

WOME 1100 YB
Full-Year 2022 - 2023
Department of Gender and Women's Studies
Lakehead University



Term: Fall 2022 - Winter 2023

Meeting Time: Tuesdays and Thursdays, 2:30pm – 4:00pm

Location: RC 1002

Instructor: Dr. Miranda Niittynen

Email: mniitty1@lakeheadu.ca

Virtual Office Hours: Virtual Office Hours are by email appointment only

Course Description:

Welcome to Women's Studies 1100! This course is an introduction to the interdisciplinary field of Gender and Women's 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 ways that are complex and interconnected. 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.

Note: This course has no prerequisite and presumes no prior knowledge of Women's Studies.

Fall Semester Assignments:

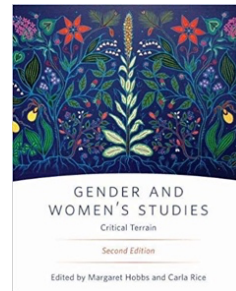
1. Attendance and Participation:	10%	ongoing throughout the course
2. Short Reflection Papers (2x 10%)	20%	Oct 4 & Nov 1 (by email, docx)
3. Midterm Exam	15%	Scheduled by the University

Winter Semester Assignments:

4. Attendance and Participation:	10%	ongoing throughout the course
5. Paper Proposal/Annotated Bibliography	10%	Jan 31 (by email, docx)
6. Final Research Paper	20%	Mar 14 (by email, docx)
7. Final Exam	15%	Scheduled by the University

Textbooks:

- Margaret Hobbs and Carla Rice, *Gender and Women's Studies in Canada: Critical Terrain*, Second Edition (Toronto: Women's Press, 2018)
Available at the Lakehead University Bookstore
- Please get used to checking the course website regularly to see any updated materials/videos posted

**Covid-19 Protocol for WOME 1100:**

From the University:

Due to the transition back to in-class learning, Lakehead University will follow a cautionary protocol for Covid-19 related illness.

Masking on Lakehead University properties will continue to be strongly encouraged in spaces where physical distancing may not be possible, however it is not required.

It is important to respect those who choose to wear a mask - individuals will make such decisions based on their personal health and the needs of their community -- what they feel is right for them. Masks are one of the easiest ways to help protect oneself and those around you. If the ongoing COVID situation warrants, please be advised that the University may reinstate a masking requirement in specific, or all, indoor spaces in accordance with recommendations or requirements issued by public health and/or the province.

As always, those experiencing COVID symptoms, or who are not feeling well, should avoid coming to campus.

From your professor:

In the event that I (your professor) contract Covid-19, class materials and lectures will be posted online until I test negative and can safely return to the classroom space.

I will also be masking when entering and exiting our classroom space (not during lectures, however). If you have a question or need to speak to me in class, please wear a mask when approaching the front of the room. I will be holding office hours virtually in order to avoid unnecessary contact, please book an appointment by email if you need to discuss the course assignments or anything else related to our course.

Note on Class Content:

This course is a study on issues related to women's and gender studies, intersectional feminist responsibility, and representational materials related to privilege, power, and equality. We will

collectively analyze a number of representations from art, advertisements, films, interviews, poetry, documentaries, political rhetoric, performances, as they relate to women's and gender studies (through all of its complexity). Subsidiary to these examples, we will look at a number of artists, activists, and academics who have creatively and critically responded to human rights abuses as they relate to gender and women's (past and present).

Because the materials focus on a number of social and emotional issues, such as sexism, gender-based and sexual violence, racism, human rights abuses, ableism and eugenics, forced sterilization, illness, workplace exploitation, the history of colonialism and imperialism and other forms of complex issues, it is important to practice self-care, good health, and wellness set by your own individual needs. While some of the materials might be difficult to navigate, students will be given a number of critical outlets through activist inspired artists, performers, and speakers to help reflect on the realities of the past and the pressing oppressions of the present. Remember that studying in the humanities and social sciences often involves learning from the lived experiences of others, as well as numerous serious issues that affect the lives of people from a broad range of geographies, locations, cultures, and backgrounds.

