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**WOME 1100**  
**Introduction to Women's and Gender Studies**

**Land Acknowledgement:**

It is vital to acknowledge that Lakehead Thunder Bay is located on the traditional lands of the Fort William First Nation, Signatory to the Robinson Superior Treaty of 1850. Lakehead Orillia is located on the traditional territory of the Anishinaabeg. The Anishinaabeg include the Ojibwe, Odawa, and Pottawatomi nations, collectively known as the Three Fires Confederacy. I am grateful to have the opportunity to work, study, and to learn with and from you on this land.

**Course Instructor**

Mehmet Yavuz (Meh-meht Yeah-Vooz), Ph.D. all-but-dissertation (he/they)

**Instruction:** ONLINE

**Office:** Online by appointment.

**Email:** myavuz@lakeheadu.ca

**Note:** Students are reminded that they have a responsibility to regularly check their Lakehead email address to ensure timely receipt of correspondence from the university.

**Email Etiquette:** All correspondence should be polite, respectful, and professional. Email inquiries must include: a salutation, (i.e., “hello”, “dear”, “to”, etc.) a detailed question, or polite request, and a signature (i.e., your name). **Please note that emails that do not follow this format will not be answered.**

Every effort will be made to respond to emails within 72 hours (excluding weekends). If you have not received a response after 72 hours, please send a polite reminder as sometimes emails can get lost in the shuffle! If you require more detailed information, I will arrange a convenient time to talk to you via Zoom/ telephone.

**Lectures**

Lectures will be posted every Monday and Friday (please see the schedule below). If it is necessary to cancel a class due to exceptional circumstances, instructors will make every effort to inform you via lakehead email and/or D2L site as well as the departmental assistant and Chair and/or Dean.

**Course Description**

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

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## **Required Readings**

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

Additional readings, news articles and editorials not listed on the course schedule will be posted on D2L site throughout the term.

## **Learning Outcomes**

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

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

## **Assessment Value, Testing/Due Dates & Assignment Guidelines**

Note: Assignments will also be discussed in audio lectures

### **Short Reflection Papers (2 x 15% = 30%)**

#### **Due throughout term**

Throughout the semester, students will write 2 short reflection papers, based on the week's readings and supplementary material provided for the week's listed below. Reflection papers should be approximately 2 pages in length (double spaced, 12-point font).

**These assignments are designed to help students learn to develop analytical and writing skills in advance of the research essay.** A good reflection paper will address a key point in that week's reading, connect it to the supplementary material (news article/blog post/video/etc.), offer your viewpoint and/or provide a question (or series of questions) for further discussion.

Students will have the option to choose between two class topics for each reflection paper. The purpose here is to offer some choice as to which topic might peak the student's interest. The class topics and due dates for the reflection papers are as follows:

Block 1:

Feminisms and Diversity

OR

Accounting for Inequalities

**PAPER DUE: MAY 16th, 2023**

Block 2:

Gendered Identities

OR

**PAPER DUE: JUNE 7th, 2023**

Each reflection will be worth 15%, for a total of 30% throughout the semester. Check our course Desire2Learn page for a more detailed description of expectations for this assignment.

**Midterm Exam (20%)**

**June 19<sup>th</sup> (TIME: TBD)**

Students will complete the midterm exam online, through our course D2L site. Students will be given a window of time within which to complete the midterm. Further explanation will be provided in our second week.

The midterm exam will be made up of True/False, Multiple Choice and short answer questions. The midterm will be cumulative from the beginning of the course. The exam 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.

**Paper Proposal and Bibliography (15%)**

**DUE July 3rd, 2023**

**For this assignment, students will develop a paper proposal for the research essay (due in July), 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 Women's and Gender Studies – this might be a topic we've covered in class, or one not discussed in class (Note: if you go with the second option here, it is a really good idea to make an appointment with course instructor to discuss your topic and ideas).

Develop a detailed 1–2-page outline of your paper including: 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 bibliographic style (MLA, APA or Chicago citation style). Your

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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):**

1 book

2 **peer reviewed** journal articles

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

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

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 your instructor and work to incorporate them into your final essay.

### **Research Paper (20%)**

**DUE JULY 20th, 2023**

Your final research paper builds upon the proposal and bibliography submitted earlier in the term. Be sure to pay close attention to the feedback that you received from that assignment to ensure that you are able to produce your best work. Please note that changes of research paper topic after the proposal and bibliography are submitted is **HIGHLY DISCOURAGED**. Your paper should be about **2000** words (5-6pgs double spaced), 12-point font, one-inch margins, a works cited page including all sources used in the essay in proper citation style.

