

Lakehead University
Department of Gender & Women's Studies

5101 YA – Feminist Theory & Methods
Winter 2023 (Theory)

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Office Hours: Tuesdays 10-11am (zoom), or by appointment

Theory Term, Description:

The aim of this term is to provide an overview of some of the major schools of feminist theory. You will learn feminist praxis, which is how feminists transform theory into practice, and how to use theory in analyzing your research data (textual; numerical; interviews; etc.). Theory is the tool that allows us to understand why an event, trend, or research finding occurs as it does. Used alongside feminist research methods, feminist theory aims to transform knowledge and knowledge production, and, through praxis, to work towards social transformation of the personal and social in pursuit of equality or, more nuanced equity. By the end of this term, you will understand many of the main schools of feminist theory; and how to apply a particular theory (or theories) to perform scholarly analysis.

Learner Outcomes:

By the end of this term you will:

- Have a working knowledge of the major schools of feminist theory and be able to apply them to analysis and transformative action;
- Have a strong understanding of Women's / Sexuality / Gender Studies as an applied discipline; its definitions, practices, and foundations.
- Have designed, produced, and successfully delivered evidence-based projects and presentations.
- Have designed, produced and successfully delivered multiple activities based in participatory pedagogy.
- Have articulated evidence-based positions in both your writing and verbal communications that show creative and innovative application of course concepts and experiential knowledge.

Our Class takes place via zoom: the link for the Winter term is different from the Fall term. Please link to our zoom room via:

<https://lakeheadu.zoom.us/j/98332767119?pwd=eDFibEVKZHcrZ2ZEVF15eHZJWFdlZz09>

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My Availability: I am always available during my office hours on a first-come, first-served basis. Please note that office hours will be held via zoom, and you can access me via the zoom link I sent to your Lakehead Google calendar in December. If you want to chat, and can't make my office hours, I'm also available by appointment. Please email me to set one up. I check my work email during work hours: 8:30 – 4:30, Monday to Friday. I do not check my work email on weekends or holidays, or outside regular work hours.

Required Course Materials:

All required and optional readings are available on the course website.

Class Structure:

We operate as a flipped classroom: that means you do the readings and preparation prior to class, and are ready to play with the concepts during class time. If you have questions about the readings, absolutely ask them!

Our class structure: We'll do show-and-tell first, and after any discussion that grows out of show-and-tell, I will facilitate participatory learning based on an activity I provide. You will receive the Activity via your LU email account just before class, and will need to be able to access it, alongside the zoom classroom. Activities will take place in small-group breakout rooms, as well as in the larger group.

We will continue to use the circle pedagogy you established in the first term; however, I may have different expectations as to how your participation is evaluated. Please see the participation guidelines and rubric for a clear idea of what's expected in the winter term.

Participation: A significant portion of your participation grade is based on your ability to make clear connections between your ideas/reflections/experiences and the required materials. You show connection by making direct references to author/page numbers/ideas and concepts in the readings or other documents provided on D2L. I encourage you to make notes with direct examples that you can have in front of you, to get the best participation grade possible.

This term, we will transform experience and personal reflection into experiential knowledge by grounding our experiences within the required materials. If you speak often, but make no clear connections to the required readings, you cannot receive a top participation grade that day. Reflection and connection to personal experiences transforms into experiential knowledge through contextualization within the theories we play with this term.

A note about Zoom:

One of my teaching aims is to professionalize students in practical ways alongside the more academic work we do, in order to expose you to foundational skills that help you in the job market (and at your job) after you graduate.

In a professional manner, please have your camera on during class time, unless you begin to experience lag. If your internet connection becomes unstable, notify the class in the comments section that, with apologies, your connection is cutting out, that you need to turn off your camera for a time, and that you will turn it on again as soon as possible.

Online meetings are here, so the more practice you get ignoring yourself on camera, the easier it will be when you enter the job market and have those online interviews. Use this class as a safe practice space. No judgement from anyone! (I will probably be in some form of athleisurewear, myself, so how professional we all look in class really isn't an issue, within reason ☺).

Weekly Schedule:

Week 1 Jan. 9 – Introduction, Overview, and Evaluation Planning

Required:

- Attendance
- Willingness to participate, and learn some foundational points about feminist theory/ies
- Note-taking aid, provided on D2L

Then we start to read and play...