If you are struggling this term, please seek out help through campus counselling. More information can be found at the following url:

Student Health and Counselling:

<https://www.lakeheadu.ca/students/wellness-recreation/student-health-and-wellness>

Learning Objectives:

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

- Articulate (orally and in writing) the major concepts in Gender and Women's Studies, including feminism, 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 Gender and Women's Studies generates new knowledge
- Understand, synthesize, and contribute to scholarly discussions in Gender and Women's Studies through the research process and in class discussions

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

- Demonstrate an awareness of some of the ways gender and sex function, as well as the relationship to other categories of analysis and identity
- Conduct secondary scholarly research using a variety of scholarly resources
- Communicate research results in writing, both clearly and effectively
- Engage in oral discussion regarding key issues and debates in Gender and Women's Studies

Fall Course Evaluation and Assignments:

1. Participation and Attendance: 10% of overall course grade.

Students are expected to attend all classes, read the outlined materials in preparation for classroom discussion, and actively and respectfully listen to course lectures and to peers. Without a documented medical reason, student's absences will be reflected on their final grade. Attendance will be taken every class. In the event that you contract Covid-19, please get in touch with your professor at your earliest convenience and review lecture materials online for that week. It may be useful to get the contact of a peer from class to receive notes by the chance of any absences related to Covid-19.

Due Date: Attendance and participation will be ongoing throughout the course term.

2. Reflection Papers (2 x 10%): 20% of overall course grade.

Throughout the fall semester, students will write 2 short reflection papers (2 pages each), based on the week's readings and any supplementary research material the student finds interconnects with the topic. These assignments are designed to help students learn to develop analytical and writing skills in advance of the research essay (due during the winter semester). A good reflection paper will address a key point in that week's reading, connect it to any supplementary research material (such as news articles, blog posts, videos, related to current events etc.), offer your viewpoint and/or provide a question (or series of questions) for further discussion.

Students will have the option to choose between three questions reflecting on the course materials. The purpose here is to offer some choice as to which topic might peak the student's interest.

Reflection papers will be **2 pages** in length (excluding bibliography)

Reminders:

- Put your Name on your paper
- Include a Paper Title
- **Times New Roman** font; pt. **12 size font**
- Double-spaced
- Page numbers
- Be sure to properly cite IN-TEXT the sources you are using throughout
- Citation Style: *MLA* or *APA*
- Late assignments will be penalized 5% per day without prior arrangements made

A good reflection paper will:

1. Address a key point in that week's reading
2. Draw connections across supplementary materials (news articles, blog posts, videos, etc.)
3. Offer the student's reflection on that material
4. Include any follow-up questions or viewpoints the student may have in response to the chosen topic

Due Dates: Reflection Paper due dates are as follows:

Reflection Paper #1: **October 4**

Reflection Paper #2: **November 1**

Note: Assignment guidelines and rubrics will be posted on D2L and discussed in class

ALL REFLECTION PAPERS WILL BE EMAILED TO ME IN DOCX FORMATTING

Please send reflection papers with document title: Last Name, First Initial – Assignment Title (ex., Niittynen, M – Reflection Paper 1)

3. Midterm Exam: 15% of overall course grade.

Students will be tested through a formal midterm exam on the course readings, lectures, and other materials discussed throughout the term. Students will be tested on their comprehension and understanding of the course concepts related to Gender and Women's Studies. The midterm exam will test students on material cumulative of the Fall Term (September 6 – November 24). An exam review and study preparation will be scheduled and discussed in class.

Due Date: Midterm Exam will be **scheduled by the university**.

Note: Exam review will be scheduled and notifications will take place in class

Winter Course Evaluation and Assignments:

4. Participation and Attendance: 10% of overall course grade.

Students are expected to attend all classes, read the outlined materials in preparation for classroom discussion, and actively and respectfully listen to course lectures and to peers. Without a documented medical reason, student's absences will be reflected on their final grade. Attendance will be taken every class. In the event that you contract Covid-19, please get in touch with your professor at your earliest convenience and review lecture materials online for that week. It may be useful to get the contact of a peer from class to receive notes by the chance of any absences related to Covid-19.

Due Date: Attendance and participation will be ongoing throughout the course term.

5. Essay Proposal/Annotated Bibliography: 10% of overall course grade.

As part of each final paper, students will prepare a formal proposal (with a preliminary thesis/argument) along with an annotated bibliography of 3 sources.

Proposal (5%):

Proposals (300-400 words) will include (1) a brief description of the essay topic, (2) a tentative thesis argument, (3) three tentative supporting points to outline how you will prove your argument/thesis, and (4) any questions that they are still grappling as each student continues their research.