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

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

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. Either MLA, APA or Chicago format can 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.”

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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%)**

TBD

Students will complete the final exam online, through our course D2L site. Students will be given a window of time within which to complete the exam. Further explanation will be provided during the last week of classes in July.

The final exam will follow a similar format to the midterm. Students will be asked to synthesize material from throughout the course, however specific questions will address material covered after the first midterm. The exam 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.

### **OPTIONAL PARTICIPATION BONUS (up to 10% - 5% per term)**

Evaluated throughout the semester.

Your voice is important!

Each week, a number of questions related to the readings, lecture, and/or videos will be posted. Students have the option to respond to one (or more) questions weekly, in order to receive bonus marks, to be applied to your final grade.

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, pointed questions, like those you might ask in a research essay. A good discussion post will answer the question in full, be reflective, analytical and descriptive.

Discussion will be centred on the readings listed for each week on the course outline. Readings are complementary to other course components (lectures, assignments, et cetera). 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 describe (in your own words) what the reading is about?

How do the readings fit together?

What are some common themes of the readings?

How do they complement this week's lectures?

How do they fit with other readings/lectures from the course?

Discussion posts require preparation which includes reading the articles and thinking critically about them before formulating a response. Posts which do not engage with the course readings and/or lecture material in a meaningful way, will not be eligible for bonus marks (i.e., if the post does not mention a reading or course concept specifically, if a post is vague or unrelated to the question being posed).

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A thoughtful post that engages with the question, course material and concepts will receive 1%. A post that attempts to engage with the question but lacks detail and/or cohesion will receive .5% (or a half percent). A post that does not meet the criteria above will not receive bonus marks.

**A Note on Participation and Discussions:**

Discussions require that everyone participates (posts and listens) in an engaged and respectful way. This applies to online discussion as well. Disagreement and debate are inevitable, and productive, when we use them as opportunities for learning.

Personal attacks, gender and racial slurs, disrespectful comments on ability or able-bodiedness, or other such disrespectful behaviour will not be tolerated. Keep in mind that this is a scholarly environment and professionalism is expected at all times. In this course we will deal with many sensitive issues and may encounter historical language no longer appropriate. Please be reminded that respect for the people we study, and other students is essential to a productive discussion. Disrespectful behaviour and/or comments about people in class or being studied will not be tolerated. Students should be aware that such conduct could result in removal from online discussion forums.

**A Note on Content:**

Please be aware that some of the material we are reading is of a sensitive nature. Some readings may be upsetting, 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. While thoughtful self-reflection is encouraged, students should be mindful that class discussions are public and not always the best place to disclose. Please feel free to reach out your course instructor for support or consult any of the campus resources listed above.

**On Campus Support Available to Students:**

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](http://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.

**Student Success Centre:** Additional help regarding academic matters can be found at the Student Success Centre located in SC 0008 or phone 343-8018 or online at

<http://academicadvising.lakeheadu.ca/>.

Student Accessibility Services: For assistance with accommodations for a disability, please visit Student Accessibility Services located in SC 0003 or phone 343-8047 or online at -

<http://learningassistance.lakeheadu.ca/>

**Academic Accommodations:**

Some students may benefit from receiving academic accommodation, due to a disability (physical, learning or otherwise), illness or disruption. Please reach out to Student Accessibility Services:

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<http://learningassistance.lakeheadu.ca/> and speak with an advisor. Your SAS advisor will work with you to develop a plan, which will then be communicated to Dr. Chisholm. Everyone has the right to an accessible education, and all approved accommodations will be honoured, no questions asked.

### **Submitting Assignments:**

All assignments must be submitted electronically, under the “Assignment” tab on our course D2L site. Each assignment will have its own designated folder and students are asked to submit in the appropriate folder. The best format to submit your assignments is as a .doc (Word) or .pdf file. You should receive confirmation that your assignment has successfully uploaded. If you do not receive confirmation, it is a sign that something may have gone wrong with the submission. If this happens, please try again to submit, or contact your course instructor to ensure that your assignment properly uploaded. Improper uploading will not be accepted as an excuse for late papers.

### **Late Policy:**

Assignments received after the due date (where the student does not have an approved accommodation) will be penalized 5% per day. Requests for extensions MUST be made prior to the due date and will ONLY be given in extenuating circumstances and may require approval through Student Accessibility Services.

Extensions will not be granted where good time management skills could have avoided the problem, i.e., extensions will not be granted for students who have a number of assignments due at the same time during the semester or for students who have decided to take an overload of classes this semester.