Each week's Toolkit is required reading (with nods to Judith Lorber's *Gender Inequality*). In addition to the toolkit, the following readings are also required:

Week 2 Jan. 16 – Liberal and Standpoint Feminisms

NOTE: "Me in My Methods and Theory" (very brief reflection), due.

Required Readings:

Gerson, Kathleen. "Changing Lives, Resistant Institutions: A New Generation Negotiates Gender, Work, and Family Change." *Sociological Forum*, vol. 24, no. 4, 2009, pp. 735-53. [Liberal]

Harding, Sandra. "Are There Gendered Standpoints on Nature." *Is Science Multicultural? Postcolonialism, Feminisms, and Epistemologies*. Indiana UP, 1998, 89-104. [Standpoint]

Optional Readings:

Fuchs Epstein, Cynthia. "Great Divides: The Cultural, Cognitive, and Social Bases of the Global Subordination of Women." *American Sociological Review*, vol. 72, no. 2, 2007, pp. 1-22. [Liberal]

Smith, Dorothy. "Women's Standpoint: Embodied Knowledge versus the Ruling Relations." *Institutional Ethnography*. AltaMira Press, 2005, 7-26. [Standpoint]

Week 3 Jan 23 - Marxist and Socialist Feminisms**Required Readings:**

Acker, Joan. "Thinking About Gendered and Racialized Class." *Class Questions: Feminist Answers*. Rowman & Littlefield, 2006, 45-75.

Nakano Glenn, Evelyn. "The Social Construction and Institutionalization of Gender and Race: An Integrative Framework." *Revisioning Gender*, edited by Myra Marx Ferree, Judith Lorber, and Beth Hess, SAGE, 1999, 17-23.

Optional Readings:

Folbre, Nancy. "Planning Care." *The Invisible Heart: Economics and Family Values*. The New Press, 2001, 225-232.

McCall, Leslie. "The History and Politics of Inequality Reconsidered." *Complex Inequality: Gender, Class, and Race in the New Economy*. Routledge, 2001, 175-192.

Week 4 Jan 30 - Ecofeminism**Required Readings:**

Kings, A.E. "Intersectionality and the Changing Face of Ecofeminism." *Ethics & the Environment*, vol. 22, no. 1, 2017, 63-87.

Abbasi, Pyeaam. "Ecofeminism and Gilman's *Herland*: A Gaardian Approach." *The Southeast Asian Journal of English Language Studies*, vol. 22, no. 2, 2017, 17-29.

Optional Readings:

Sempértegui, Andrea. "Indigenous Women's Activism, Ecofeminism, and Extractivism: Partial Connections in the Ecuadorian Amazon." *Politics & Gender*, vol. 17, 2021, 197-224.

Gaard, Greta. "Ecofeminism and Climate Change." *Women's Studies International Forum*, vol. 49, 2015, 20-33.

Week 5 Feb 6 - Transnational and Transversal Feminisms

Required Readings:

- Mohanty, Chandra Talpade. "‘Under Western Eyes’ Revisited: Feminist Solidarity through Anticapitalist Struggles." *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. Duke University Press, 2003, 221-251. [Transnational]
- Roth, Jen and Lori Chambers. "Transversal and Postmodern Feminist Praxis in Everyday Politics." *Atlantis: Critical Studies in Gender, Culture, and Social Justice* 40.1 (2019): 1-17. [Transversal]

Optional Readings:

- Tripp, Aili Mari. "Challenges in Transnational Feminist Mobilization." *Global Feminism: Transnational Women’s Activism, Organizing, and Human Rights*, edited by Myra Marx Ferree and Aili Mari Tripp, NYU Press, 2006, 296-312. [Transnational]
- Hill Collins, Patricia. "On Violence, Intersectionality, and Transversal Politics." *Ethnic and Racial Studies* 40(9), 2017, 1460-1473. [Transversal]

Week 6 Feb 13 – Radical Feminism

Required Readings:

- Hawthorne, Susan. "Land, Bodies, and Knowledge: Biocolonialism of Plants, Indigenous Peoples, Women, and People with Disabilities." *Signs*, vol. 32, no. 2, 2007, 314-323.
- McGlynn, Clare, et al. "Beyond ‘Revenge Porn’: The Continuum of Image-Based Sexual Abuse." *Feminist Legal Studies*, vol. 25, 2017, 25-46.

Optional Readings:

- "Redstockings Manifesto." *Redstockings*, 7 Jul. 1969, available at: <http://www.redstockings.org/index.php/rs-manifesto>.