Annotations (5%):

The annotated bibliography will list, in alphabetical order, 3 scholarly sources students will use in their final paper. Annotations should be 250 words each. Annotations *must* be scholarly journal articles or book chapters. Each source will be accompanied by a full citation, in *MLA* or *APA Style* format (information on course website), as well as one paragraph explaining the key ideas discussed by this source; a critical assessment of the source's credibility; and why it is useful for each student's purpose in the paper. Each annotation should be a paragraph long, answering the above information. Students are expected to familiarize themselves with Lakehead University's library resources.

Due Date: The Proposal / Annotated Bibliography is due **January 31**

Note: Annotations must be outside sources, not from the course reading list (though you are encouraged to use the course text in your final research paper)

Assignment guidelines will be provided on D2L and discussed in class

6. Research Paper: 20% of overall course grade.

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 on that assignment.

Students will write a research paper (4-5 pages, excluding the bibliography) that extends the research from the proposal assignment. This assignment is **not** the same as the annotated bibliography assignment and must be written as a formal research essay (see information below for writing tutors if you need assistance in essay writing). Leave sufficient time before the due date to carefully proofread and edit your paper.

Papers should include:

- (1) an introduction with a clear thesis statement/argument;
- (2) supporting points that will be explored in the paragraphs in the essay (I recommend three points describing how you will support your argument, which should be clearly outlined for your reader in the introductory paragraph *after* your thesis statement);
- (3) a conclusion;
- (4) and a formal bibliography of all sources used (For *MLA*, this is a 'Works Cited' page; For *APA*, a 'References' page).

Tips:

- Be ***descriptive!*** Introduce your topic in your own words (I recommend a paragraph or two after the introduction explaining to your reader the context of your chosen topic)
- Write as though you are writing to an audience who knows absolutely nothing about the topic (in other words, **SHOW ME** you know what you are talking about)
- Use formal language, do not be colloquial
- ***cite, cite, cite, cite!!*** Also, **do not forget a bibliography** at the end of your paper citing all sources used
- Use ***scholarly*** journal articles, book chapters, museum, magazine, or newspaper websites -- do not rely on websites that are not associated with academic or scholarly research (do not use Wikipedia or smarthistory – if you cannot find the author's name, then the source may not be an academic or reliable source)

Reminders:

- Put your Name on your paper
- Include a Paper Title
- **Times New Roman** font; pt. **12 size font**
- Double-spaced
- Page numbers
- Be sure to properly cite IN-TEXT the sources you are using throughout
- *Do not fear footnotes! They help to define or to discuss supplementary arguments!*
- Citation Style: *MLA* or *APA*
- Late assignments will be penalized 5% per day without prior arrangements made

Due Date: Research Papers are due **March 14**

Note: Assignment guidelines and rubrics will be posted on D2L and discussed in class

ALL RESEARCH PAPERS WILL BE EMAILED TO ME IN DOCX FORMATTING

Please send research papers with document title: Last Name, First Initial – Assignment Title (ex., Niittynen, M – Research Paper)

7. Final Exam: 15% of overall course grade.

Students will be tested through a formal final exam on the course readings, lectures, and other materials discussed throughout the term. Students will be tested on their comprehension and understanding of the course concepts related to Women's Studies. The final exam will test students on material cumulative of the Winter Term (Jan 10-Mar 30). An exam review and study preparation will be discussed in class.

Due Date: final exam will be **scheduled by the university**.

Note: Exam review will be scheduled and notifications will take place in class

Class Schedule**Fall Term 2022****W1 | Sept 6/8: Course Syllabus / Why Gender and Women's Studies?***Schedule:*

- Course Syllabus
- Introduction to the course
- Lecture: *Why Gender and Women's Studies?*

Readings:

- **Chapter 1:** bell hooks – “Feminism is for Everybody”
- **Chapter 2:** Victoria L. Bromley – “What's Feminism Done for Me Lately”
- **Snapshots & Soundwaves 1:** Roxanne Gay – “Bad Feminist Manifesto”

W2 | Sept 13/15: Feminisms and Diversity*Readings:*

- **Chapter 3:** Wanda Nanibush – “Anishinaabe-kwe and/or Indigenous Feminist?”
- **Snapshots & Soundwaves 2:** Abaki Beck – “15 Indigenous Feminists to Know and Read”
- **Snapshots & Soundwaves 3:** Alice Walker – “Activist Insight”
- **Chapter 4:** Estelle Freedman – “The Historical Case for Feminism”
- **Chapter 5:** Shira Tarrant – “This is What a Feminist Looks Like”

