15	<i>Short Reflection Paper 1 due (10%)</i>
Oct. 11-15 – Fall Break – no scheduled readings		
Week 6 – Oct. 18-22 The Making of “Difference” and Inequalities	Chapter 16, Chapter 17, Snapshots & Soundwaves 10, Activist Art 2, Snapshots & Soundwaves 11, Chapter 18, Activist Art 3	
Week 7 – Oct. 25-29 Gender Construction and Performativity	Chapter 19, Snapshots & Soundwaves 12 & 13, Chapter 20, Snapshots & Soundwaves 14 & 15, Chapter 22 <i>*Please note: Chapter 21 is NOT required, but it is recommended*</i>	
Week 8 – Nov. 1-5 The Construction of Sexuality	Readings: Chapter 23, Snapshots & Soundwaves 16, Chapter 24, Snapshots & Soundwaves 17, Chapter 25, Chapter 26	<i>Short Reflection Paper 2 due (10%)</i>

Week 9 – Nov. 8-12 Gendered Identities	Chapter 27, Chapter 28, Activist Art 4, Snapshots & Soundwaves 19, Chapter 29, Chapter 30, Snapshots & Soundwaves 20	
Week 10 – Nov. 15-19 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	
Week 11 – Nov. 22-26 Indigenous Women, Resistance and Resurgence	Chapter 35, Chapter 36, Chapter 37, Chapter 38, Chapter 39, Chapter 40	<i>Short Reflection Paper 3 due (10%)</i>
Week 12 – Nov. 29-Dec. 3 Exam Review	No readings	
Midterm Exam (15%) – Dec. 9-11 (taking place on D2L during the December Exam Period)		
<i>Holiday Break</i>		
Week 1 – Jan. 10-14 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	<i>Participation (5%) begins</i>
Week 2 – Jan. 17-21 Regulating Bodies and Desires	Snapshots & Soundwaves 28, Chapter 43, Activist Art 8, Chapter 44, Snapshots & Soundwaves 29	
Week 3 – Jan. 24-28 Beauty Projects: Conformity and Resistance	Chapter 45, Snapshots & Soundwaves 30, Chapter 46	
Week 4 – Jan. 31-Feb. 4 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	<i>Proposal & Annotated Bibliography due (10%)</i>

Week 5 – Feb. 7-11 Reproductive Rights and Justice	Chapter 51, Chapter 52, Chapter 53, Chapter 54, Snapshots & Soundwaves 34	
Week 6 – Feb 14-18 Gender Violence	Chapter 55, Chapter 56, Snapshots & Soundwaves 35, Chapter 57, Chapter 58, Snapshots & Soundwaves 36, Activist Art 9, Snapshots & Soundwaves 37	
Feb. 21-25 – Winter Break – no scheduled readings		
Week 7 – Feb. 28-Mar. 4 Gender and Globalization	Snapshots & Soundwaves 38, Snapshots & Soundwaves 39, Chapter 59, Chapter 60, Chapter 61, Chapter 62	
Week 8 – Mar. 7-11 Gender, Migration and Citizenship	Snapshots & Soundwaves 40, Chapter 63, Chapter 64, Chapter 65, Chapter 66	
Week 9 – Mar. 14-18 Poverty and Homelessness in Canada	Chapter 68, Chapter 69, Chapter 70, Chapter 71, Snapshots & Soundwaves 41, Snapshots & Soundwaves 42, Chapter 72, Chapter 73 <i>*Please Note Chapter 67 is NOT required, but it is recommended**</i>	
Week 10 – Mar. 21-25 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>Research Paper due (20%)</i>
Week 11 – Mar. 28-Apr. 1 Transnational Feminisms: Challenges and Possibilities	Chapter 77, Chapter 78, Chapter 79, Activist Art 10, Chapter 80, Snapshots & Soundwaves 47	
Week 12 – Apr. 4-8 Exam Review	Course reflections and exam review	<i>Optional Bonus Assignment: Learning Process Self-Reflection due (2.5%)</i>
Final Exam (15%) – Apr. 11-13 (taking place on D2L during the April Exam Period)		