Week 7 Feb 20 - Reading Week - No class – enjoy the break! I will be on holiday and not available, so any questions or concerns you have, please get in touch with me about them before or after the break.

Week 8 Feb 27 - Indigenous Feminisms

Required Readings:

- Starblanket, Gina. "Being Indigenous Feminists." *Making Space for Indigenous Feminism*, edited by Joyce Green, Fernwood Publishing, 2017, 21-41.
- Larocque, Emma. "My Hometown Northern Canada, South Africa." *Making Space for Indigenous Feminism*, edited by Joyce Green, Fernwood Publishing, 2017, 63-68.

Optional Readings:

- St. Denis, Verna. "Feminism is for Everybody: Aboriginal Women, Feminism and Diversity." *Making Space for Indigenous Feminism*, edited by Joyce Green, Zed Books, 2008, 33-52.
- Green, Joyce. "Taking Account of Indigenous Feminism." *Making Space for Indigenous Feminism*, edited by Joyce Green, Zed Books, 2008, 20-32.

Week 9 Mar. 6 - Psychoanalytic and Cultural Feminisms

Required Readings:

Chodorow, Nancy. "Feminism, Femininity, and Freud." *Feminism and Psychoanalytic Theory*. Yale University Press, 1989, 165-177. [Psychoanalytic]

Cixous, Hélène. "The Laugh of the Medusa," translated by Keith Cohen and Paula Cohen, *Signs*, vol. 1, no. 4, 1967, 875-893. [Cultural]

Optional Readings:

Hird, Myra. "Vacant Wombs: Feminist Challenges to Psychoanalytic Theories of Childless Women." *Feminist Review*, no. 75, 2003, 5-19. [Psychoanalytic]

Smelik, Anneke. "Feminist Film Theory." *The Wiley Blackwell Encyclopedia of Gender and Sexuality Studies*, first edition, John Wiley & Sons Ltd., 2016, 1-5. [Cultural]

Week 10 Mar. 13 - Multiracial / Multiethnic Feminism

Required Readings:

Lorde, Audre. "Age, Race, Class and Sex: Women Redefining Difference." *Sister Outsider: Essays and Speeches*. Crossing Press, 1984, 114-123.

Anzaldúa, Gloria. "La Conciencia de la Mestiza: Towards a New Consciousness." *Feminist Theory: A Reader*, edited by Wendy Kolmar and Frances Bartkowski, third edition, McGraw Hill, 2010, 362-368.

Optional Readings:

Ngan-Ling Chow, Esther. "The Development of Feminist Consciousness Among Asian American Women." *Gender & Society*, vol. 1, no. 3, 1987, 284-299.

Lugones, Maria and Elizabeth Spelman. "Have we got a theory for you! Feminist Theory, Cultural Imperialism and the demand for 'the woman's voice.'" *Women's Studies International Forum*, vol. 6, no 6, 1983, 573-581.

Week 11 Mar. 20 - Feminist Studies of Men

Required Readings:

Connell, Raewyn and James Messerschmidt. "Hegemonic Masculinity: Rethinking the Concept." *Gender & Society*, vol. 19, no. 6, 829-859.

Wingfield, Adia Harvey. "Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work." *Gender & Society*, vol. 23, no. 1, 5-26.

Optional Readings:

Beasley, Christine. "Rethinking Hegemonic Masculinity in a Globalizing World." *Men and Masculinities*, vol. 11, no. 1, 2008, 86-103.

Almog, Ran, and Danny Kaplan. "The Nerd and his Discontent: The Education Community and the Logic of the Game as a Geeky Solution to the Challenges of Young Masculinity." *Men and Masculinities*, vol. 20, no. 1, 2017, 27-48.

Week 12 Mar 27 - Postmodern and Queer Feminisms

Required Readings:

Butler, Judith. Introduction. *Bodies that Matter*. Routledge, 1993, 1-23.

Meadow, Tey. "'A Rose is a Rose:' On Producing Legal Gender Classifications." *Gender & Society*, vol. 24, no. 6, 2010, 814-837.

Optional Readings:

- Hines, Sally. "What's the Difference? Bringing Particularity to Queer Studies of Transgender." *Journal of Gender Studies*, vol. 15, no. 1, 2006, 49-66.
- Walters, Suzanna. "From Here to Queer: Radical Feminism, Postmodernism and the Lesbian Menace (Or, Why Can't a Woman be More like a Fag?)." *Signs*, vol. 21, no. 4, 1996, 830-869.