W3 | Sept 20/22: Intersectionality*Readings:*

- **Chapter 6:** Kimberlé Crenshaw – “Why Intersectionality Can’t Wait”
- **Snapshots & Soundwaves 4:** Chimamanda Ngozi Adichie – “The Dangers of a Single Story”
- **Chapter 7:** Mia Mckenzie – “Womanhood and How it Perpetuates Inequality”
- **Chapter 8:** Canadian Research Institute for the Advancement of Women (CRIA) – “Intersectional Feminist Frameworks: A Primer”
- **Snapshots & Soundwaves 5:** Conceptualizing Intersectionality
- **Snapshots & Soundwaves 6:** Sojourner Truth – “Activist Insight”
- **Chapter 9:** Neita Kay Israelite and Karen Swartz – “Reformulating the Feminist Perspective: Giving Voice to Women with Disabilities”

W4 | Sept 27/29: Accounting for Inequalities*Readings:*

- **Chapter 10:** Raewyn Connell and Rebecca Pears – “The Question of Gender”
- **Snapshots & Soundwaves 7:** Canadian Feminist Alliance for International Action (FAFIA) – “Because it’s 2016!”
- **Chapter 11:** Marion Werner, Leah F. Vosko, Angie Deveau, Giordana Pimentel, and Deatra Walsh – “Conceptual Guide to Unpaid Work”
- **Snapshots & Soundwaves 8:** Unpaid Work: A Global View

W5 | Oct 4/6: Constructions of Sex and Gender*Readings:*

- **Chapter 12:** Nelly Oudshoorn – “Introduction to Beyond the Natural Body”
- **Activist Art 1:** Sophie Labelle – “Assigned Male”
- **Chapter 13:** Kate Allen – “How the Practice of Sex-Testing Targets Female Olympic Athletes”
- **Chapter 14:** “Georgiann Davis – “Contesting Intersex”
- **Snapshots & Soundwaves 9:** Defining Genitals: Who Will Make Room for the Intersexed?
- **Chapter 15:** Ann-Fausto-Sterling – “Dueling Dualisms”

Reflection Paper #1 Due Date:
Tuesday, October 4

W6 | Oct 11/13: Fall Reading Week

Relax and rest up, get caught up on readings/assignments ☺

W7 | Oct 18/20: The Making of ‘Difference’ and Inequalities*Readings:*

- **Chapter 16:** Stephen Gould – “Women’s Brains”
- **Chapter 17:** Eli Clare – “Freaks and Queers”

- **Snapshots & Soundwaves 10:** Alison Kafer – “Imagining Disability Futures”
- **Activist Art 2:** Marc Quinn – “Alison Lapper Pregnant”
- **Snapshots & Soundwaves 11:** On Race and Racism
- **Chapter 18:** Lila Abu Lughod – “Do Muslim Women Really Need Saving?”
- **Activist Art 3:** Saba Taj – “Technicolor Muslimah”

W8 | Oct 25/27: Gender Construction and Performativity

Readings:

- **Chapter 19:** Lois Gould – “X: A Fabulous Child’s Story”
- **Snapshots & Soundwaves 12:** Understanding Masculinities: The Work of Raewyn Connell”
- **Snapshots & Soundwaves 13:** Jackson Katz and Jeremy Earp – “It’s the Masculinity, Stupid!”
- **Chapter 20:** Raewyn Connell and Rebecca Pearse – “Gender in Personal Life”
- **Snapshots & Soundwaves 14:** A. Finn Enke – “Transfeminist Terms and Concepts”
- **Snapshots & Soundwaves 15:** Men and Feminism: The White Ribbon Campaign
- **Chapter 22:** Vasu Reddy and Judith Butler – “Troubling Genders, Subverting Identities, An Interview with Judith Butler”

****Please note that Chapter 21 is NOT required reading, though it is recommended****

W9 | Nov 1/3: The Construction of Sexuality

Readings:

- **Chapter 23:** Michael A. Messner – “Becoming 100 Perfect Straight”
- **Snapshots & Soundwaves 16:** Martin Rochlin – “The Heterosexual Questionnaire”
- **Chapter 24:** Udo Schüklenk, Edwards Stein, Jacinta Kerin, and William Byne – “The Ethics of Genetic Research of Sexual Orientation”
- **Snapshots & Soundwaves 17:** Homophobia, Heterosexism, and Heteronormativity
- **Chapter 25:** Leila J. Rupp – “Loving Women in the Modern World”
- **Chapter 26:** Danielle Peers and Lindsay Eales – “‘Stand Up’ for Exclusion? Queer Pride, Ableism, and Inequality”

