

Introduction to Women's and Gender Studies 1100 YDF – 2020-2021

Class: Mondays and Wednesdays
11:30 am – 1:00 pm, online



Instructor: Dr. Jan Oakley

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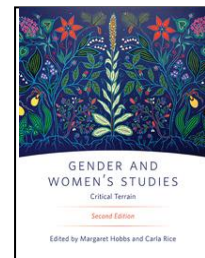
Office hours: Mondays, 10:00-11:00 (or by appointment) via Zoom/Google Meet/other platform

GAs: Raven Booth rbooth@lakeheadu.ca and Julia Lefrancois King jlefran@lakeheadu.ca

Welcome to Women's Studies 1100: an introduction to the interdisciplinary field of women's and gender studies. In this course we examine how gender intersects with class, race, age, ability and sexuality to shape our lives in complicated ways. Together we will explore how gender operates as analytical category in conjunction with other categories, and study how what we consider "normal" and permanent about gender is culturally and historically produced.

REQUIRED TEXT (available at the bookstore/online)

Margaret Hobbs and Carla Rice, *Gender and Women's Studies in Canada: Critical Terrain* – 2nd edition (Toronto: Women's Press, 2018).



LEARNING OBJECTIVES

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

- articulate (orally and in writing) the major concepts in Women's Studies, including feminism, intersectionality, patriarchy, oppression, privilege, difference, identity, social location, heteronormativity, decolonization, agency and resistance
- demonstrate an understanding of women's historical and contemporary participation and contributions 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 lectures, in-class discussions and tutorials
- 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

COURSE FORMAT: Online, with flipped classroom model, Zoom delivery, and a D2L course website

This is an online course with both synchronous and asynchronous elements (meaning, some elements of the course will take place during “regular” course time, online via Zoom, while other parts of the course can be done on your own schedule). Our classes are scheduled on Mondays and Wednesdays, 11:30-1:00.

On Mondays, you should view the lecture and materials posted on our course website **on your own**. This is known as the “flipped classroom” model: lectures will be posted *in advance* of our Monday class, for you to access and watch at your own convenience.

On Wednesdays, we will “meet” virtually, online via Zoom, to discuss the readings and lectures and to participate in interactive learning activities. To join our classes on Wednesdays, please follow the meeting links provided on our course website. Please come to Wednesday classes having read the materials and viewed the lecture, and ready to discuss.

We will also use a D2L website throughout our course. The website includes links to course resources and to scheduled Zoom meetings, as well as discussion boards, an assignment drop box, and other course materials. Our class D2L website can be accessed at <https://mycourselink.lakeheadu.ca/>. We will use the following sections:

- Main page/Announcements: where course updates will be regularly posted, and where you can find links to our Wednesday class meetings
- Content: where links to course materials are posted
- Discussions: where online discussions will take place throughout the course

Please spend some time familiarizing yourself with these components of the website. You may wish to review the “Important Links” information under the tab menu item entitled “More.”

ASSIGNMENTS

Fall Semester Assignments:

Participation	15%	Evaluated throughout the semester
Reading Response Paper 1	10%	DUE: October 7 by 11:59 pm
Reading Response Paper 2	10%	DUE: November 11 by 11:59 pm
Fall End-of-Term Exam	15%	December 2

Winter Semester Assignments:

Participation	15%	Evaluated throughout the semester
Paper Proposal and Bibliography	10%	DUE: February 10 by 11:59 pm
Research Paper	10%	DUE: March 17 by 11:59 pm
Winter End-of-Term Exam	15%	To be determined

ASSIGNMENT GUIDELINES

PARTICIPATION: (15% per term – Fall and Winter)

A number of interactive, participatory elements will be built into our Zoom classes on Wednesdays (tutorial days). Our focus, during these classes, will be on unpacking and considering (critically, personally, politically, locally, globally) the ideas in the assigned readings and discussed in the posted lecture. This is a time for you to work through your ideas and questions in a group setting, with the insights of your classmates.