### **Style and grammar:**

Marks are not directly deducted for poor writing style and grammar (unless it is specifically indicated in your rubric). However, you simply cannot achieve a good grade if the paper is difficult to read and the argument difficult to discern. It is essential to proofread.

### **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 an accompanying citation (reference). Material that is paraphrased – that is, an idea from another author but put into your own words – must also be accompanied by a properly formatted citation.

Please use appropriate style (either MLA, APA or Chicago) in a consistent manner throughout the paper. Because Gender and Women’s Studies is an interdisciplinary subject, MLA, APA and Chicago are all acceptable citation styles for papers in this course. Ensure you are consistent with one citation style throughout.

References 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 or interpretations of the same topic. In general, references acknowledge the use of another person’s ideas and are essential in avoiding plagiarism. Failure to provide adequate references constitutes plagiarism.

### **Important Dates**

May 22	Victoria Day, university closed.
July 1	Canada Day, university closed.

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July 3

Canada Day Observed, university closed.

### **Grade Distribution**

A+=95-100	B+ =75-79.9	C =55-64.9
A =85-94.9	B =70-74.9	D =50-54.9
A- =80-84.9	C+ =65-69.9	F =0-49.9

### **Plagiarism and Academic Dishonesty:**

Plagiarism is a serious academic offence. Presenting an idea, words or an exact phrase of another author as your own work constitutes plagiarism. All students are required to know what constitutes plagiarism and how to avoid it. If you have questions about what constitutes plagiarism you can consult the Lakehead

All cases of plagiarism will be dealt with in accordance with the Student Code of Conduct and Disciplinary Procedures approved by Senate and the Board of Governors. Other instances of Academic Dishonesty, including but not limited to double submission, purchasing of assignments (either online or from another student on campus), or copying of assignments will also be dealt with in accordance to the University regulations on Academic Dishonesty. Students may obtain a copy of the “Code of Student Behaviour and Disciplinary Procedures” from the Office of the Registrar for more information.

Please do your own work. Your ideas and contributions are valuable. See each assignment as an opportunity to build your writing and analysis skills.

### **University calendar available online:**

<https://csdc.lakeheadu.ca/~Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=29&topicgroupid=29656>.

### **Copyright and Intellectual Property**

Course materials are the property of the instructor who developed them. Examples of such materials are course outlines, assignment descriptions, lecture notes, test questions, and presentation slides—irrespective of format. Students who upload these materials to filesharing sites, or in any other way share these materials with others outside the class without prior permission of the instructor/presenter, are in violation of copyright law and University policy. Students must also seek prior permission of the instructor/presenter before, for example, photographing, recording, or taking screenshots of slides, presentations, lectures, and notes on the board. Students found to be in violation of an instructor’s intellectual property rights could face serious consequences pursuant to the *Academic Misconduct* or *Non-Academic Misconduct Policy*; such consequences could possibly involve legal sanction under the *Copyright Policy*

([https://www.lakeheadu.ca/sites/default/files/policies\\_procedures/Intellectual%20Property%20Policy.pdf](https://www.lakeheadu.ca/sites/default/files/policies_procedures/Intellectual%20Property%20Policy.pdf)).

### **Grade Appeals**

Students are entitled to appeal a grade in cases where they have reason to believe the grade was unjust. See <https://www.lakeheadu.ca/studentcentral/exams-grades/grade-appeals>.

### **Research Ethics**

Students conducting research interviews, focus groups, surveys, or any other method of collecting data from any person, including a family member, must obtain research ethics approval before commencing data collection. Exceptions are research activities done in class as a learning exercise. For submission requirements and deadlines, see <https://www.lakeheadu.ca/research-and-innovation/ethics/human-subjects>.

### **Weekly Schedule and Readings**

**Please note that this schedule is subject to change and all topics listed on the outline may not be covered. Any changes will be announced both in class and/or via e-mail OR Nexus.**