<p>Reflection Paper #2 Due Date: Tuesday, November 1</p>
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W10 | Nov 8/10: Gendered Identities

Readings:

- **Chapters 27:** Stuart Hall – “Stereotyping As a Signifying Practice”
- **Chapter 28:** Uma Narayan – “Undoing the ‘Package Picture’ of Cultures”
- **Activist Art 4:** Camille Turner – “Miss Canadiana”
- **Snapshots & Soundwaves 19:** Mia Mackenzie – “How to Know If You Are White”
- **Chapter 29:** Marika Morris and the Canadian Research Institute for the Advancement of Women (CRIAOW) – “Women’s Experience of Racism: How Race and Gender Interact”
- **Chapter 30:** Amita Handa – “The Hall of Shame: Lies, Masks, and Respectful Femininity”
- **Snapshots & Soundwaves 20:** Activist Insight: Franchesca Ramsey on Microaggressions and Being an Ally

W11 | Nov 15/17: Histories and Legacies of Colonialism and Imperialism

Readings:

- **Chapter 31:** Afua Cooper – “The Secret of Slavery in Canada”
- **Activist Art 5:** Wangechi Mutu – “You Are My Sunshine”
- **Chapter 32:** Wendy Brathwaite – “Black Women Rage”
- **Chapter 33:** Kim Anderson – “The Construction of a Negative Identity”

- **Snapshots & Soundwaves 21:** Colonization and the Indian Act
- **Activist Art 6:** Nadia Myre – “Indian Act”
- **Chapter 34:** Bonita Lawrence – “Regulating Native Identity by Gender”
- **Snapshots & Soundwaves 22:** Colonization and Residential Schools
- **Activist Art 7:** Shirley Ida Williams née Pheasant – “Anishnaabe-kwe’s Resilience”

W12 | Nov 22/24: Indigenous Women, Resistance, and Resurgence

Readings:

- **Chapter 35:** Leanne Betasamosake Simpson – “Nishnaabeg Resurgence: Stories from Within”
- **Chapter 36:** Susan D. Dion and Michael R. Dion – “The Braiding Histories Stories”
- **Chapter 37:** E. Pauline Johnson – “The Cattle Thief (1894)”
- **Chapter 38:** Chrystos – “I Am Not Your Princess (1988)”
- **Chapter 39:** Shirley Bear with the Tobique Women’s Group – “You Can’t Change the Indian Act?”
- **Chapter 40:** Sylvia Maracle – “The Eagle Has Landed: Native Women, Leadership, and Community Development”

W13 | Nov 29/Dec 1: Exam Review

Midterm Exam Review Scheduled: Tuesday, November 29
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Final Exam: TBA



Winter Term 2023

W14 | Jan 10/12: Welcome Back! / Cultural Representations and the Creation of Desire*Readings:*

- **Snapshots & Soundwaves 23:** Sharon Lamb, Lyn Mikel Brown, and Peggy Orenstein – "Gender Play: Marketing to Girls"
- **Snapshots & Soundwaves 24:** John Berger – "Ways of Seeing"
- **Snapshots & Soundwaves 25:** bell hooks – "Eating the Other: Desire and Resistance"
- **Chapter 41:** Rosalind Gill – "Postfeminist Media Culture: Elements of Sensibility"
- **Snapshots & Soundwaves 26:** Sharon Lamb and Lyn Mikel Brown – "Disney's Version of Girlhood"
- **Chapter 42:** Jessie Daniels – "The Double with White Feminism: Digital Feminism and the Intersectional Internet"
- **Snapshots & Soundwaves 27:** Activist Insight: Suey Park #NotYourAsianSidekick

W15 | Jan 17/19: Regulating Bodies and Desires*Readings:*

- **Snapshots & Soundwaves 28:** Gloria Steinem – "If Men Could Menstruate: A Political Fantasy"
- **Chapter 43:** Anastasia Kousakis and Jessica Valenti – "Why is America So Obsessed with Virginity?"
- **Activist Art 8:** Sophia Wallace – "CLITERACY, 100 Natural Laws and (unconquerable)"
- **Chapter 44:** Ivan Coyote – "The Facilities"
- **Snapshots & Soundwaves 29:** Forward Together – "The New Sex-Ed"

W16 | Jan 24/26: Beauty Projects: Conformity and Resistance*Readings:*

- **Chapter 45:** Carla Rice – "Through the Mirror of Beauty Culture"
- **Snapshots & Soundwaves 30:** Activist Insight: Intersectional Body Activism
- **Chapter 46:** Francine Odette – "Body Beautiful/Body Perfect: Where Do Women With Disabilities Fit In?"