The Wednesday discussion classes will be based on ideas from (a) the assigned readings of the week and (b) the posted lecture, in which the main themes are reviewed and questions for discussion are outlined. To prepare for participation in the lectures and Wednesday tutorial discussions, read the assigned course texts carefully and aim to understand the following in each reading:

- What is the thesis or central argument?
- What points or information does the author use to prove the argument(s)?
- Does the author have an obvious perspective/purpose for writing the article? What is it?
- How do the readings fit together? What are some common themes of the readings? How do they complement the weekly lecture? How do they fit with other readings/lectures from the course?

Please note that during class discussions, respectful communication is expected at all times. Keep in mind that all participants have the right to hold, defend, and promote their views. However, this right exists alongside regulations that protect an individual's right to education without discrimination or harassment on the basis of gender, race, sex, religion, class, sexual orientation, gender identity, ability, body size, age, place of origin, etc. Students are required to respect social and cultural differences. Intents to insult an individual or group of individuals on the basis of their gender, race, etc. and words or symbols that convey hatred or contempt constitute harassment and will not be tolerated! Our discussions must always respect the values of diversity and tolerance of difference.

Note: If you cannot attend Wednesday classes, alternative assignments will be available online, using our Discussion board, on which your participation mark will be based.

READING RESPONSE PAPERS 1 and 2 (10% each) – due October 7 and November 11

During the fall semester you will write two reading response papers. These papers provide me with evidence that you have read and reflected on the readings, including how they connect (or not) to your own experiences.

Length Guideline: The suggested length guideline for each of these papers is approximately 5 pages, double-spaced, plus a References/Works Cited page. Please use a 12-point font, e.g., Times New Roman, with normal margins.

Content: For each paper, select **two weeks' of readings that we have covered in class to date**, as outlined in the [Readings By Week](#) section of this course outline. For the first reflection paper (due October 7), you can select among Weeks 2-5 of the readings; for the second reflection paper (due November 11), please select among Weeks 6-9 of the readings.

There are two parts to these papers:

- (a) Readings summary section: Summarize the overall gist of the **chapters** included in the two weeks' of readings (Important: please do **not** summarize the "Snapshots & Soundwaves" selections). Your reading summary should answer the following questions: What is the ostensible meaning of each reading, that is, what is the primary claim each author is making? How do the authors develop or support their claims? How do the chapters connect to the weekly theme? Aim to write concisely, with an emphasis on summarizing and paraphrasing (*not* quoting the authors—please, do not include any direct quotations). **Recommended page length for this section: 3 double-spaced pages**
- (b) Reflection and response section: Comment on something that especially appealed to you or intrigued you. Consider: what was it about this idea, concept, or reading that moved you? How does it connect (or not connect) with your own social location, and your experiences? Why do you think that it's important? Please don't comment on everything; rather, try to develop one thought in some depth. **Recommended page length for this section: 2 double-spaced pages**

Suggested Organization: Here is a suggested organization for your paper:

- Page 1 – in the top left-hand corner, include: your name and course number (1100 YDF). Underneath that, identify the two weeks of readings/themes you are addressing in your paper. (For example: (Week 4: Intersectionality and Week 5: Accounting for Inequalities). Note that you do NOT need to include a title page for these assignments.
- Readings summary section (recommended length: approximately 3 pages)
- Reflection and response section (recommended length: approximately 2 pages)
- (on a separate page): References or Works Cited page - in APA or MLA style

Submission Process: Please submit this assignment in MS Word (not as a PDF), through the "Assignment" tab on our course website. Please do *not* submit "Pages" documents – my computer can't open them.

Evaluation: A rubric (posted on our website) will be used to evaluate your paper. Please check it out to understand what is valued in the marking process. Sample reflection paper assignments will also be shared, along with links to APA/MLA style guides for your References/Works Cited page.

FALL END-OF-TERM EXAM – December 2

The Fall End-of-Term Exam will be an “open book” exam that incorporates/encompasses all learning from lectures, readings, discussion, and assignments. The exam will be written online, and you will be able to write it any point during the day (in a three-hour block) on December 2. It will *not* be multiple-choice! Further details, and an exam review, will be provided in class.