<b>Schedule and Readings</b>		
<b>Approximate Date(s)</b>	<b>Topic</b>	<b>Required Reading</b>
<b>May 1 - May 5</b>	<b>Course Syllabus Review</b> <b>Introduction</b> Welcome and Introduction: Why Gender and Women’s Studies? What Is Feminism? Feminism and Diversity	<b>Monday:</b> Course Outline Review & Introduction  <b>Friday:</b> Readings: Chapter 1, Chapter 2, Snapshots & Soundwaves 1 Readings: Chapter 3, Snapshots & Soundwaves 2, Snapshots & Soundwaves 3, Chapter 4, Chapter 5
<b>May 8 &amp; 12</b>	Diversity & Intersectionality	<b>Monday:</b> Readings: Chapter 6, Snapshots & Soundwaves 4, Chapter 7, Chapter 8, Snapshots & Soundwaves 5, Snapshots & Soundwaves 6, Chapter 9  <b>Friday:</b>
<b>May 15-19</b> <b>**Short Reflection Paper #1 DUE May 16<sup>th</sup> 2023**</b>	Accounting for Inequalities  Constructions of Sex and Gender	<b>Monday:</b> Readings: Chapter 10, Snapshots & Soundwaves 7, Chapter 11, Snapshots & Soundwaves 8  Readings: Chapter 12, Activist Art 1, Chapter 13, Chapter 14, Snapshots & Soundwaves 9, Chapter 15
<b>May 22 &amp; 26</b>	The Making of “Difference” and Inequalities	<b>Monday:</b> Readings: Chapter 16, Chapter 17, Snapshots & Soundwaves 10, Activist Art 2, Snapshots & Soundwaves 11, Chapter 18, Activist Art 3.

<b>Schedule and Readings</b>		
	Gender Construction and Performativity	Chapter 19, Snapshots & Soundwaves 12, Snapshots & Soundwaves 1.  Chapter 20, Snapshots & Soundwaves 14, Snapshots & Soundwaves 15, Chapter 22 <b>**Please note that Chapter 21 is NOT required reading, though it is recommended**</b>
<b>May 29 &amp; June 2</b>	The Construction of Sexuality Gendered Identities  Histories and Legacies of Colonialism and Imperialism	<b>Monday:</b> Readings: Readings: Chapter 23, Snapshots & Soundwaves 16, Chapter 24, Snapshots & Soundwaves 17, Chapter 25, Chapter 26  <b>Friday:</b> Readings: Chapter 31, Activist Art 5, Chapter 32, Chapter 33, Snapshots & Soundwaves 21, Activist Art 6, Chapter 34, Snapshots & Soundwaves 22, Activist Art 7
<b>June 5 &amp; 9</b> <b>**Short Reflection Paper #3 DUE June 7th, 2023**</b>	Indigenous Women: Resistance and Resurgence  Cultural Representations and the Creation of Desire	<b>Monday:</b> Readings: Chapter 35, Chapter 36, Chapter 37, Chapter 38, Chapter 39, Chapter 40  <b>Friday:</b> Readings: Snapshots & Soundwaves 23, Snapshots & Soundwaves 24, Snapshots & Soundwaves 25, Chapter 41, Snapshots & Soundwaves 26, Chapter 42, Snapshots & Soundwaves 27
<b>June 12 &amp; 16</b>	Midterm Exam Review	
<b>June 19 – 23</b>	<b>Midterm Exam Online</b>	
<b>June 26-30</b>	Regulating Bodies and Desires	<b>Monday:</b> Readings: Snapshots & Soundwaves 28, Chapter 43, Activist Art 8, Chapter 44, Snapshots & Soundwaves 29
<b>July 3-7</b> <b>**Paper Proposal and Bibliography DUE July 3th, 2023**</b>	Beauty Projects: Conformity and Resistance  Politics of Health: From Medicalization to Health Care Reform	<b>Monday:</b> Readings: Readings: Chapter 45, Snapshots & Soundwaves 30, Chapter 46  Chapter 48, Snapshots & Soundwaves 32, Snapshots & Soundwaves 33, Chapter 49, Chapter 50

<b>Schedule and Readings</b>		
<b>July 10-14</b>	Gender Violence  Gender and Globalization	<b>Monday:</b> Readings: Chapter 55, Chapter 56, Snapshots & Soundwaves 35, Chapter 57, Chapter 58, Snapshots & Soundwaves 36, Activist Art 9, Snapshots & Soundwaves 37  <b>Friday:</b> Readings: Snapshots & Soundwaves 38, Snapshots & Soundwaves 39, Chapter 59, Chapter 60, Chapter 61, Chapter 62
<b>July 17-21</b> <b>**Research Essay DUE July 20th, 2023**</b>	Gender, Migration and Citizenship Poverty and Homelessness in Canada	<b>Monday:</b> Readings: Snapshots & Soundwaves 40, Chapter 63, Chapter 64, Chapter 65, Chapter 66  <b>Friday:</b> Readings: Chapter 68, Chapter 69, Chapter 70, Chapter 71, Snapshots & Soundwaves 41, Snapshots & Soundwaves 42, Chapter 72, Chapter 73 <b>**Please Note Chapter 67 is NOT required reading, though it is recommended**</b>
<b>July 25</b>	Course Reflections and Exam Review	
	FINAL EXAM TBD	