W17 | Jan 31/Feb 2: Politics of Health: From Medicalization to Health Care Reform*Readings:*

- **Chapter 47:** Madeline Boscoe, Gwynne Basen, Ghislaine Alleyne, Barbara Bourier-Lacroix, and Susan White of the Canadian Women's Health Network – "The Women's Health Movement in Canada: Looking Back and Moving Forward"
- **Snapshots & Soundwaves 31:** Activist Insight: Our Bodies Ourselves
- **Chapter 48:** Paula C. Pinto – "Women, Disability and the Right to Health"
- **Snapshots & Soundwaves 32:** Understanding the Social Determinants of Health
- **Snapshots & Soundwaves 33:** How Sexism and Racism Determine Health
- **Chapter 49:** Billie Allan and Janet Smylie – "First Peoples, Second Class Treatment"
- **Chapter 50:** Sisonke Msimang – "HIV/AIDS, Globalization, and the International Women's Movement"

Proposal / Annotated Bibliography Assignment Due Date: Tuesday, January 31

W18 | Feb 7/9: Reproductive Rights and Justice

Readings:

- **Chapter 51:** Judy Rebeck – "The Women Are Coming: The Abortion Caravan"
- **Chapter 52:** Karen Stote – "The Coercive Sterilization of Aboriginal Women in Canada"
- **Chapter 53:** Alison Kafer – "Debating Feminist Futures: Slippery Slopes, Cultural Anxiety, and the Case of the Deaf Lesbians"
- **Chapter 54:** Loretta Ross, Rickie Solinger, and the Population and Development Program at Hampshire College – "A Primer on Reproductive Justice and Social Change"
- **Snapshots & Soundwaves 34:** Reproductive Rights Around the World

W19 | Feb 14/16: Gender Violence

Readings:

- **Chapter 55:** Margo Goodhand – "Toronto and the Runaway Wives"
- **Chapter 56:** Jane Doe – "The Ultimate Rape Victim"
- **Snapshots & Soundwaves 35:** Jackson Katz – "Activist Insight: 10 Things Men Can Do to Prevent Gender Violence"
- **Chapter 57:** Sherri Williams – "Digital Defence: Black Feminists Resist Violence with Hashtag Activism"
- **Chapter 58:** Sarah Hunt – "More Than a Poster Campaign: Redefining Colonial Violence"
- **Snapshots & Soundwaves 36:** Canadian Feminist Alliance for International Action (FAFIA) – "Murders and Disappearances of Aboriginal Women and Girls"
- **Activist Art 9:** Walking With Our Sisters
- **Snapshots & Soundwaves 37:** Catherine Taylor and Tracey Peter – "Every Class in Every School"

W20 | Feb 21/23: Winter Reading Week

Relax and rest up, get caught up on readings/assignments ☺

W21 | Feb 28/Mar 2: Gender and Globalization

Readings:

- **Snapshots & Soundwaves 38:** Alison Jaggar – "What is Neoliberal Globalization?"
- **Snapshots & Soundwaves 39:** Kavita Ramdas and Christine Ahn – "The IMF: Violating Women Since 1945"
- **Chapter 59:** Faye V. Harrison – "The Gendered Politics and Violence of Structural Adjustment: A View From Jamaica"
- **Chapter 60:** Cynthia Enloe – "Women's Labour is Never Cheap: Gendering Global Blue Jeans and Bankers"
- **Chapter 61:** STITCH and the Maquiladora Solidarity Network – "Women Behind the Labels: Worker Testimonies from Central America"
- **Chapter 62:** Sasha Breger Bush – "Trump and National Neoliberalism"

W22 | Mar 7/9: Gender, Migration and Citizenship

Readings:

- **Snapshots & Soundwaves 40:** No One Is Illegal
- **Chapter 63:** Harsha Wallace and Jo-Anne Lee – "Undoing Border Imperialism"
- **Chapter 64:** Leslie Nichols and Vappu Tyyska – "Immigrant Women in Canada and the United States"
- **Chapter 65:** Leah Lakshmi Piepzna-Samarasinha – "The Door of No Return"