PAPER PROPOSAL AND ANNOTATED BIBLIOGRAPHY (10%) – due February 10

This is a two-part assignment, in which you will (1) develop a paper proposal for the research essay due in March, and (2) prepare an annotated bibliography (a list of potential sources, with a short description of the relevancy of each source). Support will be provided in class to help you complete this assignment.

First, pick a topic of interest related to the field of Women’s Studies: this might be a topic we’ve covered in class, or one not discussed in class (note: if you go with the second option here, it’s a good idea to make an appointment with the instructor or a GA to discuss your topic and ideas). This topic can be global or local in orientation, and either historical or contemporary – but do ensure the scope is narrow enough that you can write research paper about it in depth.

Paper Proposal: Develop a detailed 1-2 page outline of your paper including: (a) an introductory statement/short description of the chosen topic, (b) your research question, (c) a preliminary thesis statement, and (d) 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. Together, these four components of your proposal will form the preliminary “skeleton” for your research essay.

Annotated Bibliography: In addition to the paper proposal, provide an annotated bibliography of potential sources to be used in your research essay. Using the library, you will find a variety of sources (including, but not limited to, books, journal articles, and internet sites) that could be useful in writing your paper. This requires that you critically think about the sources you find in order to evaluate whether or not they will be useful for your paper. The sources you identify should be provided in proper bibliographic style (APA or MLA citation style). Your annotation should include 4-5 sentences briefly describing the source and indicating how you think it works to prove your thesis.

You are encouraged to search broadly for potential sources. You need to ensure that all of your sources have a connection to your topic and that they are scholarly, academic sources. Each bibliography must include (at least):

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

Note: Course materials (i.e., readings from our text) *cannot* be used for this assignment.

Evaluation: A rubric (posted on our website) will be used to evaluate your paper. Please check it out to understand what is valued in the marking process. Sample reflection paper assignments will also be shared, along with links to APA/MLA style guides for your References/Works Cited page.

RESEARCH PAPER (10%) – due March 17

Your final research paper builds upon the proposal and bibliography submitted earlier in the Winter 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. (Note: changing your research paper topic after the proposal and bibliography are submitted is HIGHLY DISCOURAGED.)

The suggested length guideline for your research paper is approximately 2,000 words (6-8 pages, double-spaced), plus a References/Works Cited page. Please use a 12-point font, e.g., Times New Roman, with normal margins.

Your research paper should follow a similar format as identified in your paper proposal. The introductory section should include an introductory hook, a clearly stated research question, a thesis statement (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 conclusion that restates your main points and ties up your argument.

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. 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 References/Works Cited page.

Evaluation: A rubric (posted on our website) will be used to evaluate your paper. Please check it out to understand what is valued in the marking process. Sample research paper assignments will also be shared.

WINTER END-OF-TERM EXAM – Date to be determined

Please see the description above regarding the Fall End-of-Term Exam – the same overview applies to the Winter exam.

OTHER IMPORTANT COURSE INFORMATION – Please read completely

Your mental health is important! If you require immediate support regarding a mental health crisis, call Crisis Response at 346-8282 (24 hours/day). For non-crisis issues, please call Good To Talk at [1-866-925-5454](tel:1-866-925-5454). For additional resources, see the file posted on our course website.

Assignment due dates: All assignments must be handed in by the specified due dates. If you have trouble meeting a due date, please discuss it with me at least one week prior to your due date and, if accepted, we will negotiate a new due date. Missing due dates without prior approval will result in a deduction of 5% per day.

Accessibility and Learning Accommodations: Lakehead University is committed to achieving full accessibility for persons with disabilities. 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 think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please contact Student Accessibility Services <http://studentaccessibility.lakeheadu.ca>. If you have special needs regarding the format or the due dates for the assignments, please inform me.