Week 13 Apr. 3 - Cyborg, Cyber-, and Posthuman Feminisms**Required Readings:**

- Haraway, Donna. "A Cyborg Manifesto." *Feminist Theory: A Reader*, edited by Wendy Kolmar and Frances Bartkowski, third edition, McGrawHill, 2010, 336-346.
- Daniels, Jessie. "Rethinking Cyberfeminism(s): Race, Gender, and Embodiment." *Women's Studies Quarterly*, vol. 37, no. 1/2, 2009, 101-124.

Optional Readings:

- Harris, Anita. "Young Women, Late Modern Politics, and the Participatory Possibilities of Online Cultures." *Journal of Youth Studies*, vol. 11, no. 5, 2008, 481-495.
- VNS MATRIX. "A Cyberfeminist Manifesto for the 21st Century." VNS MATRIX Merchants of Slime, 1998. <https://vnsmatrix.net/the-cyberfeminist-manifesto-for-the-21st-century/> Accessed 18 December 2017.

Evaluation

This term is worth 50% of your overall grade.
Instructions for all assignments follow.

| Assignments | Weight /50% | Due Date (all are by noon, unless otherwise noted) |
|-----------------------------|--------------------------|--|
| Me in My Methods and Theory | 5% | Tuesday, January 18, 2022 |
| Participation | 10% | Weekly |
| Show and Tell | See assignments contract | You choose which week you do |
| Major Project | See assignments contract | You choose the due date that suits you, up to April 21, 2023 |

This term, you choose your own due date and weighting for the Major Project and Show and Tell.

Late written work will be penalized 5% per day. Work over a week late will not be accepted without approved documentation.

Fill in the "Assignment and Due Dates Contract" available in the Winter term Resources section of the class website, and hand it into the Assignment folder **no later than the start of class in Week 3**. If I haven't received one from you by that time, I will arbitrarily

assign you a Major Project and due dates, as well as weightings for the Project and your Show and Tell.

Due dates are firm. Your chosen assignment cannot be changed either after Week 3, or after your Contract is submitted, whichever comes first.

1. Me in my Methods and Theory

Maximum 500 words, usual scholarly conventions for paper-writing (12-point font, 1" margins, Arial or Times New Roman, etc.)

Reflect back on Methods last term. Our research methods aren't neutral: for example, how we gather information, the questions we ask, or the gaps that are unconsciously present in our data are all related to our identity, our lived experiences, and our conscious and unconscious worldviews.

Theory is very similar: we can mix theories in the same way we are able to use mixed methods, especially in interdisciplinary work. The theory/ies you are most drawn to are a product of your life and your identity positions: your own unique experiences, frustrations, hopes, and dreams.

Bearing that in mind:

FIRST PART OF THE BRIEF WRITE-UP: Give me one (1) example of how you see yourself present in your preferred research method.

As you reflect on how your lived experience and identity positions shape your method you might ask yourself, for example:

For literary / textual analysis - why that time period, genre, topic, specific author, etc.? How does your lived experience and identity shape your decisions?

For historical / archival analysis – why that archive? Why that topic? Why that person / people / time period? How does your lived experience and identity shape those decisions?

For interviews or focus groups – why that topic, that particular group, those questions you developed, etc.? How does your lived experience and identity shape those decisions?

For media analysis – (See literary analysis)

For statistical and other quantitative analyses – what questions do you want your quantitative data to answer? How did you come up with your questions? What are your variables / your deviations – what are you willing to accept in outlying numbers? How does your lived experience and identity shape those decisions?

For participatory observation – what or who are you observing and why? What do you hope to learn? How does your lived experience and identity shape those decisions?

If you haven't done any of the above, or don't plan to, think instead about what you hope to accomplish by doing the Master's degree you're in now, with particular emphasis on our Gender & Women's Studies component. How does your lived experience and identity shape your decision to do this particular degree? How does it shape what you want to do throughout your degree (course choices / degree pathway [creative/placement/project/etc.]?)

SECOND PART OF THE BRIEF WRITE-UP: Let me know one (1) of your favourite feminist theories, and tell me why it's your favourite. If you're not yet familiar with individual feminist theories, reflect on feminist theory as you currently understand it.