- **Chapter 66:** Sharalyn Jordan and Christine Morrissey – "Seeking Refuge from Homophobic and Transphobic Persecution"

W23 | Mar 14/16: Poverty and Homelessness in Canada

Readings:

- **Chapter 68:** Jenn Clamen and Kara Gillies – "When Sex Works: Labour Solidarity for Sex Workers Has Come a Long Way, but More Can Be Done"
- **Chapter 69:** JJ and Ivo – "We Speak for Ourselves: Anti-Colonial and Self-Determined Responses to Young People Involved in the Sex Trade"
- **Chapter 70:** Deborah Steinstra – "Factsheet: Some and Restructuring in Canada"
- **Chapter 71:** Margaret Hillyard Little – "The Leaner, Meaner Welfare Machine: The Ontario Conservative Government's Ideological and Material Attack on Single Mothers"
- **Snapshots & Soundwaves 41:** Elaine Power – "Ontario Social Assistance Doesn't Meet Basic Human Needs"
- **Snapshots & Soundwaves 42:** Homelessness in Canada
- **Chapter 72:** Sadie McInnes – "Fast Facts: Four Things to Know about Women and Homelessness in Canada"
- **Chapter 73:** Qullit Nunavut Status of Women Council – "The Little Voices of Nunavut: A Study of Women's Homelessness North of 60"

Final Research Paper Due Date: Tuesday, March 14

W24 | Mar 21/23: Feminist and Social Justice Movements in North America

Readings:

- **Snapshots & Soundwaves 43:** Jessica Gordon and the Founders of Idle No More – "Activist Insight: Idle No More Manifesto"
- **Chapter 74:** Sonja John – "Idle No More: Indigenous Activism and Feminism"
- **Chapter 75:** Zane Schwartz and Janaya Khan – "How a Black Lives Matter Toronto Co-Founder Sees Canada"
- **Snapshots & Soundwaves 44:** Kai Cheng Thom – "9 Ways We Can Make Social Justice Movements Less Elitist and More Accessible"
- **Snapshots & Soundwaves 45:** Grey Kimber Pitaapan Muldoon with Dan Irving – "A Sense of Place: Expressions of Trans Activism North of Lake Nipissing"
- **Chapter 76:** Judy Rebick – "The Future of Feminism"
- **Snapshots & Soundwaves 46:** Angela Y. Davis – "Activist Insight: The Country's History Cannot Be Deleted"

W25 | Mar 28/30: Transnational Feminisms: Challenges and Possibilities

Readings:

- **Chapter 77:** Corinne L. Mason – "Transnational Feminism"
- **Chapter 78:** May Chazan and Stephanie Kittmer – "Defying, Producing and Overlooking Stereotypes? The Complexities of Mobilizing 'Grandmotherhood' as a Political Strategy"
- **Chapter 79:** Maria Alejandra Rodriguez Acha – "How Young Feminists are Tackling Climate Justice in 2016"
- **Activist Art 10:** Joy Enomoto – "Puna Kuakea"
- **Chapter 80:** Mehreen Kasana – "Feminisms and the Social Media Sphere"
- **Snapshots & Soundwaves 47:** Feminism Without Borders

W26 | Apr 4/6: Exam Review**Final Exam Review Scheduled: Tuesday, April 4****Final Exam: TBA****Course Policies:**

Class Participation and Attendance: Students are expected to attend all classes in order to listen to course lectures, screen videos, and view visual examples in preparation for tested comprehension of course materials on the Midterm and Final exams. A failure to do so will be reflected on each student's final grade. Students are expected to read the course material for each week and are encouraged to participate in course discussion.

If a student is absent for more than 20% of class attendance (without a valid reason or accommodation) the professor is not permitted to pass the student in the course.

As per Lakehead University's Regulation VIII, part (d):

“(d) A student is required to attend the courses of instruction and the examinations in all subjects prescribed. A student whose *attendance* at lectures and laboratories is deemed to be unsatisfactory by the Senate may have her/his registration in that course cancelled at any time.”

Academic Integrity: Students are expected to know Lakehead University's policy on plagiarism and academic dishonesty. Lakehead University's policy on academic dishonesty can be found at the following url: <https://www.lakeheadu.ca/students/student-life/student-conduct/academic-integrity/faq>

Policy on Missed/Late Assignments: Students are required to submit all assignments on the assigned due date. If accommodations are needed for an assignment, students should make arrangements with the instructor ahead of time otherwise late assignments will be penalized 5% for each day (including weekends) that the assignment is late.