Note on Incomplete Standing (from the *Lakehead University Calendar*): An incomplete grade may, at the discretion of the instructor and in consultation with the student, be assigned to a course when the instructor considers that for a valid reason the student has not yet completed all the requirements of the course. In such cases, when a percentage grade would normally be assigned to the course, the instructor must also assign a grade for work completed to that point, expressed as a portion of the entire course mark. Courses graded on a Pass/Fail basis will be assigned an INC. Incomplete grades will not be included in the calculation of the student's average.

Academic dishonesty and plagiarism: Plagiarism is a *serious* academic offence. Presenting an idea, words, or an exact phrase of another author as your own work constitutes plagiarism. Other instances of Academic Dishonesty, including but not limited to double submission (submitting your own work across courses, or within the same course), purchasing of assignments (either online or from another student on campus), or copying of assignments will be dealt with in accordance to the University regulations on Academic Dishonesty. All students are required to know what constitutes plagiarism and how to avoid it. Click [this link](#) to see the Student Code of Conduct-Academic Integrity, and [this link](#) to review the policy on Academic Dishonesty. **Please do your own work.**

Other Regulations: In taking this course, you are agreeing to the following statements, developed by the University in light of the move to online teaching with the COVID-19 pandemic:

(1) Copyright Compliance. “I understand and agree that all instructional, reference, and administrative materials to which I am given access in this course (the “course materials”), whether they consist of text, still or kinetic images, or sound, whether they are in digital or hard copy formats, and in whatever media they are offered, are protected in their entirety by copyright, and that to comply with this copyright and the law.

(a) I may access and download the course materials only for my own personal and non-commercial use for this course; and

(b) I am not permitted to download, copy, store (in any medium), forward or share, transmit, broadcast, show, post or play in public, adapt, or change in any way any text, image, or sound component of the course materials for any other purpose whatsoever except as expressly authorized, and only to the extent authorized, in writing, by the course instructor.

I further understand and agree that, if I infringe the copyright of the course materials in any way, I may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University’s academic values.”

(2) Exam/Assignment Integrity. “I understand and agree that:

(a) Unless otherwise allowed by the course instructor, I must complete the assignments in this course without the assistance of anyone else.

(b) Unless otherwise allowed by the course instructor, I must not access any sources or materials (in print, online, or in any other way) to complete any course exam.

I further understand and agree that, if I violate either of these two rules, or if I provide any false or misleading information about my completion of course assignments or exams, I may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University’s academic values.”

READINGS BY WEEK

Note that you will want to complete the readings by the Monday of each week. It is recommended that you first do the readings/watch the documentaries, then watch the posted lecture, to be prepared for the Wednesday class discussions/activities.

Fall Term

Dates	Topic	Readings:
Week 1 Sept. 9	Welcome and Introduction	No assigned readings
Week 2 Sept. 14, 16	Why Gender and Women’s Studies? Why Feminism?	Chapter 1, Chapter 2, Snapshots & Soundwaves 1
Week 3 Sept. 21, 23	Feminist Waves and Diversity	Chapter 3, Snapshots & Soundwaves 2, Snapshots & Soundwaves 3, Chapter 4, Chapter 5

Week 4 Sept. 28, 30	Intersectionality	Chapter 6, Snapshots & Soundwaves 4, Chapter 7, Chapter 8, Snapshots & Soundwaves 5, Snapshots & Soundwaves 6, Chapter 9
Week 5 Oct. 5, 7	Accounting for Inequalities	Chapter 10, Snapshots & Soundwaves 7, Chapter 11, Snapshots & Soundwaves 8 Documentary: <i>Status Quo: The Unfinished Business of Feminism in Canada</i> Reading Response Paper 1 due Oct. 7