Me in my Methods and Theory Evaluation Rubric

| | |
|----------------|--|
| 5 total | |
| 1 | You did an assignment in the first week, and hopefully haven't dropped the class! Well done; have a free mark. |
| Up to 2 | Methods reflection: You show clear reflection on your methods, and dig into how they are connected to you |
| Up to 2 | Theory reflection: As methods reflection |

3. Participation

Weekly, 10%, Required

Class participation is based on your full attendance and preparedness for weekly classes; the quality (not quantity) of your contributions; and your demonstration of both active listening and active engagement with the course materials and concepts.

Life happens. You can miss one class without documentation and not be penalized. More than one class will require University-approved documentation or you will receive a 0 for that week. I will apply your missed class 'freebie' at the end of term. For students who attend all classes, in their entirety, I will remove the lowest participation grade week for the term, so that you also get a 'freebie.'

If you miss a class, contact a class member to make arrangements for notes.

Participation Rubric

You receive up to 2 points each week, which are then calculated as a percentage, applied to the 10 marks available.

| | |
|---|---|
| 2 | You actively show that you have understood (or are working to understand) and can apply and expand on the ideas presented in the week's required materials in |
|---|---|

| | |
|---|---|
| | <p>a professional and courteous way that respects your peers, and supports discussion and ideas-sharing. This means coming to class thoroughly familiar with the assigned readings, and being prepared to identify topics of interest to you during the discussion in an evidenced way. That is, you demonstrate that you know the required materials well by backing up what you're saying with a direct quotation or page number reference.</p> <p>You clearly connect anecdotes and personal experience to the week's materials.</p> |
| 1 | Your participation indicates that you are not well-prepared for class, or have not given thought to the assigned materials, because you do not support the points you make with evidence from the required materials, or do so only minimally. |
| 0 | You do not participate. Full participation is impossible if you do not attend class, or if you do not come prepared to share your ideas, or if you are late or leave early. |

4. Show and Tell

See the Assignments Due Dates Contract, available in the Resources link of the Theory section of our course website

The week you bring your Show and Tell item is up to you.

Each week, beginning week 2, I will ask if anyone has anything for show and tell at the start of class. We'll do show and tell before we do our praxis activity and weekly discussion.

When you encounter a theory that inspires you to make a connection to an object you can easily access, bring it to class and be prepared to share with the group how / why your item connects to the week's theory.

Your show and tell length will vary, depending on the grading weight you have given it (see the Assignment and Due Dates contract to see what I will expect).

Show and Tell Rubric

| | |
|---------|---|
| | (e.g.: if you have assigned show and tell 10% on your Assignment and Due Date Contract, and you receive 86% for Show and Tell, you receive 8.6/10) |
| 86-100% | You frame your item within the context of the theory's main ideas about the roots of gender inequality and what society can do to tackle gender inequality. |

| | |
|-----------|---|
| | <p>You have obviously delved deeply into the week's readings, and are able to articulate your ideas with support from the theorists we've read for the week.</p> <p>Your rationale is clearly expressed, easy to follow, and you help the class to understand how your item connects with the theory.</p> |
| 75-85% | <p>You frame your item within the context of the theory's main ideas about the roots of gender inequality or what society can do to tackle gender inequality.</p> <p>You have delved into the week's readings, and are able to articulate your ideas with some support from the theorists we've read for the week.</p> <p>Your rationale is less-clearly expressed, or less easy to follow, than a student in the 86-100% range; the class understands how your item connects with the theory</p> |
| 70-74% | <p>You loosely frame your item within the context of the theory's main ideas about the roots of gender inequality or what society can do to tackle gender inequality.</p> <p>Your support from the week's readings is scant, or unclear.</p> <p>Your rationale is less-clearly expressed, or less easy to follow; the class may not have a clear understanding of how your item connects with the theory</p> |
| Below 70% | <p>You don't frame your item within the context of the theory's main ideas about the roots of gender inequality or what society can do to tackle gender inequality.</p> <p>You do not support your rationale with evidence from the week's readings, beyond a general mention of the theory itself.</p> <p>Your rationale is not clearly expressed, or is very hard to follow; the class may not have a clear understanding of how your item connects with the theory</p> |

5. Major Project

See Assignment and Due Dates Contract in the Resources link of our Theory section in our course website

Choose one (1) of the following three:

Option #1: My Theory Project – Apply a feminist theory from the term to the thesis/research paper/creative project you are developing in your home discipline. Illustrate why the theory you chose is the best to analyze the data in your project. You will also explore the theory's limitations in its application to your project. It will be important to reflect on your own social location when you explain why the theoretical framework you chose appeals to you, and the aims of your analysis, in your introduction.