- late work will not be accepted after two weeks from the due date unless there are extreme extenuating circumstances
- arrangements can be made for accessibility needs regarding due dates. Please make sure to sort out arrangements with the instructor prior to the due date

Email Etiquette:

All correspondence should be polite, respectful, and professional. Email inquiries must include:

- a salutation, (i.e. “hello”, “dear”, “To”, etc.) and **the course code WOME 1100**
- a detailed question, or polite request.
- a signature (i.e. your name). **Emails that do not follow this format will be discarded.**
- Before you email a question, be sure to read the course syllabus to see if you can find the answer there.

- If you have to discuss an in-depth issue, please email the instructor and make an appointment request for a meeting time that works for both you and the instructor.

Every effort will be made to respond to emails within 48 hours (excluding weekends or holidays). If you have not received a response after 48 hours, please send a polite reminder as sometimes emails can get lost in the shuffle.

Digital Policy and Classroom Etiquette:

Laptop computers and tablets are permitted in my class; however, such technologies should be used for classroom activities only. Students are not permitted to take photos, videos, record my lectures, or share any course materials online.

- Turn your phone and other electronic devices to SILENT MODE when you come into class. Texting and smart phone use are strictly prohibited in class.
- Talking in class: Please do not be disruptive during class lectures. Students are expected to be respectful to the professor and their peers. Talking is encouraged only during in-class discussion, Q&A sessions, or group work. Those who persist in talking and disrupting their peers learning during lectures will be asked to leave class.

Copyright

© Instructor-generated course materials (e.g., lectures, audio lecture, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

Submitting Assignments:

All assignments that are submitted by email must include the students name and be in docx formatting (Microsoft word). Please send assignments with document title: Last Name, First Initial – Assignment Name (ex., Niittynen, M – Reflection Paper 2).

Final Date to drop/withdraw from a LU Full-Year course: February 10, 2023

Lakehead University Resources:

Lakehead University offers a number of resources for students who need additional accessibility and resources for their individual learning. “Part of this commitment includes arranging academic accommodations for students with disabilities and/or medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible.” For more information on these services contact Student Accessibility Services.

Student Accessibility Services:

<http://studentaccessibility.lakeheadu.ca>

Office: SC0003

Tel., 343-8047

Email: sas@lakeheadu.ca

The English Language Centre:

This service is open to all international students seeking help in presentations, writing, vocabulary, reading, grammar and speaking

Website information:

<https://www.lakeheadu.ca/international/english-language-centre>

email: studentlife.intl@lakeheadu.ca

English Language Centre (remember that access to *on-campus* resources is dependent on LU policy for Fall 2022):

Lakehead University International
Chancellor Patterson Library, LI 0003

Other LU Resources:

Student Success Centre:

<https://www.lakeheadu.ca/current-students/student-success-centre>

Academic Support Zone / Writing Tutors:

<https://www.lakeheadu.ca/students/academic-success/student-success-centre/academic-support-zone>

Tutoring and Peer Assistant Learning:

<https://www.lakeheadu.ca/academics/academic-support/tutoring>

Important Note: Academic tutors / Writing tutors are available and paid for in your tuition.

This is a great resource if you are new help with university level essay writing or if you need some additional help comprehending assignments / class content. *Be sure to plan ahead:* create drafts or prepare for exams and book early appointments with writing tutors / peer assistants with sufficient time before the assignment/exam due date.

Student Health and Counselling:

<https://www.lakeheadu.ca/current-students/student-services/tb/health-and-counselling>

All Emergencies: 24 Hours, Call 8-911

Your 8-911 call will be received at the Security Services Department.

Safe Walk:

“At any time during the night or day, if you feel uncomfortable walking alone, or would just like someone to walk with, contact Security at 343-8569 or call 343-7742 (8569 or 7742 using a campus Nortel phone).

One of our friendly and professional guards will be dispatched to your location and escort you to anywhere on campus. This service is offered 24 hours a day, 365 days of the year. You can also let us know in advance of when you would like one of our team members to escort you by calling the numbers listed above.”

Indigenous Student Services Centre:

<https://www.lakeheadu.ca/current-students/student-services/tb/aboriginal-services>

Pride Central:

<http://pride.lusu.ca/>

Gender Equity Centre:

<http://gic.lusu.ca/>

Let's Have a Fantastic Term Together!