*** READING WEEK: NO CLASSES OCTOBER 12-16 ***

Week 6 Oct. 19, 21	Constructions of Sex and Gender	Chapter 12, Activist Art 1, Chapter 13, Chapter 14, Snapshots & Soundwaves 9 Documentary: <i>Intersexion</i>
Week 7 Oct. 26, 28	The Making of “Difference” and Inequalities	Chapter 16, Chapter 17, Snapshots & Soundwaves 10, Activist Art 2, Snapshots & Soundwaves 11, Chapter 18, Activist Art 3
Week 8 Nov. 2, 4	Gender Construction and Performativity	Chapter 19, Snapshots & Soundwaves 12, Snapshots & Soundwaves 13, Chapter 20, Snapshots & Soundwaves 14, Snapshots & Soundwaves 15, Chapter 22, Snapshots & Soundwaves 16
Week 9 Nov. 9, 11	Gendered Identities	Chapters 27, Chapter 28, Activist Art 4, Snapshots & Soundwaves 19, Chapter 29, Chapter 30, Snapshots & Soundwaves 20 Documentary: <i>Tough Guise II</i> Reading Response Paper 2 due Nov. 11
Week 10 Nov. 16, 18	Histories and Legacies of Colonialism and Imperialism	Chapter 31, Activist Art 5, Chapter 32, Chapter 33, Snapshots & Soundwaves 21, Activist Art 6, Chapter 34, Snapshots & Soundwaves 22, Activist Art 7
Week 11 Nov. 23, 25	Indigenous Women: Resistance and Resurgence	Chapter 35, Chapter 36, Chapter 37, Chapter 38, Chapter 39, Chapter 40
Week 12 December 2	Fall End-of-Term Exam	

Winter Term

Dates	Topic	Readings:
Week 1 Jan. 11, 13	Cultural Representations and the Creation of Desire	Snapshots & Soundwaves 23, Snapshots & Soundwaves 24, Snapshots & Soundwaves 25, Chapter 41, Snapshots & Soundwaves 26, Chapter 42, Snapshots & Soundwaves 27
Week 2 Jan. 18, 20	Regulating Bodies and Desires	Snapshots & Soundwaves 28, Chapter 43, Activist Art 8, Chapter 44, Snapshots & Soundwaves 29 Documentary: The Purity Myth
Week 3 Jan. 25, 27	Beauty Projects: Conformity and Resistance	Chapter 45, Snapshots & Soundwaves 30, Chapter 46
Week 4 Feb. 1, 3	Politics of Health: From Medicalization to Health Care Reform	Chapter 47, Snapshots & Soundwaves 31, Chapter 48, Snapshots & Soundwaves 32, Snapshots & Soundwaves 33, Chapter 49, Chapter 50
Week 5 Feb. 8, 10	Reproductive Rights and Justice	Chapter 51, Chapter 52, Chapter 53, Chapter 54, Snapshots & Soundwaves 34 Paper Proposal and Annotated Bibliography due February 10

*** READING WEEK: NO CLASSES FEBRUARY 15-19 ***

Week 6 Feb. 22, 24	Gender Violence	Chapter 55, Chapter 56, Snapshots & Soundwaves 35, Chapter 57, Chapter 58, Snapshots & Soundwaves 36, Activist Art 9, Snapshots & Soundwaves 37
Week 7 March 1, 3	Gender and Globalization	Snapshots & Soundwaves 38, Snapshots & Soundwaves 39, Chapter 59, Chapter 60, Chapter 61, Chapter 62
Week 8 March 8, 10	Gender, Migration and Citizenship	Snapshots & Soundwaves 40, Chapter 63, Chapter 64, Chapter 65, Chapter 66
Week 9 March 15, 17	Sex Work in Canada	Chapter 68, Chapter 69 Documentary: The New Era of Canadian Sex Work Research Paper due March 17
Week 10 March 22, 24	Feminist and Social Justice Movements in North America	Snapshots & Soundwaves 43, Chapter 74, Chapter 75, Snapshots & Soundwaves 44, Snapshots & Soundwaves 45, Chapter 76

Week 11 March 29, 31	Transnational Feminisms: Challenges and Possibilities	Chapter 77, Chapter 78, Chapter 79, Activist Art 10, Chapter 80, Snapshots & Soundwaves 47
Week 12 April 5, 7	Wrap-up/Winter End-of- Term Exam Review	

Looking forward to a great year together!