Option #2: Reading Journal – Journal your reflective analytical responses to the week's readings to illustrate praxis: the transformation of theory into transformative practice / experiential knowledge. Please note: responses are not descriptions; an entry that primarily summarizes the article's evidence and argument will garner zero.

Some ideas for journal entries include (but are not limited to):

- explore how the readings help you to understand why you experienced something in your life the way you did;
- connect the ideas in the readings with other readings from this course, showing how they speak to / with / against each other;
- identify how what you may have been taught is 'true' throughout your life is challenged by the readings;
- identify a concept in the readings that made you uncomfortable, and explore how your social location / privilege affected why you felt discomfort with that concept. Further, how does reflecting on the reading allow you to think about social norms you may have internalized?

Option #3: Mini Literature Review and Analysis of Feminist Theory in your Home Discipline– Compile a bibliography of feminist theorists in your home discipline. Write a discussion paper reviewing the theories employed and concerns identified by the feminist theorists in your field. In what ways have feminist theories challenged/contributed to conventional knowledge (or materials) in your field? Which topics and areas within the discipline are feminist theory most frequently used to study? In what other areas might it be used effectively?

Rubric for Written Work in your Major Project Graduate Level (with thanks to the Faculty of Education)

You can use whichever scholarly citation style you prefer, but you must use a recognized citation style consistently (i.e.: MLA, APA, Chicago, etc.)

90-100

Superlative: Exemplary work that demonstrates excellent comprehension of the subject, exceptional thoughtfulness. This work quality has the potential for publication in peer-reviewed journals.

85-89

Excellent: Consistently applies a high level of critical scrutiny to texts with a willingness to explore ideas beyond what has been presented, to question and critically evaluate one's own thinking and learning processes. Consistently articulates innovative ideas based on a broad background of reading and experience. Consistently creative and innovative, integrating a strong discipline orientation towards terminology, discourse and writing. Excellent writing.

80-84

Very Good: Shows a strong degree of personal engagement with the topic and frequently makes connections that are deeper and insightful. Regularly articulates innovative creative ideas based on a broad background of reading and/or experience. Developing a good sensibility of the discipline of Women's / Gender / Sexuality Studies. Frequently creative and thought-provoking. Strong writing.

75-79

Good: Good work that demonstrates comprehension of the subject or topic. May be able to articulate original, critical insights connected with the readings of the course. Evidence of some critical reflections, questioning and creativity. Good writing.

70-74

Satisfactory: Some thoughtful use of existing knowledge in the subject or topic. May reveal a willingness to engage actively in the materials of the course. Beginning to make personal connections to the literature. May be some evidence or a beginning stage of critical reflection, questioning and creativity. Writing would benefit from further development, polishing or careful editing.

Lower 70

Just Satisfactory: Few original critical insights articulated in work. Background knowledge is just beginning to be enlarged through the course and few connections are being made with the literature of the topic or discipline. Just some reading beyond the course assigned literature. Writing needs further editing and development.

Below 70

Unsatisfactory for the graduate level. Has not engaged with the assignment in a scholarly way; has not done the minimum assignment requirements. Multiple errors in scholarly citations, many errors in grammar, spelling, punctuation, and syntax. Does not show a sensibility of the discipline of Women's / Gender / Sexuality Studies.

A brief note about Academic Misconduct (Plagiarism and other forms)

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting property (including paraphrased ideas), and avoiding misrepresentation is a core principle in University study and scholarly work. I will pursue breaches of Academic Integrity to their full disciplinary extent.

Resources to help you avoid academic misconduct:

- Me (Dr. Jen Roth): if you are unsure about how to avoid academic misconduct, or if something is or is not misconduct, ask me
- Review the rules at: <https://www.lakeheadu.ca/faculty-and-staff/departments/services/provost-vice-president-academic/academic-integrity-plans-policies/academic-dishonesty-regulations>
- Use the resources available at Owl at Purdue which contains examples of APA, MLA, and Chicago, including information on: paper formatting, in-text citations, footnotes and endnotes, and works cited / references / bibliographies: https://owl.purdue.edu/owl/purdue_owl.html
- Refer to the “Citation PP Handout,” which uses APA and MLA as examples, and the “Ice Cream citation example” in the Course Resources – Feminist Theory section of our class website